# Vancouver Community College
## EDUCATION COUNCIL
### MEETING AGENDA - DRAFT
**October 13, 2015, 3:30 – 5:30 pm, Room 240 DTN**

<table>
<thead>
<tr>
<th>Item</th>
<th>Topic</th>
<th>Time</th>
<th>Speaker</th>
<th>Pre-reading materials</th>
<th>Action</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Call to Order</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
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<td>2.</td>
<td>Adopt Agenda</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td>October 13, 2015 Agenda</td>
<td>Approval</td>
<td>1-2</td>
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<td>3.</td>
<td>Approve Past Minutes</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td>Minutes of June 17, 2015 Minutes of September 8, 2015</td>
<td>Approval</td>
<td>3-7</td>
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<td>4.</td>
<td>Enquiries &amp; Correspondence</td>
<td></td>
<td>None</td>
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<td>5.</td>
<td>Business Arising</td>
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<td></td>
<td>a) 2016-17 Academic Schedule</td>
<td>10 min</td>
<td>Kathryn McNaughton/Brian Beacham</td>
<td>Decision Note, Academic Schedule</td>
<td>Approval</td>
<td>16-24</td>
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<td></td>
<td>b) Update from VP Academic</td>
<td>20 min</td>
<td>Kathryn McNaughton</td>
<td>Information Note</td>
<td>Information</td>
<td>25-77</td>
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<td></td>
<td>c) 2015-16 Enrolment Plan – Fall Variance Report</td>
<td>5 min</td>
<td>Kathryn McNaughton/Brian Beacham</td>
<td>Verbal Update</td>
<td>Information</td>
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<td></td>
<td>d) ESL Update</td>
<td>10 min</td>
<td>David Wells</td>
<td>Verbal Update</td>
<td>Information</td>
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<td></td>
<td>e) TESOL and TEFL</td>
<td>10 min</td>
<td>David Wells</td>
<td>Verbal Update</td>
<td>Information</td>
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<td></td>
<td>f) Adult Education Diploma Cancellation</td>
<td>5 min</td>
<td>Susie Findlay/Kathryn McNaughton</td>
<td>Decision Note</td>
<td>Information</td>
<td>78-79</td>
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<td>g) 2016 Meeting Schedule</td>
<td>5 min</td>
<td>Todd Rowlatt</td>
<td>2016 Meeting Schedule for Education Council and Standing Committees</td>
<td>Information</td>
<td>80</td>
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<td></td>
<td>h) Elections Update</td>
<td>5 min</td>
<td>Brian Beacham</td>
<td>Election Rules</td>
<td>Information</td>
<td>81-91</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>
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<td></td>
<td>i) C.1.1 Grading Progression and Withdrawal</td>
<td>10 min</td>
<td>Mike Tunnah</td>
<td>Decision Note, Policies C.1.1 and D.4.4</td>
<td>Approval</td>
<td>92-106</td>
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<td>ii)</td>
<td>Deletion of C3.4 and C3.6</td>
<td>5 min</td>
<td>Mike Tunnah</td>
<td>Decision Note</td>
<td>Approval</td>
<td>107-112</td>
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<td>b)</td>
<td>Curriculum Standing Committee</td>
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<td>i)</td>
<td>New Course: COMP 0740 Introduction to PowerPoint</td>
<td>5 min</td>
<td>Brock Elliott</td>
<td>Decision Note, Course Outline and Control Sheet</td>
<td>Approval</td>
<td>113-120</td>
</tr>
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<td>ii)</td>
<td>BIOL 1200</td>
<td>5 min</td>
<td>David Branter</td>
<td>Decision Note and Control Sheet</td>
<td>Approval</td>
<td>121-129</td>
</tr>
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<td>iii)</td>
<td>CNSK 1401</td>
<td>5 min</td>
<td>David Branter</td>
<td>Decision Note and Control Sheet</td>
<td>Approval</td>
<td>130-139</td>
</tr>
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<td>c)</td>
<td>Appeals Oversight 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>5 min</td>
<td>Todd Rowlatt</td>
<td>Terms of Reference</td>
<td>Discussion</td>
<td>140-141</td>
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<td>e)</td>
<td>Educational Priorities Ad Hoc Committee</td>
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<td>7.</td>
<td>Chair Report</td>
<td>2 min</td>
<td>Todd Rowlatt</td>
<td>Verbal update</td>
<td>Information</td>
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<td>8.</td>
<td>Student Representative Report</td>
<td>3 min</td>
<td>Damien Otis</td>
<td>Verbal Report</td>
<td>Information</td>
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<td>9.</td>
<td>Pending Items</td>
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<td>a)</td>
<td>Aboriginal Culinary Arts Cancellation</td>
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<td>10.</td>
<td>Next meeting: November 10, 2015, 3:30-5:30, Room 5025 BWY</td>
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<td>11.</td>
<td>Adjournment</td>
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<td>Item</td>
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<td>1.</td>
<td>Call to Order</td>
<td>The meeting was called to order at 3:34 p.m.</td>
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| 2.   | Adopt Agenda | **Motion**: Moved by Damien Otis and seconded THAT the agenda be adopted.  
Changes: No Changes  
All in favour. **Motion carried.** |
| 3.   | Business Arising | **Enrolment Plan for the Centre of Continuing Studies**  
Michael Yue spoke to the Enrolment Plan for the Centre of Continuing Studies and stated that there is a declining trend of enrolments in the last 2-3 years. The decline is due to several different factors such as structural challenges and changes in the labour market. Continuing Studies also cannot dip into funds to develop new curriculum.  
Q: What does Continuing Studies offer that the School of Access cannot?  
A: Michel Yue explained that they have different demographics. Continuing Studies students are working people attending part-time on evenings or weekends, and most offerings are related to career and professional development.  
Q: Is the decline in enrolments the same across the province?  
A: Michael Yue answered that he was not sure but the different regions in BC have different economic impacts.  
Q: Please clarify the decision that the Committee is being asked to make today.  
A: Todd Rowlatt responded that the Enrolment Plan that was presented in April was not brought to the Board for approval and that both the Enrolment Plan and the Budget will go before the Board at the end of this month for approval.  
**Enrolment Plan for the School of Trades**  
Dennis Innes stated that the School of Trades is funded by the Industry Training Authority (ITA) and the if enrolment in a particular program is not high enough to run the program the funds are... |
## Item

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<td>transferred back to the ITA until the enrolment is high enough to run the program.</td>
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### Enrolment Plan for the School of Access

David Wells explained that the School of Access breaks down into four groups:

1. ASL Deaf Studies: Very little change and numbers are consistent with previous years.
2. Upgrading: The Spring term gave insight on the impact of charging tuition.
4. Language Studies: Numbers are lower and reflect ESL Pathways tuition. UT CPE is down as well because the number of sections for UT Preparatory English were reduced due to loss of funding and added to the CPE section. TESOL is being taught out. ELSA is lower due to contract with LINC.

Q: Why are Basic Ed and CCA sections being reduced?
A: David Wells answered that they are still in the process of gathering information on how tuition will affect students. Judith McGillivray added that she tried to be very realistic in coming up with the numbers and that it would likely take a couple of years of research to come up with an accurate projection.

Q: How could we have a deficit last year when we did not know that we would have to charge tuition?
A: Judith McGillivray answered that she did not know what happened last year but the numbers on this report are reasonable and conservative.

Q: Taryn Thomson asked if by approving this Enrolment Plan we are approving shrinking our departments and if that is not what it means are we allowing areas that have a reduction in numbers time to come up with a plan?
A: Judith McGillivray answered that this enrolment plan is based on the best of our projections over the past three years. Looking also at the external environment and other factors out of our control, this is what we’re projecting. We will do a variance report at stable enrolment dates and bring that back to EDCO in the fall.

Q: Jan Weiten indicated that she understands the college is finally going to put money toward the marketing of ABE and letting the public know that there is actually AUG funding to cover
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|      |       | tuition fees if they’re eligible, and there is also perhaps other money to help people who are not eligible for AUG. If that happens is there going to be funding there to cover the sections that we historically run? Or, are you saying that this is the projection and a budget is being determined for the next year even though we’re not sure that’s what the reality is going to be?  
A: Judith McGillivray replied that usually, if there is demand and it’s cost-neutral she would add sections. This college has not been in the habit of setting aside money for on demand sections and over time, we may have to do that. This would be down the road but we really do want the numbers to go up.  
Q: Jan Weiten commented that departments have their budgets which were based on historical numbers. If we can get our numbers back up to what they were historically, isn’t the money already there?  
A: David Wells replied that the numbers are based on projected numbers. |

**Enrolment Plan for the School of Health**
Debbie Sargent reported that she is anticipating changes in the Health Unit Coordinator Program where enrolment will have to be reduced due to clinical placement capacity.  
Q: With the BScN waitlist so long, why are the FTEs not being increased?  
A: Debbie Sargent answered that this is a targeted program that the Ministry expects us to deliver 129 FTEs per year.  
Q: Will the Denturist program be added back to the Enrolment Plan?  
A: Debbie Sargent confirmed that this is pending the decision by the Board. |

**Enrolment Plan for the School of Hospitality and Applied Business**
Todd Rowlatt asked the committee for any questions. There were none. |

**Enrolment Plan for the Centre for Instructional Development and School of Instructor Education**
Susie Findlay stated that the increased projected enrolment projected in both SIE programs is due to new transfer agreements with the Continuing Studies Program at the University of Victoria and the Bachelor of Adult Education Program at the University of the Fraser Valley. The department has moved to a continuous intake model and is looking to refresh relationships at other post-secondary institutions within the province. The SIE has a couple of new courses that are providing
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<td>Incentive for students to take the PID program.</td>
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<td><strong>Enrolment Plan for the School of Music, Dance and Design</strong></td>
<td>Judith McGillivray provided a brief overview of the budget.</td>
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| | **Enrolment Plan for International and Immigration Education** | Q: Is the department looking to develop more programs for international students?  
A: Tina Chow answered that they are looking to add additional capacity to the existing programs.  
Q: Is the Auto Collision and Refinishing program on the list? It was approved earlier this year.  
A: It is missing and will be added.  
Q: Why is this being put through now rather than waiting for the Fall to get the FTEs back up.  
A: Judith McGillivray explained that the Board has to pass a budget and this is part of that process.  
Q: What does LMA stand for?  
A: Dennis Innes answered that it is Labour Market Agreement and explained that there are times throughout the year where extra pots of money become available to fund a student who is not eligible for ITA funding. |
| 4. | Committee Reports  
a) Education Policy Standing Committee  
i. C.3.10 Affiliation Agreement (Education) Policy | Judith McGillivray stated that the Policy Committee has discussed this policy at length over the past year and has sent it out for community feedback. This policy focuses on educational affiliation agreements.  
**Motion:** Moved by Jo-Ellen Zakoor and seconded THAT Education Council recommend the Board of Governors approve C.3.10 Affiliation Agreement (Education) Policy and Procedures. |

**Motion:** Moved by David Branter and seconded THAT Education Council advise the Board of Governors to approve the adjusted 2015-16 Enrolment Plan.  
All in favour.  **Motion carried.**
## Item II. C.1.4 Assignment of Credits to Courses Policy

**Judith McGillivray** explained that the primary purpose of this policy is to maintain consistency across the institution and to establish guidelines for credit assignment based on instructional type.

Discussion by Council members confirmed that:
- tuition would be just slightly affected
- the intent is for all programs to go through this process (per policy principle #7)
- non-credit courses are exempt from this policy

**Motion:** Moved by David Branter and seconded THAT the Education Council recommend that the C.1.4 Assignment of Credits to Courses Policy be posted for community feedback.

All in favour. **Motion carried.**

### Item 5. Next meeting

September 8, 2015, 3:30-5:30 pm, 5025 BWY-A

### Item 6. Adjournment

The meeting adjourned at 4:53 p.m.
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<tr>
<td>1.</td>
<td>Call to Order</td>
<td>The meeting was called to order at 3:34 p.m. Todd Rowlatt welcomed the new VP Academic, Students and Research, Kathryn McNaughton, and thanked the outgoing VP Judith McGillivray for her work on EDCO.</td>
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<td>2.</td>
<td>Adopt Agenda</td>
<td><strong>Motion:</strong> Moved by David Branter and seconded THAT the agenda be adopted as presented. All in favour. <strong>Motion carried.</strong></td>
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| 3.   | Approve Past Minutes | **Motion:** Moved by David Wells and seconded THAT the minutes of June 9, 2015 be adopted. A number of minor changes were recommended and will be made. All in favour of revised minutes. **Motion carried.**  
**Motion:** Moved by Jo-Ellen Zakoor and seconded THAT the minutes of June 17, 2015 be adopted. A number of minor changes were recommended and will be made. Jan Weiten and Taryn Thomson requested that the section on ABE be updated with more details and the names of individuals making comments.  
**Revised Motion:** Moved by David Branter and seconded that approval fo the June 17, 2015 minutes be tabled to the October meeting. All in favour. **Motion carried.** |
| 4.   | Enquiries & Correspondence | An enquiry regarding the Denturist suspension was received and will be addressed at item 5 d) of the agenda. |
| 5.   | Business Arising  
a) 2016-17 Academic Schedule | Brian Beacham presented this new document which was created through the office of the Vice President Academic, Students and Research in accordance with the new policy. A call was put out to each school to determine the programs and courses that are being delivered in each term. A lot of feedback has been received and already some changes are in progress. Once the schedule is |
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<td>complete this data will be pushed into the infrastructure and then through timetabling which will determine the weeks of teaching, exams, etc.</td>
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<td>It was suggested that Department Heads be asked to review the document as there are some inconsistencies:</td>
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<td>• Health Care Assistant: there is a January intake that is missing</td>
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<td>• Health Unit Coordinator: check the date and ensure this is in the right column</td>
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<td>• Adult Basic Education: This should be College Foundations, University Transfer.</td>
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<td>• College and Career Access: What is this in relation to?</td>
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<td>There was a question about whether or not this includes exam dates. Brian Beacham responded that it does not and since we do not have a set exam time, this is something that will have to be adjusted program by program.</td>
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<td>There was a comment that the policy mentions other dates that are important to students such as holidays, VCC Day, core College closures, etc. Brian responded that this is the first round of this process. There was an initial assumption that everything started at different times but that is not the case. There are set terms and anything that falls in that term is identified. There is more work to do to address all the details mentioned in policy.</td>
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<td>A revised document will be presented at the October meeting.</td>
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<td>b)</td>
<td>ABE Update</td>
<td>David Wells provided an update on how ABE is proceeding into the fall semester, with some numbers into the spring. He indicated that Marketing and Communications have developed a campaign to help increase enrolments. Enrolment Services and Financial Aid have also held extra information sessions. The numbers reflect an enrollment decrease by 10-25% depending on the department.</td>
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<td>Todd Rowlatt asked if the percentage relates to our enrolment plan or actual enrolments. David Wells confirmed that this is a 3 year average.</td>
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<td>Todd Rowlatt identified that the enrolment plan shows that a decrease would be 30% but it looks</td>
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<td>like we’re not going to reach that. David Wells commented that we are seeing stabilization in some areas, and this is good, but some areas are close to forecast.</td>
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<td>Ghezal Sorkhabi asked who VCC has spoken to from the Ministry, why other institutions are not charging for ABE, and what is VCC going to do for students who have to pay? Peter Nunoda responded that he works directly with the Deputy Minister and Assistant Deputy Ministry. David Wells added that the upgrading component at VCC is much larger than at other colleges and free tuition is just not an option at this time. He added that students are eligible for the AUG grant which he believes will cover most students.</td>
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<td>Jan Weiten asked if the government has put any thoughts forward on how long the AUG will be in place? Peter Nunoda responded that he is convinced this will be the funding model going forward, but that it is important for us to produce that data here and share it. This will be one way for us to lobby for more comprehensive funding for students wanting to get this funding.</td>
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<td>Jan Weiten asked if the grant money is coming from the interim funding, and 1.5 of it is used up, will the remaining money be available into the next fiscal or will it disappear at the end of March? David Wells mentioned that 1/5 was expended in mid-July and another in September. Peter Nunoda commented that he does not know and will ask for the Ministry for clarification.</td>
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<td>Nona Coles pointed out that she had a student that was not eligible for a grant because her application was based on the prior tax year, and her financial situation had changes dramatically. David Wells commented that this situation has come up in the past and the work around is for that person to clarify their current status by bringing in current documentation. The financial aid office is very supportive of working with students who are in this situation.</td>
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<td>Jo-Ellen Zakoor asked what classes were being cancelled this fall as this may impact her program. David Wells commented that none of the UT courses were cancelled.</td>
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<td>Taryn Thomson said that she does not see the problem with students who come to VCC and then leave to go to other institutions. Peter Nunoda commented that the problem is that we are not tracking this information so there are no numbers to support if they are moving on or where they are going. He added that we need to be intentional in the way that we find the numbers. This is a</td>
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<td>tremendous priority and feeds into enrolment planning and the repositioning of programs. There will be a lot of work on this over the next few months. Jan Weiten commented that education at the literacy level is contested territory as someone picking up a course at the UT level is different than someone at the literacy level. The programs we offer are valuable and the government may not be acknowledge that but VCC should.</td>
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<td>c)</td>
<td>Aboriginal Culinary Arts Suspension Update</td>
<td>Dennis Innes reported that a lot of work went in to this initial program and trying to create additional courses to address aboriginal content. Feedback from the department indicates that there was not enough to offer in an individual program but that adding this content to the current Culinary Arts program would be best, and would set our program apart. There have also been discussions with Continuing Studies to see if there is a fit there. He will bring a proposal forward next month to cancel the program.</td>
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<td>d)</td>
<td>Denturist Program Suspension Update</td>
<td>Debbie Sargent clarified that this is a program suspension not a cancellation. The information presented to the Board included additional information gathered as a result of the comments provided at the EDCO meeting. The renewal is scheduled to begin at the end of September with the expectation that documents will be ready for initial presentation to Curriculum Committee in December.</td>
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<td>6.</td>
<td>Committee Reports</td>
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<td>a)</td>
<td>Education Policy Committee</td>
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<td>i)</td>
<td>Revised Terms of Reference</td>
<td>Mike Tunnah presented revised Terms of Reference for this standing committee, noting that the “Duties” section has been added and the Continuing Studies representative has been changed from “Program Coordinator” to “Administrator” to accommodate a change in titles within that department. <strong>Motion:</strong> Moved by Mike Tunnah and seconded that Education Council approve the revised Terms of Reference for the Education Policy Committee. All in favour. <strong>Motion carried.</strong></td>
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<td>ii)</td>
<td>New Curriculum Development and Approval Process</td>
<td>Mike Tunnah presented this policy for approval, indicating that there was a request from the community feedback to add support staff to the internal consultation process. This has been</td>
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## Item Topic Discussion

### done.

A couple of typos were pointed out and will be corrected.

Jan Weiten asked for clarification of “similar service areas” in item 14. Todd Rowlatt explained that this is meant to advise developers to host broad consultation meetings for areas representing “operating” or “student service” areas. This will engage a larger group of stakeholders and save time.

**Motion:** Moved by Mike Tunnah and seconded that Education Council recommend the Board of Governors approve the Curriculum Development and Approval Policy.

All in favour. **Motion carried.**

Peter Nunoda asked why the VP Academic, Students and Research is not required to sign off on curriculum changes. Todd Rowlatt responded that required sign offs was an ongoing discussion throughout this policy development. It was finally agreed that Deans are ultimately responsible for the curriculum documentation in their areas and their sign off ensures that full consultation has been done, including advising the VP of changes.

### b) Curriculum Committee

#### i) Revised Terms of Reference

David Branter presented revised Terms of Reference for this standing committee, noting that the “Duties” section has been added and the Continuing Studies representative has been changed from “Program Coordinator” to “Administrator” to accommodate a change in titles within that department.

**Motion:** Moved by David Branter and seconded that Education Council approve the revised Terms of Reference for the Curriculum Committee.

All in favour. **Motion carried.**

#### ii) PSYC 1100 and 1200

David Branter presented this proposal which desequences these two courses. This is being done to align with what other colleges are doing.
<table>
<thead>
<tr>
<th>Item</th>
<th>Topic</th>
<th>Discussion</th>
</tr>
</thead>
</table>
|      |       | **Motion:** Moved by David Branter and seconded that Education Council approve revised course outlines for PSYC 1100 and 1200.  

David Branter notes a couple of additional minor changes to the course outlines that will be corrected.  

All in favour. **Motion carried.** |
| iii | English 12 First Peoples | David Branter reported that Committee members discussed the email request sent to Judith McGillivray by the Ministry requesting that English 12 First Peoples be added as an option to our English 12 equivalency. It was pointed out that Kory Wilson should also be consulted. Kathryn McNaughton agreed to respond to this request. |
| iv  | Curriculum Document Templates | David Branter presented the revised templates, noting that Curriculum Committee is responsible for a regular review the documents. He noted that the biggest change to the PCG is the removal of the program map. There was some discussion about keeping it in and Todd Rowlatt confirmed that this is not something that is required in the formal PCG but that it is a helpful design tool that curriculum developers should continue to use.  

Mike Tunnah asked if the drop down menus under instruction type were updated. Todd Rowlatt commented that these lists are taken from the selections in banner. There are no changes to them.  

Peter Nunoda commented that there is not currently a standardized PLAR process and this needs to be addressed college-wide. Todd Rowlatt confirmed that the PLAR policy is currently under review by the Policy Committee. Peter Nunoda and David Branter asked to be invited to that discussion.  

There was discussion regarding the details of evaluations. Todd Rowlatt commented that conversations have started around loosening the standards.  

These documents are presented as information. Members were in general agreement that these new templates be implemented. |
|      | Appeals Oversight Committee | Brian Beacham reported that this committee met over the summer to review all education policies that have appeals processes. Committee members are looking at ways to standardize the |


<table>
<thead>
<tr>
<th>Item</th>
<th>Topic</th>
<th>Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Language and timeframes within each policy. Subgroups were created to evaluate individual policies. Information and recommendations will be brought to Education Policy Committee in October or November. These recommendations will include ways to address VCCs</td>
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<tr>
<td></td>
<td></td>
<td>Brian also noted that one of the biggest thing we found is that we hold the student accountable for meeting timelines but we as a college allow longer timelines.</td>
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<tr>
<td></td>
<td></td>
<td><strong>d) Program Review and Renewal Ad Hoc Committee</strong> No Report</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>e) Curriculum Development and Approval Process Ad Hoc Committee</strong> Todd Rowlatt presented the Decision Note to dissolve this long-standing ad hoc committee. With the approval of the Curriculum Development and Approval policy at this meeting, the work of this committee is complete. <strong>Motion:</strong> Moved by Jo-Ellen Zakoor and seconded that Education Council dissolve the Curriculum Development and Approval Process Ad Hoc Committee. All in favour. <strong>Motion carried.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>f) Educational Priorities Ad Hoc Committee</strong> No Report</td>
</tr>
</tbody>
</table>

**7. Chair Report** Todd Rowlatt pointed to his report to the Board for an update. He noted that elections are coming up and referred to the member list with expired terms.

**8. Member Report** No Report

**9. Pending Items** An update on the Adult Education Diploma will be presented at the October meeting.

**10. Next meeting** October 12, 2015, 3:30-5:30 pm, 240 DTN

**11. Adjournment** The meeting adjourned at 5:15 p.m.

**ATTENDEES:**

- Todd Rowlatt
- Debbie Sargent
- Damien Otis
- David Branter
- Jo-Ellen Zakoor
- Brian Beacham
- Jan Weiten
- Mike Tunnah
- Kathryn McNaughton
- David Wells
- Jan Theny
- Taryn Thomson
- Peter Nunoda
- Ghezal Sorkhabi
- Nona Coles
- Mike Tunnah
- Deanne Bates
<table>
<thead>
<tr>
<th>REGRETS:</th>
<th>Greg Hamilton</th>
<th>Monika Paripovic</th>
<th>Jason Devisser</th>
<th>Doug Mauger</th>
</tr>
</thead>
<tbody>
<tr>
<td>GUESTS:</td>
<td>Dennis Innes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>RECORDING SECRETARY:</td>
<td>Nicole Degagne</td>
<td></td>
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</tr>
</tbody>
</table>

Todd Rowlatt, Chair
VCC Education Council
DECISION NOTE
Academic Schedule for 2016-17
Date: October 5, 2015

PREPARED FOR: Education Council

ISSUE: Approval of the Academic Schedule 2016-17

Background:

The Academic Schedule for the period September 2016 to August 2017 includes a list of statutory holidays, known VCC closures, term dates set by the Registrar and detailed start and end information for the courses/programs VCC intends to offer in the next academic year.

We have included a general information section to assist students in the registration process and through their course of study at VCC.

The purpose of this briefing note is to seek approval from Education Council and a recommendation to the Board of Governors to approve the Academic Schedule as per the College and Institute Act. The Academic Schedule will be posted on the College website after it is approved by the Board of Governors. Normally, once the Academic Schedule has been approved by the Board of Governors no changes will be made except in extraordinary circumstances. The Academic Schedule Ad Hoc Committee will serve as the adjudicating body for any such changes prior to a recommendation being made to the Education Council and in turn to the Board of Governors. ITA programs and non-credentialed courses/programs in Continuing Studies are exempt from this process.

RECOMMENDATION:
THAT Education Council recommend to the Board of Governors to approve the enclosed Academic Schedule.

Attachments: Academic Schedule September 2016 – August 2017

Prepared by:
Kathryn McNaughton, VP Academic, Students & Research
Brian Beacham, Interim Registrar
**Important Dates and Deadlines 2016-2017**

**Statutory Holidays and VCC closures:**

<table>
<thead>
<tr>
<th>Holiday Name</th>
<th>Date Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labour Day</td>
<td>Monday September 5th 2016</td>
</tr>
<tr>
<td>Thanksgiving</td>
<td>Monday October 10th 2016</td>
</tr>
<tr>
<td>VCC Day</td>
<td>Friday October 21st or 28th 2016</td>
</tr>
<tr>
<td>Remembrance Day</td>
<td>Friday November 11th 2016</td>
</tr>
<tr>
<td>Christmas Closure</td>
<td>Saturday 24th 2016 – Monday January 2nd 2017</td>
</tr>
<tr>
<td>Family Day</td>
<td>Monday February 13th 2017</td>
</tr>
<tr>
<td>Good Friday</td>
<td>Friday April 14th 2017</td>
</tr>
<tr>
<td>Easter Monday</td>
<td>Monday April 17th 2017</td>
</tr>
<tr>
<td>Victoria Day</td>
<td>Monday May 22nd 2017</td>
</tr>
<tr>
<td>Canada Day</td>
<td>Saturday July 1st 2017</td>
</tr>
<tr>
<td>BC Day</td>
<td>Monday August 7th 2017</td>
</tr>
</tbody>
</table>

**Academic Terms:**

<table>
<thead>
<tr>
<th>Term Name</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall Term 2016</td>
<td>September 6th 2016 to December 22nd 2016</td>
</tr>
<tr>
<td>Winter Term 2017</td>
<td>January 3rd 2017 to April 30th 2017</td>
</tr>
<tr>
<td>Spring Term 2017</td>
<td>April 3rd 2017 to June 30th 2017</td>
</tr>
<tr>
<td>Summer Term 2017</td>
<td>May 1st 2017 to August 30th 2017</td>
</tr>
</tbody>
</table>

**General information:**

<table>
<thead>
<tr>
<th>Information</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application deadline date</td>
<td>Students are encouraged to apply as early as possible. Some programs with an admission selection process will have specific application deadlines. Students are advised to visit the program page or contact the Registrar’s Office.</td>
</tr>
<tr>
<td>Admission deposit due date</td>
<td>Three weeks from the date of offer</td>
</tr>
<tr>
<td>Fee payment date and fee deferral request date</td>
<td>First installment due 2 months before course/program start date 伴音 Second and final installments due the 15th of the month before the next term starts</td>
</tr>
<tr>
<td>Registration dates</td>
<td>Third week of October for January classes 伴音 Third week of February for May classes 伴音 Third week of June for July, August and September classes</td>
</tr>
<tr>
<td>Official withdrawal date without academic penalty</td>
<td>Approximately 3 weeks before end of course or at 75% of completion of course content</td>
</tr>
<tr>
<td>Refund dates</td>
<td>Refunds are calculated based on the start date of the course. 伴音 For a 100% refund students must withdraw up to and including the 3rd business day before the start date of the course/program. 伴音 For an 80% refund students must withdraw up to and including the 2nd business day from the start</td>
</tr>
</tbody>
</table>
• For a 50% refund students must withdraw up to and including the 5th business day from the start date of the course/program.

<table>
<thead>
<tr>
<th>Final examination dates</th>
<th>Refer to the Academic Schedule for exam dates set by each department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Statutory holidays and known College closures as well as any breaks unique to a course/program</td>
<td>Statutory holidays and VCC closures are noted above. Refer to the Academic Schedule for breaks set by each department.</td>
</tr>
<tr>
<td>Date to change to audit status</td>
<td>Before first day of class</td>
</tr>
<tr>
<td>School</td>
<td>Department</td>
</tr>
<tr>
<td>--------</td>
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</tr>
<tr>
<td>Access</td>
<td>Community &amp; Career Education</td>
</tr>
<tr>
<td>Access</td>
<td>Community &amp; Career Education</td>
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<td>Access</td>
<td>Community &amp; Career Education</td>
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<td>Community &amp; Career Education</td>
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<td>Access</td>
<td>Community &amp; Career Education</td>
</tr>
<tr>
<td>Access</td>
<td>Deaf &amp; Hard of Hearing</td>
</tr>
<tr>
<td>Access</td>
<td>Deaf &amp; Hard of Hearing</td>
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<tr>
<td>Access</td>
<td>Deaf &amp; Hard of Hearing</td>
</tr>
<tr>
<td>Access</td>
<td>Visually Impaired</td>
</tr>
<tr>
<td>Access</td>
<td>Visually Impaired</td>
</tr>
<tr>
<td>Access</td>
<td>Visually Impaired</td>
</tr>
<tr>
<td>Access</td>
<td>English as an Additional Language</td>
</tr>
<tr>
<td>Access</td>
<td>English as an Additional Language</td>
</tr>
</tbody>
</table>

Remarks:
- Closed for Professional Development: Mar 20-23, 2017; Jan 16-20, 2017
- Reading break: Feb 21-21, 2017; Apr 13-21, 2017
- Reading break: Feb 21-21, 2017; Apr 13-21, 2017
- Exams: Aug 21-25, 2017; final exam dates for courses that run May-June (the exam date would be end of June), as well as for courses that run July-August (the exam date would be end of August)
<table>
<thead>
<tr>
<th>School</th>
<th>Department</th>
<th>Program</th>
<th>Fall 2016</th>
<th>Remarks</th>
<th>Winter 2017</th>
<th>Remarks</th>
<th>Spring 2017</th>
<th>Remarks</th>
<th>Summer 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing Studies</td>
<td>Medical Device Reprocessing</td>
<td>Technician</td>
<td>Sep 6, 2016 - Dec 20, 2016</td>
<td></td>
<td>Feb 1, 2017 - May 18, 2017</td>
<td></td>
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</tr>
<tr>
<td>Health</td>
<td>Practical Nursing</td>
<td>201509 cohort</td>
<td>Term started May 9/16 - November 18/16</td>
<td>Graduated</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Health</td>
<td>Practical Nursing</td>
<td>187 cohort</td>
<td>Term start: Aug 1, 2016 - Feb 17, 2017</td>
<td>Program break Dec 19/16 - Jan 3/17</td>
<td>Graduated Feb 17, 2017</td>
<td></td>
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</tr>
<tr>
<td>Health</td>
<td>Practical Nursing</td>
<td>188 cohort</td>
<td>Nov 21, 2016 - June 16, 2017</td>
<td>Program break Dec 19/16 - Jan 3/17</td>
<td>Graduated June 16, 2017</td>
<td></td>
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</tr>
<tr>
<td>Health</td>
<td>Bachelor of Science in Nursing</td>
<td>ADV 009 cohort</td>
<td>does not run at this time</td>
<td>Program start is Jan 3, 2016</td>
<td>Jan 3, 2017 - Apr 21, 2017 (Term 5)</td>
<td>program break: Apr 24 - 28, 2017</td>
<td>May 1, 2017 - Oct 6, 2017 (Term 6)</td>
<td>Program Break: Aug 21 - 25, 2017</td>
<td></td>
</tr>
<tr>
<td>Health</td>
<td>Bachelor of Science in Nursing</td>
<td>ADV BCNU</td>
<td>Aug 29 - Dec 16, 2016 (Term 7)</td>
<td>NOTE: This term technically starts</td>
<td>Jan 3, 2017 - May 12, 2017 (Term 8)</td>
<td>No Breaks. Last term of the program.</td>
<td></td>
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</tr>
<tr>
<td>Health</td>
<td>Bachelor of Science in Nursing</td>
<td>Health Unit Coordinator - Non-term based</td>
<td></td>
<td></td>
<td>Jan 3, 2017 - Aug 11, 2017</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>School</td>
<td>Department</td>
<td>Program</td>
<td>Fall 2016</td>
<td>Winter 2017</td>
<td>Spring 2017</td>
<td>Summer 2017</td>
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<tr>
<td>Health</td>
<td>Allied Health</td>
<td>Pharmacy Technician - Non-term based</td>
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</tr>
<tr>
<td>Health</td>
<td>Dental Assistant/Reception</td>
<td>Certified Dental Assisting - Distance Delivery</td>
<td>Continuous intake</td>
<td>Students can start on the first working day of each month throughout the year</td>
<td></td>
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<tr>
<td>Health</td>
<td>Dental Hygiene</td>
<td>Dental Hygiene</td>
<td>Sep 1, 2016 - Dec 22, 2016</td>
<td>Class has to start on Sep 1, 2016 in order to fit in our 56-week curriculum</td>
<td>Jan 3, 2017 - Jun 23, 2017</td>
<td>Reading break: Mar 15-17, 2017</td>
<td></td>
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</tr>
<tr>
<td>Health</td>
<td>Denturist</td>
<td>Denturist</td>
<td>Program under review</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Health</td>
<td>Continuing Care</td>
<td>Health Care Assistant EDA</td>
<td>Sep 6, 2016 - Jun 16, 2017</td>
<td></td>
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</tr>
<tr>
<td>Hospitality &amp; Applied Business</td>
<td>Hospitality Management</td>
<td>Executive Cohort</td>
<td>TBA</td>
<td></td>
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<tr>
<td>School</td>
<td>Department</td>
<td>Program</td>
<td>Fall 2016</td>
<td>Remarks</td>
<td>Winter 2017</td>
<td>Remarks</td>
<td>Spring 2017</td>
<td>Remarks</td>
<td>Summer 2017</td>
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</tr>
<tr>
<td>Hospitality &amp; Applied Business</td>
<td>Applied Business</td>
<td>AAB online courses</td>
<td>Continuous intake</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Hospitality &amp; Applied Business</td>
<td>Applied Business</td>
<td>Online Legal Administrative Assistant</td>
<td>Continuous intake</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Hospitality &amp; Applied Business</td>
<td>Applied Business</td>
<td>Medical Transcriptionist</td>
<td>Sep 6, 2016 - Apr 21, 2017</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Instructor Education</td>
<td>Instructor Education</td>
<td>Provincial Instructor Diploma - online</td>
<td>Continuous intake</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Instructor Education</td>
<td>Instructor Education</td>
<td>Provincial Instructor Diploma - in class delivery</td>
<td>Sep 6, 2015 - Dec 16, 2016</td>
<td>Jan 3, 2017 - Apr 2, 2017</td>
<td>Apr 3, 2017 - Sep 1, 2017</td>
<td></td>
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</tr>
<tr>
<td>Instructor Education</td>
<td>Instructor Education</td>
<td>Certificate in Online/Learning</td>
<td>Continuous intake</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Music, Dance &amp; Design</td>
<td>Music</td>
<td>Dance Diploma</td>
<td>Sep 6, 2016 - Dec 18, 2016</td>
<td>Jan 3, 2017 - May 6, 2017</td>
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<td></td>
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</tr>
<tr>
<td>Music, Dance &amp; Design</td>
<td>Hair Design &amp; Esthetics</td>
<td>Skin and Body Therapy</td>
<td>Sep 6, 2016 - May 25, 2017</td>
<td>Jan 3, 2017 - Sep 14, 2017</td>
<td>May 1, 2017 - Jan 18, 2018</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Trades</td>
<td>Baking &amp; Pastry Arts</td>
<td>ACE IT Foundation</td>
<td>Aug 2, 2016 - Jan 20, 2017</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Trades</td>
<td>Baking &amp; Pastry Arts</td>
<td>Pastry (ESL)</td>
<td>Oct 8, 2016 - Aug 11, 2017</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Trades</td>
<td>Baking &amp; Pastry Arts</td>
<td>Apprentice Level 1</td>
<td>Jan 3, 2017 - Jan 27, 2017</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Trades</td>
<td>Baking &amp; Pastry Arts</td>
<td>Apprentice Level 2</td>
<td>Jan 30, 2017 - Feb 23, 2017</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>Department</td>
<td>Program</td>
<td>Fall 2016</td>
<td>Remarks</td>
<td>Winter 2017</td>
<td>Remarks</td>
<td>Spring 2017</td>
<td>Remarks</td>
<td>Summer 2017</td>
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<tr>
<td>Trades</td>
<td>Baking &amp; Pastry Arts</td>
<td>Apprentice Level 3</td>
<td></td>
<td></td>
<td>Feb 27, 2017 - Mar 24, 2017</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trades</td>
<td>Asian Culinary Arts</td>
<td>Asian Culinary Arts Certificate</td>
<td>Sep 6, 2016 - Jan 27, 2017</td>
<td></td>
<td>Feb 6, 2017 - June 23, 2017</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Trades</td>
<td>Culinary Arts</td>
<td>Cook Apprentice</td>
<td>Program under review</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Trades</td>
<td>Culinary Arts</td>
<td>Professional Cook 1 ESL</td>
<td>Program under review</td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trades</td>
<td>Culinary Arts</td>
<td>Professional Cook 1</td>
<td>Program under review</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Trades</td>
<td>Culinary Arts</td>
<td>Professional Cook 2</td>
<td>Program under review</td>
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<tr>
<td>Trades</td>
<td>Culinary Arts</td>
<td>Culinary Arts High School</td>
<td>Program under review</td>
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<tr>
<td>Trades</td>
<td>International Culinary Arts Diploma</td>
<td>Term 1</td>
<td>Sep 2016 - Apr 2017</td>
<td></td>
<td>Department to advise actual dates</td>
<td></td>
<td></td>
<td>Mar 2017 - Jun 2017</td>
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<td>Trades</td>
<td>International Culinary Arts Diploma</td>
<td>Term 3</td>
<td>Jan 2017 - Mar 2017 (started Mar 2016)</td>
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<td>Jul 2017</td>
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<tr>
<td>Trades</td>
<td>Auto Service Tech</td>
<td>Acura Honda</td>
<td>Sep 6, 2016 - Feb 24, 2017</td>
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<tr>
<td>Trades</td>
<td>Auto Service Tech</td>
<td>Apprentice</td>
<td>Sep 6, 2016 - June 2, 2017</td>
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<tr>
<td>Trades</td>
<td>Auto Service Tech</td>
<td>E-pprentice</td>
<td>Sep 6, 2016 - Feb 24, 2017</td>
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<td>Trades</td>
<td>Auto Service Tech</td>
<td>Diploma International Cohort</td>
<td>Term 1</td>
<td>Sep 2016 - Dec 2016</td>
<td>Department to advise actual dates</td>
<td>Jan 2017 - Apr 2017</td>
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<tr>
<td>Trades</td>
<td>Auto Service Tech</td>
<td>Diploma International Cohort</td>
<td>Term 3</td>
<td>Sep 2016 - Dec 2016 (started Sep 2015)</td>
<td>Jan 2017 - Apr 2017 (cohort started Jan 2016)</td>
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<td>Trades</td>
<td>Auto Collision and Refinishing</td>
<td>ACRT Technician</td>
<td>Aug 30, 2016 - Apr 21, 2017</td>
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<td>May 2, 2017 - Dec 8, 2017</td>
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<td>Auto Collision and Refinishing</td>
<td>APSS - ACE-it Refinishing High School</td>
<td>Jan 30, 2017 - Jun 15, 2017</td>
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<td>ACAP Apprentice Level 1</td>
<td>Nov 7, 2016 - Dec 8, 2017</td>
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<td>Apr 10, 2017 - May 11, 2017</td>
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<td>Auto Collision and Refinishing</td>
<td>ACRD Indin Diploma Term 2</td>
<td>Jan 3, 2017 - Apr 13, 2017</td>
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<td>May 1, 2017 - Aug 10, 2017</td>
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<tr>
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<td>Auto Collision and Refinishing</td>
<td>ACRD Indin Diploma Term 3</td>
<td>Jan 3, 2017 - Apr 13, 2017</td>
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<td>May 1, 2017 - Aug 10, 2017</td>
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<tr>
<td>Trades</td>
<td>Auto Collision and Refinishing</td>
<td>ACRD Indin Diploma Term 4</td>
<td>Jan 3, 2017 - Apr 13, 2017</td>
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<td>May 1, 2017 - Aug 10, 2017</td>
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<td>Trades</td>
<td>Auto Collision and Refinishing</td>
<td>ACSS Local cohort</td>
<td>Sep 19, 2016 - May 11, 2017</td>
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<td>Auto Collision and Refinishing</td>
<td>AGAP - Auto Glass Apprentice</td>
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<td>Jan 3, 2017 - Jan 26, 2017</td>
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<td>Trades</td>
<td>Auto Collision and Refinishing</td>
<td>ARPT - Refinishing and Prep Foundation</td>
<td>Aug 29, 2016 - Jan 26, 2017</td>
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<tr>
<td>Trades</td>
<td>Heavy Mechanical Trades</td>
<td>Heavy Mechanical Trades Foundation</td>
<td>Apr 26, 2016 - Jan 23, 2017</td>
<td>Program starts Sep 12th to ensure BCIT and VCC programs don’t start on the same day</td>
<td>Feb 14, 2017 - Oct 20, 2017</td>
<td></td>
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<td>Heavy Mechanical Trades</td>
<td>Heavy Mechanical Trades (new) Apprentice Level 1</td>
<td>May 16, 2016 - Jul 8, 2016</td>
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<td>Oct 3, 2016 - Nov 25, 2016</td>
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<tr>
<td>Trades</td>
<td>Heavy Mechanical Trades</td>
<td>Commercial Transport (old) Apprentice Level 3</td>
<td>Apr 23, 2016 - May 25, 2016</td>
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<td>Heavy Mechanical Trades</td>
<td>Heavy Mechanical Trades (new) Apprentice Level 3</td>
<td>Sep 6, 2016 - Oct 7, 2016</td>
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<td>Feb 14, 2017 - Mar 17, 2017</td>
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<tr>
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<td>Heavy Mechanical Trades</td>
<td>Heavy Duty (old) Apprentice Level 4</td>
<td>Jul 11, 2016 - Aug 12, 2016</td>
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<td>Nov 14, 2016 - Dec 16, 2016</td>
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INFORMATION NOTE

Prepared for: Education Council

Issue: Update from Vice President Academic, Students & Research

Enrolment Plan
As part of the quarterly reporting to the Ministry, the Institutional Research department is in the process of compiling actual enrolment data for Q1 and Q2 with a comparison to forecast. The report to the Ministry has to be submitted before October 31st and will be included in Education Council’s November meeting.

Academic Schedule
Department Leaders and Deans participated in the development of the 2016-2017 Academic Schedule. This is the first time this process has been initiated in the college in line with the new policy. Identifying start and end dates of our programs 18 months in advance of the Academic Year and posting the program schedule to the website will enable our students to plan their study and personal lives ahead. The Academic Schedule calendar information is addressed as a separate item on this month’s agenda.

Funded Curriculum Development projects
A total of $314,500 was allocated towards 14 Curriculum Development projects and health accreditation expenses this fiscal year. The project leads were asked to submit a work plan identifying timelines, resources assigned to the project, outcomes achieved to-date and budget spent. This report is enclosed for Education Council review. The CD Adjudication Committee will be meeting shortly to discuss the process to allocate the remaining $85,500 funds.

Program Reviews
The Academic departments completed their Annual Program Reviews for the fiscal year ending March 31, 2014. The Program Review data collection was refined to include student profile, five year graphic presentation of BC Student Outcomes Data, qualitative analysis of the program and development of an action plan. The reports are stored on VCC’s J:COMMON\Program Reviews\Program Review 2014 that is accessible to all. Judith McGillivray, past VP Academic, is reviewing and summarising the key themes arising from these reports. She has completed the review for the School of Music, Dance, Design & Hospitality & Applied Business. I have enclosed her report for Education Council’s review. Considering the amount of information contained in these reports, I have suggested to the Chair that the Program Review & Renewal Ad Hoc EDCO committee be constituted to review the summaries and prepare a plan of action.
Integrated academic and business plans
Senior Executive will be introducing an integrated planning model, which incorporates two academic-related elements: Three-year rolling program plan 2015-2018 and Academic & Student Services planning template that identifies initiatives and performance measures that fit into the five key success drivers (previously called Five Pillars: Educational Quality; Operational Excellence; Financial Stability and Sustainability; Reputation Management and Business Development). These reports will be shared with Deans, Directors, Department Leaders and Education Council.

Marlene Kowalski, the new Vice-President Finance and CFO, will be working with others across VCC to ensure that the final integrated plan includes the budget, and reports from ancillary areas, International Education, and the VCC Foundation among others. This three-year approach to planning will provide more clarity and direction for the institution.

Strategic Enrolment Management (SEM) Committee
I have had the opportunity to meet with the Strategic Enrolment Management (SEM) Committee. This committee identified several projects that are currently underway at the College:

- Student Recruitment Plan: Karen Wilson is working with the Student Recruiters on a structured plan working closely with departments to target recruitment efforts on programs that require support, expand community reach and pilot a one-stop student service hub.
- Prospect tracking process: Craig McGuigan has formed a working group looking into an automated process to follow up on student inquiries and post information sessions.
- Student progression data: Brian Beacham is leading a working group at extracting urgently needed data such as where are students coming from, where are they going, how long does it take for them to progress.
- Continuing Studies three-year growth plan: Michael Yue is working with his CS team on recruitment and retention.
- Student Census: new students will be part of the census survey launching in fall. Students will be responding to a series of questions to focusing on the registration process and how they learned about VCC.
- Student Career Plan: Craig McGuigan and Shirley Lew are working on an initiative to ensure all students have a Career Plan mapped out.
- Banner working group will be formed to oversee all changes proposed to Banner and enable the College to use Banner more effectively.
- Enrolment planning model: Brian Beacham is working with IT to introduce a simplified one-entry model for enrolment planning.
- Learning Commons Advisory Committee: attached to this report is an Information Note from Todd Rowlatt on the four pilot projects that are currently under way under the Learning Commons initiative.

Feedback from Education Council on the Education Technology Plan 2015-2018 was incorporated into the revised Plan and the Advisory Committee will be meeting mid-October to identify short and long term goals, quality assurance metrics and develop related policies. I will be reporting out on this Committee at the next meeting. I had the opportunity to meet with D2 members (Department Leaders, Deans and Directors) where we discussed the structure of D2...
and operational matters. My office will be using myVCC to populate notes and presentations covered at D2 meetings.

**Attachments:**
1. Update from Curriculum Development Funded projects Apr-Sep 2015
2. Annual Program Reviews reports for School of Music, Dance & Design; Hospitality & Applied Business:
   a. Summary reports
   b. Detailed reports J:\COMMON\Program Reviews\Program Review 2014\COMPLETED PROGRAM REVIEWS\School of Music, Dance, Design, Hospitality & Applied Business
3. Report on pilot projects under the Learning Commons initiative

**Kathryn McNaughton**  
VP Academic, Students & Research
<table>
<thead>
<tr>
<th>ACCESS</th>
<th>Project Lead/Dean</th>
<th>Account Code</th>
<th>Funds approved</th>
<th>Actual expenses posted in FAST Sep 23, 2015</th>
<th>Variance</th>
<th>Project Update Apr-Sep</th>
<th>Project Update Oct-Dec</th>
<th>Project Update Jan-Mar</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Re-design UT Chemistry course to match new curriculum proposed by UBC to remain provincially articulated</td>
<td>Andy Sellwood/ David Wells</td>
<td>20-S146</td>
<td>$ 10,000</td>
<td>4,374</td>
<td>Completed: Substantial curriculum review completed for CHEM 1121, 1223 along with new instructor resources. 30 instructor hours (6 days) will be used between now and March 2016. To-Do: Additional lab demo hours (approx 2 weeks) will be used in fall 2016.</td>
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<td>2</td>
<td>Develop preparatory pathway certificate programs: Adult Basic Education; Science, Engineering, Mathematics; Hospitality Management; Trades; Pre-Health</td>
<td>Taryn Thompson/David Wells</td>
<td>20-S147</td>
<td>$ 45,500</td>
<td>4,652</td>
<td>Several projects: • Preparatory Pathways • Adult Graduation Diploma • Trades Preparatory certificate • STEM preparatory certificate • Pathway to Health Science</td>
<td>Completed: developed draft program maps for each pathway. Next steps: develop curriculum materials</td>
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<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td>$ 55,500</td>
<td>$ 9,026</td>
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<tr>
<td>HEALTH SCIENCES</td>
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<td>3</td>
<td>Evaluating Active Learning strategies in BScN curriculum</td>
<td>Kathy Fukuyama/Debbie Sargent</td>
<td>20-S148</td>
<td>$ 16,000</td>
<td>2,025</td>
<td>Work completed: Inventory of active learning strategies; research ethics application; surveys # 1. Most of work (curriculum revision and publication of article) will be done after the second survey.</td>
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<tr>
<td>4</td>
<td>Design and develop new Bachelor of Applied Science in Dental Hygiene</td>
<td>Denise Beerweld/Debbie Sargent</td>
<td>20-S149</td>
<td>$ 20,000</td>
<td>2,119</td>
<td>Planned for Sep-Dec: develop program learning outcomes; clarify faculty objectives; curriculum mapping; develop curriculum docs for governance. Apply for more funding September 2015 for Phase II (Jan- March 2016) for development of teaching and learning materials. $10,000 from Registered Massage Therapy moved to Dental Hygiene</td>
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<td>Project Lead/ Dean</td>
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<td>Variance</td>
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<td>5</td>
<td>Revisions to Health Care Assistant program to meet new provincial guidelines</td>
<td>Judy Christie/ Debbie Sargent</td>
<td>20-S150</td>
<td>$10,000</td>
<td>$ -</td>
<td>Project is expected to start Dec 2015 as the Provincial curriculum was delayed and only received Aug 26, 2015</td>
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<tr>
<td>6</td>
<td>Develop new 3-year Massage Therapy Diploma program</td>
<td>Debbie Sargent</td>
<td>20-S151</td>
<td>$ -</td>
<td>$ -</td>
<td>Ministry not able to support developing this program until further research from Registered Massage Therapy Board. Funds to be utilised for other Health projects</td>
<td></td>
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<tr>
<td>7</td>
<td>Improve collaboration between nursing programs by harmonizing lab teaching.</td>
<td>Julie Gilbert/ Kathy Fukuyama</td>
<td>20-S152</td>
<td>$23,000</td>
<td>$ -</td>
<td>Chart completed for lab changes. Work in progress: Plan for synchronization of lab activities; faculty calibration workshop; updating course materials; format lab packages for faculty &amp; students.</td>
<td></td>
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<tr>
<td>8</td>
<td>Health Accreditation expenses</td>
<td>Debbie Sargent</td>
<td>20-3915</td>
<td>$65,000</td>
<td>$21,500</td>
<td>The biggest accreditation this year is BSN (CASN accreditation). The site visit is Feb 22-26 and we will have to cover all expenses for 3-4 reviewers coming from all over Canada. Dental Assisting also has some follow up work to do regarding their accreditation report.</td>
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**MUSIC, DANCE, DESIGN; HOSPITALITY; APPLIED BUSINESS**

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<tr>
<td>9</td>
<td>Re-design of Jewellery Art &amp; Design Diploma to reduce academic content, add hands-on skills and computer-aided design (CAD) curriculum</td>
<td>Dariusz Bebel/ Graham Webber</td>
<td>20-S154</td>
<td>$5,000</td>
<td>$ -</td>
<td>Department has started work on the project and is expecting to use all funds before fiscal year end</td>
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<td>10</td>
<td>Expand and develop Digital Graphic Design certificate program and add an advanced second year</td>
<td>Lorena Espinoza/ Graham Webber</td>
<td>20-S155</td>
<td>$10,000</td>
<td>$ -</td>
<td>Research completed. Due to small department, auxiliary faculty require to be hired to allow faculty release for curriculum work</td>
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<td>11</td>
<td>Re-design second year of Drafting program to fulfill Diploma and meet accreditation requirements by adding a capstone component</td>
<td>Bruce McGarvie/Graham Webber</td>
<td>20-S156</td>
<td>$15,000</td>
<td>$ -</td>
<td>Curriculum development close to complete. Proposal changes being submitted to EdCo Curriculum Cmtee for approval. Consultations with PAC and internal stakeholders complete</td>
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<td><strong>Total</strong></td>
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<td><strong>$30,000</strong></td>
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**TRADES**

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<tr>
<td>12</td>
<td>Culinary Arts program curriculum revision and realignment</td>
<td>Collin Gill/Dennis Innes</td>
<td>20-S157</td>
<td>$60,000</td>
<td>$9,239</td>
<td>The early stages of the project were spent doing fundamental and exploratory work. Work completed: developed mission statement; perform gap analysis; alignment grid; new program framework. The majority of spending on this project will take place between now and early next year on course development.</td>
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<td><strong>Total Trades</strong></td>
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<td><strong>$70,000</strong></td>
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**Library**

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<tr>
<td>14</td>
<td>Develop an Information Literacy curriculum in collaboration with CCA</td>
<td>Todd Rowlatt</td>
<td>20-S159</td>
<td>$10,000</td>
<td>$2,611</td>
<td>43 hours have been charged to release librarians to work on this project (around 8 days). We estimated another 12 days to complete the project. Assuming our estimate is close, we should be able to complete this project <strong>$2500-3000 under budget.</strong></td>
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**VP Education**

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<tbody>
<tr>
<td>25</td>
<td>Curriculum Inventory and alignment project</td>
<td>Nicole Degagne/Judith McGillivray</td>
<td>20-S160</td>
<td>$15,000</td>
<td>$16,639</td>
<td>$ -</td>
<td>Project completed. •Inventory of PCGs and course outlines. •Reviewed and corrected web information •Minor edits to curriculum docs submitted through governance •Develop proposal for online curriculum management system</td>
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<td>Project Lead/Dean</td>
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<td>Funds available for review at September 2015</td>
<td></td>
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<td>-$85,500</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. **PROJECT TITLE**

   Re-design of UT Chemistry

2. **DEAN/DEPARTMENT LEADER**

   Andy Sellwood

3. **PROJECT PLAN & TIMELINES**

   - Provide clear project tasks and the resulting deliverables.
   - State the number of days required for each task and indicates which term(s) the development will happen.
   - Identify faculty, Instructional Associate or Subject Matter Expert assigned to project.
   - While planning this development allow for all resultant curriculum materials to be posted in Moodle.

<table>
<thead>
<tr>
<th>Project Tasks &amp; Deliverables</th>
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<th>Resources assigned to task (i.e. faculty member, CID)</th>
<th>Explanation of progress to-date. Indicate complete or in-progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chem. 1121 Instructional Development</td>
<td>Apr - Aug</td>
<td>Faculty</td>
<td>Goals: 1)Become the subject matter expert on: -The Basics of Quantum Mechanics -The Chemical Origin of Light (spectroscopy) -The Electronic Structure of the Hydrogen Atom and</td>
</tr>
<tr>
<td>Multielectron Atoms</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2) Identify suitable textbook that matches these new topics.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3) Upload all materials onto a shared moodle site.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Complete:**

1) Reviewed a 3rd or 4th year physical chemistry textbook and found online resources to go with the textbook. Also gathered information for the chemical origin of light section along with interesting and straightforward articles to use in class.

2) Worked with textbook publisher, Pearson, and identified three textbooks that could be used to create a custom text for the Quantum Mechanics section.

3) Uploaded all gathered materials onto a shared moodle site.

**Incomplete:**

1) All materials are gathered however, instructor resources i.e. sample questions (and solutions), problem sets, exams, and powerpoint presentation still need to be prepared.
<table>
<thead>
<tr>
<th>Faculty</th>
<th>Goals:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1) Become the subject matter expert on:</td>
</tr>
<tr>
<td></td>
<td>- Polymers</td>
</tr>
<tr>
<td></td>
<td>- Biopolymers</td>
</tr>
<tr>
<td></td>
<td>- Chemistry and disease/drugs</td>
</tr>
<tr>
<td></td>
<td>- Sustainability, Chemophobia, and Green Chemistry</td>
</tr>
<tr>
<td></td>
<td>2) Prepare instructional resources to accompany these topics</td>
</tr>
<tr>
<td></td>
<td>3) Upload all materials onto a shared moodle site.</td>
</tr>
</tbody>
</table>

**Completed:**
1) Reviewed and gathered information for topics above.
2) Created powerpoint presentations and notes for students on polymers, biopolymers, chemistry and disease/drugs.

**Incomplete:**
1) Upload all materials onto a shared moodle site.

---

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Goals:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1) Become the subject matter expert on chemical kinetics and new topics in organic chemistry.</td>
</tr>
<tr>
<td></td>
<td>2) Prepare instructional resources to</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
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<th>Goals:</th>
</tr>
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<tr>
<td></td>
<td>2) Prepare instructional resources to</td>
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<table>
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<th>Goals:</th>
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</thead>
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</tr>
<tr>
<td></td>
<td>2) Prepare instructional resources to</td>
</tr>
</tbody>
</table>

---
<table>
<thead>
<tr>
<th>Chem. 1223 Laboratory Development</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goals:</td>
<td></td>
</tr>
<tr>
<td>1) Identify two new labs that correlate with new topics in Chem. 1223.</td>
<td></td>
</tr>
<tr>
<td>2) Test two new labs and update instructions for the lab manual on the two new labs.</td>
<td></td>
</tr>
<tr>
<td>3) Prepare instructional resources to</td>
<td></td>
</tr>
</tbody>
</table>

Faculty Goals:
1) Identify two new labs that correlate with new topics in Chem. 1223.
2) Test two new labs and update instructions for the lab manual on the two new labs.
3) Prepare instructional resources to accompany these new topics.
4) Upload all materials onto a shared moodle site.

Complete:
1) For the topic on chemical kinetics, have prepared powerpoint presentation with sample questions and solutions, problem set and solutions, sample exam and solutions.
2) Uploaded all materials onto a shared moodle site.

Incomplete:
1) Become the subject matter expert on new topics in organic chemistry.
2) Prepare instructional resources for new topics in organic chemistry.
3) Upload all materials onto shared moodle site.
accompany the two new labs i.e. worksheets containing data tables, pre-lab/post-lab questions and solutions.

4) Upload all materials onto shared moodle site.

Complete:
1) Identified and tested two new labs to accompany new topics in Chem. 1223.
2) Updated instructions for the lab manual on the two new labs.
3) Prepared worksheets containing data tables, pre-lab/post-lab questions and solutions.

Incomplete:
1) Upload all materials onto shared moodle site.

Chem. 1223 Laboratory Development

Lab Demonstrator

Goals:
1) Test two new labs that correlate with the new topics in Chem. 1223.
2) Update instructions for the lab manual on the two new labs.
3) Complete Lab Demonstrator SOP’s and waste management for the two new labs.
4) Update chemical inventory to reflect the new chemicals
that will be used and the removal of the old chemicals from experiments that will be phased out. Complete: All goals were completed.

4. PROJECT BUDGET

<table>
<thead>
<tr>
<th>Budget</th>
<th>Spent</th>
<th>Remain</th>
</tr>
</thead>
<tbody>
<tr>
<td>$10000</td>
<td>$4374</td>
<td>$5626</td>
</tr>
</tbody>
</table>

Comments on budget – variance explanation

*Explain why approved funds have not been spent or why funds are overspent.*

30 instructor hours (6 days) will be used between now and March 2016. Additional lab demo hours (approx 2 weeks) will be used in fall 2015.

5. NEXT STEPS/ FOLLOW UP:

Dept head will confirm with faculty and lab staff when final work will be done.
1. **PROJECT TITLE**

Development of VCC Preparatory Pathway Certificate Programs Curriculum Proposal

2. **DEAN/DEPARTMENT LEADER**

Dean, David Wells. DH, Taryn Thomson

3. **PROJECT PLAN & TIMELINES**

- Provide clear project tasks and the resulting deliverables.
- State the number of days required for each task and indicates which term(s) the development will happen.
- Identify faculty, Instructional Associate or Subject Matter Expert assigned to project.
- While planning this development allow for all resultant curriculum materials to be posted in Moodle.

<table>
<thead>
<tr>
<th>Project Tasks &amp; Deliverables</th>
<th>Sep-Nov</th>
<th>Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Project Development of VCC Preparatory Pathway Certificate Programs Curriculum Proposal</td>
<td>☑️ Sep-Nov 10 days</td>
<td></td>
</tr>
</tbody>
</table>

**Progress to date:**
Meetings to discuss overall CD Planning and Development. Ongoing check in and planning with David Wells, Taryn Thompson, Garth Manning and Sandra McKay

Development of a clear vision of what each preparatory pathway would look like. Preparatory pathway certificate programs have rough program maps.

**September 8 – November 8, 2015**

**Future Tasks:**
More consultation with relevant Adult Basic Education departments at the college to identify program and student needs and to discuss how to move forward with curriculum development.
Once Program Outcomes have been established, Course Outlines, PCGs and Program Maps will be developed.

Take an accounting of how many courses will need modifications and amalgamations of existing courses, along with how many entirely new courses will be developed.

Facilitate the design and development of curriculum materials.

Develop the programs, elicit responses from all affected parties, move the program proposals towards adoption.

Finish developing program outcomes and courses outcomes for the ABE Graduation Preparatory Pathway.

Identify what skills are needed in the preparatory programs in Trades to help students successfully enter and complete the trade program.

Facilitate the design and development of curriculum materials.

To help in making courses "blended delivery" where possible.

Develop course Blueprints

<table>
<thead>
<tr>
<th>Adult Basic Education BC Adult Graduation Diploma Preparatory Certificate Program</th>
<th>Progress to date:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Met with <em>VCC Library Faculty</em> to discuss implementation of an Information Literacy Course for the BC Adult Graduation Diploma Preparatory Certificate Program</td>
</tr>
<tr>
<td></td>
<td>ABE Graduation Diploma Preparatory Certificate Program Preparation for workshop.</td>
</tr>
<tr>
<td></td>
<td>Facilitated initial workshop for ABE faculty to discuss the context and rationale for these programs, decide whether the programs will be delivered on a self-paced and/or classroom based model, including how and where to integrate online learning, discussed and agreed to courses that should be</td>
</tr>
</tbody>
</table>
included in each program and identify those that exist vs. those that need to be developed, discussed options for Intermediate, Advanced and Provincial level programs, facilitated activity to have group come up with learning outcomes for each of the three programs.

Post meeting tasks.

ABE Graduation Diploma Preparatory Certificate Program Preparation for workshop.
Workshop to facilitate the creation of an ABE Intermediate Program goal Statement, Program Learning Outcomes and Program Map.

Formulate next steps for workshop to develop Program Outcomes, Program Learning Outcomes, and Program Maps for Advanced and Provincial for Graduation Program.

What courses need to be in Grad Program? What are the limitations? What courses exist that need to be modularized. Developing framework for course, course outlines and develop documents for governance.

Course Outcomes for Intermediate Program and Course Map are complete.

September 8 – November 8, 2015

Future Tasks: Developing Course Outcomes to work with for Advanced and Provincial to present at next workshop. Scheduling workshop.

Facilitate workshop for Program Outcomes. Create Course Outlines and PCGs.

Develop curriculum materials

---

Trades Preparatory Certificate Program

Progress to date:

Focus group on Skills for Baking for Pathway to Trades with Fiona Chong. Initial contact with Auto-collision Repair, Auto service tech, Heavy Duty Mechanics, Baking, Culinary and Hair and Esthetics.

September 8 – November 8, 2015

Future Tasks:
<table>
<thead>
<tr>
<th>Program</th>
<th>Duration</th>
<th>Progress to date:</th>
<th>Future Tasks:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science, Technology, Engineering, and Mathematics Preparatory Certificate Program (STEM)</td>
<td>6 days</td>
<td>Preliminary discussion about STEM within workshops and informally with SEM Project Lead, Andy Sellwood.</td>
<td>Consult with relevant programs to identify program and student needs and to discuss how preparatory programs can address these needs. Identify preexisting courses that can be modified to be included in the Preparatory programs. Identify new courses that need to be developed. Identify faculty to develop courses. Develop curriculum materials.</td>
</tr>
<tr>
<td>Pathway to Health Science</td>
<td>Sep-Nov 6 days</td>
<td>Initial design complete for Pre-Health Science Access Certificate Program for Health Science. Several meetings with the Dean and Department heads of Health Science. At the stage of developing program outcomes. Rough Program Map developed. Also currently developing course outcomes for the Communications for Health Science course that will be developed by CCA and students from CCA English 1084/1076 will ladder into that Communications for Health Science. Other courses will be developed within CCA for the Pre-Health program such as Personal and Career Development in Health.</td>
<td>Solidifying program design for Pre-Health Science Access Certificate Program for Health Science.</td>
</tr>
</tbody>
</table>
Planning to develop curriculum materials

4. PROJECT BUDGET

<table>
<thead>
<tr>
<th>Budget</th>
<th>Spent</th>
<th>Remain</th>
</tr>
</thead>
<tbody>
<tr>
<td>45,000.00</td>
<td>00</td>
<td>45,000.00</td>
</tr>
</tbody>
</table>

Comments on budget – variance explanation

*Explain why approved funds have not been spent or why funds are overspent.*

College and Career Access (CCA) was given funds remaining from the Preparatory Pathways Certificate CD Project budget that was funded from January 5, 2015 up to March 31, 2015 to Ted Hougham. Because the funds were extended, we did not begin to spend the budget for the current CD proposal until September 8, 2015. CCA Department Head, Taryn Thomson, will be assessing the budget and project on a month to month basis, as well as during meetings.

5. NEXT STEPS/ FOLLOW UP:
1. **PROJECT TITLE**

   Active Learning Strategies

2. **DEAN/DEPARTMENT LEADER**

   Debbie Sargent/Kathy Fukuyama

3. **PROJECT PLAN & TIMELINES**

   - Provide clear project tasks and the resulting deliverables.
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</thead>
<tbody>
<tr>
<td></td>
<td>Apr-Aug</td>
<td>Sep-Dec Jan-Mar Days</td>
<td></td>
</tr>
<tr>
<td>Inventory of active learning strategies</td>
<td>✗</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Research ethics application</td>
<td>✗</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Timeline #1 test</td>
<td>✗</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Timeline #2 test</td>
<td></td>
<td>✗</td>
<td>1</td>
</tr>
<tr>
<td>Timeline #3</td>
<td></td>
<td></td>
<td>✗</td>
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</table>
4. PROJECT BUDGET

<table>
<thead>
<tr>
<th>Budget</th>
<th>Spent</th>
<th>Remain</th>
</tr>
</thead>
<tbody>
<tr>
<td>16,000</td>
<td>2025</td>
<td>13975</td>
</tr>
</tbody>
</table>

Comments on budget – variance explanation

Explain why approved funds have not been spent or why funds are overspent.

- need to transfer cost of surveys to cost center 20 - S148
- bulk of work by faculty is still to come after all the surveys are completed

5. NEXT STEPS/ FOLLOW UP:

Continue with timeline of surveys, transfer salaries to cost centre
1. **PROJECT TITLE**

   Bachelor of Applied Science in Dental Hygiene [New BScDH]-Phase 1 Design & Development

2. **DEAN/DEPARTMENT LEADER**

   Dean Debbie Sargent/Denise Beerwald, DHyg Dept. Leader

3. **PROJECT PLAN & TIMELINES**

   - *Provide clear project tasks and the resulting deliverables.*
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<tbody>
<tr>
<td></td>
<td>Apr - Aug</td>
<td>Sep-Dec</td>
<td>Jan-Mar</td>
</tr>
<tr>
<td>Develop Program Learning Outcomes/Course Learning Outcomes</td>
<td></td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Faculty strategic planning session (w/ CID facilitator) to clarify faculty objectives, roles and responsibilities</td>
<td></td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Curriculum Mapping</td>
<td></td>
<td>□</td>
<td>□</td>
</tr>
<tr>
<td>Prepare Curriculum Docs (PCG, Course outlines and</td>
<td></td>
<td>□</td>
<td>□</td>
</tr>
</tbody>
</table>
### Governance Proposal

<table>
<thead>
<tr>
<th>Task Description</th>
<th>Faculty</th>
<th>CID/Dean</th>
<th>Faculty/CID</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consult with student support services, facilities, etc.</td>
<td></td>
<td></td>
<td></td>
<td>Dept Head (Faculty)</td>
</tr>
<tr>
<td>Submit proposal and supporting docs to Curriculum Committee, EdCo, DQUAB, Board of governors</td>
<td></td>
<td></td>
<td></td>
<td>Dept Head (Faculty)/Dean</td>
</tr>
<tr>
<td>Develop teaching and learning materials</td>
<td></td>
<td></td>
<td>12 Mos</td>
<td>Faculty/CID</td>
</tr>
</tbody>
</table>

#### 4. Project Budget

<table>
<thead>
<tr>
<th>Budget</th>
<th>Spent</th>
<th>Remain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved Funds-$10,000</td>
<td>$10,000.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

**Comments on budget – variance explanation**

*Explain why approved funds have not been spent or why funds are overspent.*

#### 5. Next Steps/Follow Up:

Apply for more funding September 2015 for Phase II (Jan-March 2016) for development of teaching and learning materials.
Curriculum Development Project
Status Update 2015-16

Date: Sept 11, 2015

1. PROJECT TITLE

Curriculum revision of Health Care Assistant and Health Care Assistant/ESL programs.

2. DEAN/DEPARTMENT LEADER

Debbie Sargent/ Jim Olson

3. PROJECT PLAN & TIMELINES

- Provide clear project tasks and the resulting deliverables.
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<tbody>
<tr>
<td>Apr- Aug</td>
<td>Sep-Dec</td>
<td>Jan-Mar</td>
<td>Days</td>
</tr>
<tr>
<td>Continuing Care department curriculum committee session for preparation of revised program structure.</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Title</td>
<td>Participants</td>
<td>Status</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>-----------------------</td>
<td>------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Continuing Care department curriculum committee session for preparation of revised course outline and content for Personal Care and Assistance 1.</td>
<td>Jim Olson, Bonnie Bauden, Reggie Payne</td>
<td>Has not begun. Scheduled to begin in December, 2015</td>
<td></td>
</tr>
<tr>
<td>Continuing Care department curriculum committee session for preparation of revised course outline and content for Personal Care and Assistance 2.</td>
<td>Jim Olson, Bonnie Bauden, Reggie Payne</td>
<td>Has not begun. Scheduled to begin in December, 2015</td>
<td></td>
</tr>
<tr>
<td>Continuing Care department curriculum committee session for preparation of revised course outline and content for Clinical 1.</td>
<td>Jim Olson, Bonnie Bauden, Reggie Payne</td>
<td>Has not begun. Scheduled to begin in December, 2015</td>
<td></td>
</tr>
<tr>
<td>Continuing Care department curriculum committee session for preparation of revised course outline and content for Clinical 2.</td>
<td>Jim Olson, Bonnie Bauden, Reggie Payne</td>
<td>Has not begun. Scheduled to begin in December, 2015</td>
<td></td>
</tr>
<tr>
<td>Continuing Care department curriculum committee session for preparation of revised course outline and content for Introduction to Practice, Interpersonal Communications, Lifestyle and Choices, Health and Healing, Common Health Challenges, and Cognitive and Mental Challenges.</td>
<td></td>
<td>3 faculty members. Not assigned yet. Has not begun. To begin in 2016</td>
<td></td>
</tr>
<tr>
<td>Continuing Care department curriculum committee session for preparation of revised Program Content Guide.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. PROJECT BUDGET

<table>
<thead>
<tr>
<th>Budget</th>
<th>Spent</th>
<th>Remain</th>
</tr>
</thead>
<tbody>
<tr>
<td>10,000</td>
<td>0</td>
<td>10,000</td>
</tr>
</tbody>
</table>

Comments on budget – variance explanation

*Explain why approved funds have not been spent or why funds are overspent.*

Continuing Care Department did not receive the Provinical curriculum until Aug 26, 2015 (delayed)

5. NEXT STEPS/ FOLLOW UP:

Project to begin.
1. **PROJECT TITLE**

Nursing lab teaching PN & BScN Programs

2. **DEAN/DEPARTMENT LEADER**

Debbie Sargent/ Julie Gilbert/ Kathy Fukuyama

3. **PROJECT PLAN & TIMELINES**

- *Provide clear project tasks and the resulting deliverables.*
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<th>Explanation of progress to-date. Indicate complete or in-progress.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make plan for lab changes</td>
<td>☒ ☐ ☐ 2</td>
<td>☒</td>
<td>chart made</td>
</tr>
<tr>
<td>Plan for synchronization of</td>
<td>☐ ☐ ☐ 15</td>
<td>☐</td>
<td>in progress</td>
</tr>
<tr>
<td>lab activity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Plan for faculty calibration</td>
<td>☐ ☐ ☐ 5</td>
<td>☐</td>
<td>planning in progress</td>
</tr>
<tr>
<td>workshop</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty calibration workshop</td>
<td>☐ ☐ ☐ 2</td>
<td>☐</td>
<td>to be scheduled</td>
</tr>
<tr>
<td>Updated course materials</td>
<td>☐ ☐ ☐ 5</td>
<td>☐</td>
<td>to be done in March</td>
</tr>
<tr>
<td>Formatted lab packages for</td>
<td>☐ ☐ ☐ 5</td>
<td>☐</td>
<td>To be done after revision of course</td>
</tr>
<tr>
<td>faculty and students</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4. PROJECT BUDGET

<table>
<thead>
<tr>
<th>Budget</th>
<th>Spent</th>
<th>Remain</th>
</tr>
</thead>
<tbody>
<tr>
<td>23,000</td>
<td>0</td>
<td>23,000</td>
</tr>
</tbody>
</table>

Comments on budget – variance explanation

*Explain why approved funds have not been spent or why funds are overspent.*

Some salary costs need to be transferred from the PN & BScN cost centres
the bulk of the work is yet to be done

5. NEXT STEPS/ FOLLOW UP:

Transfer salary costs to date
1. PROJECT TITLE

Digital Graphic Design Certificate Curriculum Update and Realignment

2. DEAN/DEPARTMENT LEADER

Dean: Debbie Sargent  
Department Head: Lorena Espinoza

3. PROJECT PLAN & TIMELINES

• Provide clear project tasks and the resulting deliverables.
• State the number of days required for each task and indicates which term(s) the development will happen.
• Identify faculty, Instructional Associate or Subject Matter Expert assigned to project.
• While planning this development allow for all resultant curriculum materials to be posted in Moodle.

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</tr>
</thead>
<tbody>
<tr>
<td>Apr - Aug Sep- Dec Jan- Mar Days</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curruclum Mapping</td>
<td>☐ ☐ ☒</td>
<td>Espinoza</td>
<td>IN-Progress (research done-need to articulate in formal paper)</td>
</tr>
<tr>
<td>Updating &amp; Creating Curriculum Documentation</td>
<td>☐ ☒ ☒</td>
<td>Espinoza</td>
<td>IN-Progress: 1 PCG &amp; 8 Course Outlines</td>
</tr>
<tr>
<td>Seeking governance</td>
<td>☐ ☐ ☐</td>
<td>Espinoza</td>
<td>INCOMPLETE</td>
</tr>
<tr>
<td>Task Description</td>
<td>Priority</td>
<td>Status</td>
<td>Name</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>----------</td>
<td>----------</td>
<td>-------------------</td>
</tr>
<tr>
<td>Developing and re-working learning materials for new Diploma</td>
<td>12</td>
<td>IN-Progress: New industry standards and workflow</td>
<td>Espinoza &amp; Spitz</td>
</tr>
<tr>
<td>Resource Development</td>
<td>11</td>
<td>IN-Progress</td>
<td>Espinoza &amp; Spitz</td>
</tr>
<tr>
<td>Develop procedures and materials for client-student business process</td>
<td>4</td>
<td>IN-Progress: Package of templates for procedures and contracts</td>
<td>Espinoza &amp; Spitz</td>
</tr>
<tr>
<td>Present updated curriculum to PAC for validation &amp; finalize Revisions of all curriculum materials</td>
<td>4</td>
<td>INCOMPLETE PAC endorsement of updated curriculum &amp; final documents</td>
<td>Espinoza &amp; Spitz</td>
</tr>
</tbody>
</table>

4. **PROJECT BUDGET**

<table>
<thead>
<tr>
<th>Budget</th>
<th>Spent</th>
<th>Remain</th>
</tr>
</thead>
<tbody>
<tr>
<td>10,000</td>
<td>0</td>
<td>10,000</td>
</tr>
</tbody>
</table>
Comments on budget – variance explanation

Explain why approved funds have not been spent or why funds are overspent.

Our schedule is currently a bit challenged due to the sudden speed bump we received with Admissions and the unavailability of Auxiliary:

March 30 - PD Approved

April & May - Faculty resources go to finishing the year, portfolio preparation and putting on a year end show that happens outside school grounds (this year over 340 people attended)

June & July - Faculty resources were being spent in filling seats. We had a report in April showing no variance from the last two years in application numbers. When May came around and we were to begin interviews, we were down 75% interviews from applications. Resources had to go to extend deadline, promote program by on-site visits to community, had an additional art show, additional info sessions, additional marketing resources and planning. Once these efforts were made we then had portfolio interviews well into late July and early August (usually staff vacation time)

August - Faculty vacation

September - New year, both staff members required. When looking at CD scheduling both Auxiliary instructors no longer available, have to hire again in order to take time off and work on CD

October/November/December : Scheduled days for CD development once we have secured Auxiliary

5. NEXT STEPS/ FOLLOW UP:

Interview and hire Auxiliary so Espinoza and Spitz can write the very much needed curriculum update that they are excited and committed to.
## Curriculum Development Project
### Status Update 2015-16

**Date:** Sept. 15, 2015

### 1. PROJECT TITLE

Diploma Program Revision for Drafting

### 2. DEAN/DEPARTMENT LEADER

Graham Webber (Interim Debbie Sargent) / Bruce McGarvie

### 3. PROJECT PLAN & TIMELINES

- Provide clear project tasks and the resulting deliverables.
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<tbody>
<tr>
<td></td>
<td>Apr - Aug</td>
<td>Sep-Dec</td>
<td>Jan-Mar</td>
</tr>
<tr>
<td>Curriculum Revision &amp; Development</td>
<td>x</td>
<td>x</td>
<td></td>
</tr>
<tr>
<td>PAC group content review and direction confirmation</td>
<td>x</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PAC final review</td>
<td></td>
<td></td>
<td>x</td>
</tr>
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</table>

CD Project Status Update July 2015
4. PROJECT BUDGET

<table>
<thead>
<tr>
<th>Budget</th>
<th>Spent</th>
<th>Remain</th>
</tr>
</thead>
<tbody>
<tr>
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<td>$9485</td>
<td>$5953</td>
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</tbody>
</table>

Comments on budget – variance explanation
Explain why approved funds have not been spent or why funds are overspent.

Curriculum development work progressing on schedule.

5. NEXT STEPS/ FOLLOW UP:

1. PAC review & approval
2. Complete CD work.
3. Present to Curriculum Council & Ed Co
1. **PROJECT TITLE**

   Culinary Redesign

2. **DEAN/DEPARTMENT LEADER**

   Dennis Innes/Collin Gill

3. **PROJECT PLAN & TIMELINES**

   - Provide clear project tasks and the resulting deliverables.
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<tbody>
<tr>
<td></td>
<td>Apr - Aug</td>
<td>Sep-Dec</td>
<td>Jan-Mar</td>
</tr>
<tr>
<td>Create Mission Statement</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Perform Gap Analysis</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Create Alignment Grid</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Revise Program Outcomes</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Create New Program Framework</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Develop Course blueprints</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
<tr>
<td>Develop Course Lesson Plans</td>
<td>❑</td>
<td>❑</td>
<td>❑</td>
</tr>
</tbody>
</table>
4. **PROJECT BUDGET**

<table>
<thead>
<tr>
<th>Budget</th>
<th>Spent</th>
<th>Remain</th>
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</thead>
<tbody>
<tr>
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<td>$9,239</td>
<td>$50,761</td>
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**Comments on budget – variance explanation**

*Explain why approved funds have not been spent or why funds are overspent.*

The early stages of the project were spent doing fundamental and exploratory work. The majority of spending on this project will take place between now and early next year on course development.

5. **NEXT STEPS/ FOLLOW UP:**

Continue to work with CID on course development.
1. **PROJECT TITLE**

   Develop course content for Heavy Mechanical Apprentiship

2. **DEAN/DEPARTMENT LEADER**

   Rick Cyr- DH

3. **PROJECT PLAN & TIMELINES**

   - Provide clear project tasks and the resulting deliverables.
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</tr>
</thead>
<tbody>
<tr>
<td>finish foundation content</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apprentice level 1 content</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apprentice Level 2 content</td>
<td>☑ ☐ ☐</td>
<td>☑ faculty member</td>
<td>Faculty member created 35% of level 2 content(task Sheets)</td>
</tr>
<tr>
<td></td>
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<thead>
<tr>
<th>Budget</th>
<th>Spent</th>
<th>Remain</th>
</tr>
</thead>
<tbody>
<tr>
<td>$10000</td>
<td>$5000</td>
<td>$5000</td>
</tr>
</tbody>
</table>

Comments on budget – variance explanation
*Explain why approved funds have not been spent or why funds are overspent.*

on schedule

5. NEXT STEPS/ FOLLOW UP:

rest of funds will be used by March 31, 2016 to complete foundation content- level 1 will have to wait until next year.
1. **PROJECT TITLE**

   Information and Research Fundamentals

2. **DEAN/DEPARTMENT LEADER**

   Shirley Lew / Todd Rowlatt

3. **PROJECT PLAN & TIMELINES**

   - Provide clear project tasks and the resulting deliverables.
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<tbody>
<tr>
<td>Collaborate and consult with various VCC program areas to determine needs and define outcomes for Info Literacy instruction</td>
<td>Apr - Aug Sep - Dec Jan - Mar Days</td>
<td>Bill Nikolai, Kristina Oldenburg, Garth Manning, all librarians, CCA faculty</td>
<td>In progress. Several meetings with CCA to discuss objectives and participated in their planning session about their planned certificate. Also met with Garth Manning from CID to work on outcomes.</td>
</tr>
<tr>
<td>Develop course outlines and</td>
<td></td>
<td>All librarians,</td>
<td>In progress. Day-long</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
"blueprint."

<table>
<thead>
<tr>
<th>Task</th>
<th>Completion</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Garth Manning meeting with all librarians to establish draft blueprint and course outcomes/objectives, working with Garth. Formal course outlines haven't been started.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop materials and pre-entry assessment tool</td>
<td>✔ ✔ ✔</td>
<td>In progress. First draft of course outline has been completed, with some work on materials. No work done on pre-entry assessment tool.</td>
</tr>
</tbody>
</table>

4. PROJECT BUDGET

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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>$10,000</td>
<td>$2611</td>
<td>$7389</td>
</tr>
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</table>

Comments on budget – variance explanation

*Explain why approved funds have not been spent or why funds are overspent.*

43 hours have been charged to release librarians to work on this project (around 8 days). We estimated another 12 days to complete the project. Assuming our estimate is close, we should be able to complete this project $2500-3000 under budget.

5. NEXT STEPS/ FOLLOW UP:
One of the co-leads on this project, Bill Nikolai, has started a one year leave. Kristina Oldenburg will continue working on it, and other librarians will participate as well.

Continue developing course outlines, outcomes, and activities. Fully develop course materials. Complete formal course outlines. Planned timeline: complete by December 2015.

Continue discussion with CCA and other programs (particularly in Health) to ensure alignment of Info Lit course with their developmental certificates. Ongoing, dependent on their progress as well.
The purpose of the project was to locate, catalogue and centralize PCGs and course outlines that fall under EDCO jurisdiction. The project included an assessment of curriculum documents for currency to ensure they meet the quality standards expected of public post-secondary institutions.

The project took place over a 6-month period, from January 1 to June 30, 2015, and was successful in achieving the goal of establishing an inventory of program content guides and related course outlines that have been completed to date. In addition, the project brought to light a number of issues and concerns relating to the processes and practices used to manage the curriculum development, approval and implementation process. A number of new initiatives were formed in an attempt to resolve some of these issues in the interim, and a proposal was put forward to senior leadership recommending a long-term solution to many of the problems we now face.

Following is a summary of project goals, activity involved with addressing these goals and recommendations for further action.

<table>
<thead>
<tr>
<th>Goal</th>
<th>Activity</th>
<th>Recommendation</th>
</tr>
</thead>
</table>
| Create an electronic list of all VCC programs and courses | A Curriculum Inventory database was created in Microsoft Access to collect program and course information. This database has become a valuable resource, used to analyze the status of programs and courses in a way that is not currently available through other VCC programs (Banner or Terminal 4). Numerous requests were received from the VP Academic, Deans, Department Leaders and Education Council, to provide reports on various items, including:  
  - Current program and course lists  
  - Programs by Department/School  
  - School, Department, Department Leader  
  - Program credential(s)  
  - Approved by governance | As a valuable resource, this database should be updated and maintained until such time these types of reports (i.e. reporting by program) can be produced from a centralized operating system (i.e. Banner). |
| Gather all VCC curriculum documentation (PCGs and course outlines) | Electronic documents have been collected for programs and related courses that have them. These documents are stored in the J:/Approved Curriculum Documents folder. Access to this folder is restricted to Deans and their assistants, Education Council office, VP Academic office, Institutional Research and the Registrar’s Office. | To ensure that current curriculum documents are correctly implemented and accessible, the master folder requires consistent management and updating. |
Goal  | Activity  | Recommendation  
--- | --- | ---  
Review documents and web content for accuracy and currency | A report on the status of curriculum documents for each program was presented to the VP Academic and Deans in early June. A request was put forward to propose an anticipated completion date for curriculum that is non-existent or is more than 5 years old. Most departments have responded and a revised report is attached. Items marked in red are still outstanding and are most urgent, while items in orange represent outdated curriculum documents that require updating asap. To date, all errors found on the website have been addressed. | To ensure that regular updates to curriculum documents are completed, develop a tracking/reminder system to advise Deans and Departments of approaching review dates. Errors found on the website are quickly addressed through the communication of the requested change to the Registrar's Office and/or the Web Manager.  

In collaboration with Department Leaders, make minor edits to curriculum documents | Department Leaders were asked to provide a list of minor edits to their curriculum documents. The edits were presented as an omnibus motion at Curriculum Committee in June. The motion was passed and Curriculum Committee discussed and approved of the ongoing presentation of omnibus motions to correct minor errors to curriculum documents (e.g. typos). | Develop a process for managing the ongoing submissions of omnibus motions to Curriculum Committee.  

Assess documents to ensure they meet legal, legislative and VCC policy requirements | The criteria for curriculum to meet legal and legislative requirements and responsibilities can be found in various legislation and VCC Policies. | Education Council is determining whether or not to include an official statement about this as part of its mandate.  

Analyze documents against relevant policies | Program credentials were analyzed against policy C.1.3 Granting of Credentials and it was determined that 29 programs did not meet the credential requirements of the policy. Many education-related policies are currently under review. General practice is that policy changes are implemented into curriculum as revisions are made to programs. It could be several years before policy changes are reflected in all curriculum documents. | Programs in violation of C.1.3 have been identified. A tracking/reminder system should be developed to ensure updates are completed within a reasonable timeframe. Discuss at EDCO, Curriculum and Policy Committees how best to identify programs impacted by policy changes, and how to track the implementation of these changes.  

Make recommendations for updating curriculum to new/revised policy standards; include timelines | |  

Develop a document management system for all | A process map was created to understand the flow of curriculum documents from the development stage, through governance and into implementation. | The working group consists of key stakeholders in the curriculum management process. This group should
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<tbody>
<tr>
<td>governance approved curriculum documents (PCGs and course outlines)</td>
<td>From start to finish, this is a manual process, managed by numerous individuals and departments across the college. A Curriculum Management System (CMS) working group was created to discuss and provide recommendations for improving this process.</td>
<td>continue to meet and determine best practices for improving systems, providing accurate information and limiting legal risk to the college.</td>
</tr>
<tr>
<td>Map the full curriculum design, development and delivery process</td>
<td>The CMS working group meet several times to discuss the current process and possible online solutions to curriculum management. The group attended product demos from two potential vendors which helped to clarify our current concerns and determine the best solution. A proposal was submitted to senior leadership on June 9, 2015 recommending the purchase of online management software.</td>
<td>No official response to the proposal has been received. The working group has scheduled another meeting to discuss ways to improve our current manual systems.</td>
</tr>
<tr>
<td>Research online curriculum development software options</td>
<td>Course outlines are currently posted on the public VCC website. Program Content Guides are not posted publicly. There has been consideration given to posting PCGs on myVCC but no definitive decision has been made. We are awaiting the launch of the new system. Documents posted publicly must be prepared with a proper naming convention and password protected.</td>
<td>The value and relevance of posting official documents publicly should be discussed by relevant stakeholders and a decision made on how best to proceed.</td>
</tr>
<tr>
<td>Transfer documents to a location that is easily accessible to VCC students and staff</td>
<td>Preliminary discussions on this matter suggests that official “document of record” be housed in the Registrar’s Office, likely using Banner Document Management. The EDCO office would be responsible for providing the finalizing and submitting the official document. There are many versions of curriculum documents in various formats, i.e. PDF form templates, Word and PowerPoint files, locked PDF. All versions and types need to be considered when determining an archive system and naming convention.</td>
<td>To ensure that the process for storing current and archive documents is not in contravention of current policy, the following policies will require review and revision: - A.3.9 Records Management - B.6.1 Archives - C.3.6 Course/Program Documentation</td>
</tr>
</tbody>
</table>
ADMINISTRATIVE ASSISTANT PROGRAM REVIEWS 2014/15

The following five (5) suites of programs fit into the #1 of 60 occupations (administrative assistant in the broadest sense) identified by the Provincial governments Labor Market survey. As such they represent a niche for VCC and primarily serve the needs of Canadian women in the 20-30 age group. The earning potential on graduation is in the $16-$18/hour range. All of these programs, because of the niche they serve, need to be kept current. I have identified concerns that need to be verified and attended to in this suite of programs.

MEDICAL OFFICE ASSISTANT (MOAS) & MEDICAL TRANSCRIPTIONIST (MEDT) PROGRAMS

Both of these programs experienced a move between Schools in 20—(from the School of Health to the School of Hospitality and Applied Business). There were significant changes in leadership at the decanal level in the School of Hospitality & Applied Business at the time of this change. That may partially help explain the program review data. Of importance was the lack of renewal of the PAC's and related adjustments to the curriculum in both programs based on industry input. Graduates' not being satisfied with the knowledge and skills gained to enter employment and variations/fluctuations in satisfaction with skill development across all seven (7) identified skill sets support this premise. In addition, the labor market for medical transcriptionist changed dramatically when hospitals began outsourcing medical transcriptionist work in 2013 with greater than 100 union position lost and medical transcription companies taking over this work. The subsequent move to independent contractor impacted graduates starting out their employment as the learning curve required to practice independently had not been addressed through curricular changes (including skill sets needed to increase the level of critical thinking required of someone working independently). Both programs have reconstituted their own independent PAC; historically they had shared the same PAC. The first meeting of these renewed PAC's took place in June 2015 and support needs to be given to ensure they continue to meet at least twice yearly. In addition, both programs began revising their PCG's and courses in late 2014; subsequent program reviews need to be monitored carefully to ensure changes made address the issues identified earlier. This is very important as less than 50% of graduates in the MOAS and 18-30% of graduates in the MEDT program did not feel they met their main objective for enrolling. Perhaps consideration needs to be given to graduate follow-up and focus groups with current students, outside of a program renewal cycle, to ensure the programs remain vital and that any curricular revisions made address graduates concerns. This is of particular importance to the MEDT program as intake was suspended in Fall 2015 due to low applicant numbers (normal intake is 20 students per year). The MOAS program, in contrast, has high applicant/enrolment numbers (117-130 students per year) and very good transition to the labor market within 6 months of graduation.
Both programs are female dominated occupations attracting Canadian students in the 20-30 age group with earning of $16-$17 per hour for both credentials on graduation. Neither credential has laddering opportunities for graduates; perhaps consideration of creating pathways between the credentials to acknowledge core competencies would provide an avenue for graduates to have another opportunity if they so wished or need give life circumstances. Such avenues may be supported by the increase in the 30-40 year old applicant pool entering the MEDT program. Further research needs to be done in this area to support the College’s endorsement of life long learning opportunities.

Finally, each program has independent requirements that need to be addressed to ensure quality of instruction. The MEDT program’s greatest need is for voice recognition software. Their action plan identifies this will be a priority for March 2016 completion and 2017 implementation. Given the suspension of the intake for 2015/16 this initiative must not be lost otherwise students will not develop the required skill sets. In addition, more authentic dictation files and more anatomical models have been identified as requirements. The program has experienced difficulty with placements but do have an agreement with M*Model, a medical transcription company, with students performing their practicums under the company’s supervision, in the VCC Computer lab. Identifying other such affiliation agreements should be a priority so that the program is not tied to one independent contractor; which has the potential to skew curricular overtime to meet their particular needs.

The MOAS program has a realistic action plan for 2015/6. Most important is their need for a room with sinks for their clinical procedures course, along with the storage of materials and purchase of additional medical charts and anatomical models. If the capital budget does not support this in the short-term discussion with the Dean of the School of Health needs to occur to see if it is possible to either move equipment between campuses or students to the Broadway Campus when these specific courses are being taught. In addition, the program identifies a need to address how to support students who have failed a course or need to study part-time. They have identified the potential to add either an on-line MOA certificate or independent on-line courses through BC Campus to deal with insertion issues.

The following three programs (Administrative Assistant, Legal Assistant, and Executive Assistant) will be commented on as a suite of programs given some of their capital/facility requests as well as the potential to create an educational pathway to further education and earning power between the Administrative Assistant, Legal Assistant and Executive Assistant designation. These programs have been developed as distinct entities. This is of particular concern with the Executive Assistant program. Their PCG was last updated in 2008 and there is no evidence as to when their course outlines were updated. The latter two concerns may directly relate to not having regular instructors in the program but using instructors from other areas within the College to cover material in 6 thematic
areas. Often this type of curriculum design along with no practicum, leaves the student responsible to integrate the material for themselves with less than satisfactory outcome. Given the poor response rate to graduate follow-up this observation is based on knowledge of curricular design and needs to be followed up to check its veracity. Students entering this program do so on a part-time basis while working. On graduation they qualify to take the Certified Administrative Professional Exam and their earning power raises form $16-$18 per hour to $23-28/hour.

**The Action Plan developed for this program must be supported.** This includes revising the PCG and select course outlines along with establishing hiring criteria for the 6 thematic areas. The fact that this has not been done reflects poorly on VCC and those who have had oversight for the program.

I also believe that **the Administrative Assistant and the Executive Assistant program need to be renewed together** to ensure there is a tighter thematic fit between the two programs giving the many graduates of the Administrative Assistant program a learning pathway for career advancement. Ensuring the PAC better represents these 2 levels of assistant is also required. The potential to also have the Executive Assistant program serve as an educational pathway for legal assistant graduates should also be considered so that these graduates also have the potential to advance in their career if they so choose.

I will now focus on the Administrative Assistant and Legal Assistant Programs. Both of these programs are female dominated occupations, attracting Canadian students in the 20-30 year old age group. Their earning power on graduation is in the $16-19/hour range.

First, the **Administrative Assistant program shows discrepancies in several areas** where data is available. For example, ‘Quality of Instruction’ and ‘Satisfaction with Education’ are high but there are much lower percentages seen in ‘Usefulness of knowledge/skills in performing job’ or in ‘Meeting objectives for enrollment’. The lowest ratings in skill development are in verbal communication and problem-solving with the amount of practical experience being the greatest issue. This data may help explain why 56-73% of graduates are in a training related job after 6 months despite the provincial governments Labor Market data suggesting 17,600 jobs in this area up to 2022. **Given these issues it is imperative, given the job forecast opportunities and the importance of this program to VCC that the curriculum and faculty remain current.** Although the PACs seem active (meet twice yearly) the PGC was last updated in 2009, with select courses in 2010. It is important to review PAC recommendations that need to be reflected in the program. The program has identified 5 courses they will be updating materials in this coming year. They also note that instructors have little opportunity to take professional training, as they use their PD to update course materials. Consideration of Education Leave may be something the instructors and the College wish to support.
The Legal Administrative Assistant program also shows an employment rate of 66-70% within 6 months of graduation. The program needs to work with Institutional Research to obtain more data to address the poor satisfaction with ‘Knowledge & Skills’ gained and ‘Meeting objectives for Enrollment’. The more detailed analysis suggests attention needs to be paid to the development of writing skills and verbal communication along with critical analysis and problem-solving skills. These findings do not correlate well with program’s statement that they teach business and legal writing and use simulated and authentic files to assist in the development of critical analytical skills.

Remarks note the program has not changed significantly over the last 5 years so these fluctuations are difficult to explain. I suggest engaging the PAC to discuss these fluctuations along with some detailed graduate and employer follow. The PAC is stated to be active and engaged yet the PCG has not changed since 2007 and course outlines since 2010. At the same time the program recognizes changes in job skills and knowledge as they are bringing in guests to demonstrate software use in law offices and are using authentic pleadings to train students in litigation.

To support all 3 programs there is a recommendation, which appears realistic, to renovate the elevator area on the 6th floor to create rooms to simulate actual work environments.
HOSPITALITY PROGRAM REVIEW 2014/15

The Hospitality Program consists of Diploma and a Degree options. These were developed together to ensure leveling up of thematic areas. The new Diploma was introduced in 2014 and the new Degree is being commenced this Fall in 2015.

Given that the curriculum is new for both programs I suggest closely monitoring data related to skill development over the next 4 years to better correlate with changes made to the programs.

The former programs saw 80-90% of graduates in training related jobs at $14-16/hour. Subsequent years should attempt to differentiate Diploma from Degree graduates and Degree graduates from those students in the Executive co-hort. In addition, as has been recommended in the Drafting programs, data sets need to be expanded to include “useful” and “substantially met” and “well prepared” in subsequent years to better see alignment between data sets.

The most significant need for these revised programs is their need for

- Updating of the wireless classroom and apple TV
- Restaurant renovations
- Writing and learning center
- Executive classroom

These requests should receive high priority given the importance of the Hospitality programs to VCC.
MUSIC PROGRAM REVIEW 2014/15

The Music Program review consists of 8 separate areas

- Applied Music Degree
- Diplomas in
  - Composition/Arranging
  - Composition
  - Jazz & Contemporary Instrument
  - Jazz & Contemporary Voice
  - Instrumental Studies
  - Classical Voice

The Applied Music Degree is now 10 years old and has been identified by the Program as in need of a renewal. This is of particular importance as the Diploma Programs are being re-designed to more firmly clarify and solidify VCC’s niche amongst those offering Music Programs in the Province. This in turn should help strengthen articulations with select graduate schools and also encourage Diploma graduates to continue their studies to degree completion, at some point in their career, at the College.

The Diploma Program concentrations have some significant strengths in select areas as well as noticeable enrolment issues in other areas. This data should inform their re-design to better position VCC as top class amongst public post-secondary institutions offering music.

The strengths in the Diploma Program are in the areas of Composition & Arranging, Composition, and Jazz & Contemporary Instrument. In particular, the concentrations that focus on composition are highly regarded and have significant partnerships within the music industry that in turn create opportunities for students. The importance of a well-equipped electronic/computer music studio is essential in supporting the concentrations in Composition. The Jazz & Contemporary Instrument concentration has high enrolment and a better percentage of graduates obtaining a training related job that they directly connect to the knowledge and skill development attained in the program.

There also appears to be more earning power on graduation in these three concentrations. Of interest these concentrations attract more male students compared to the other current concentrations and in particular the Composition & Arranging concentration is seeing an increase in the 40+ age group.

The other three concentrations (Jazz & Contemporary Voice, Instrumental Studies and Classical Voice) face significant issues that need to be addressed in the Diploma redesign. For example, the Classical Voice concentration’s enrollment has decreased to 2-3 students after Kwantlen Polytechnic University developed a music degree with a focus on classical music. Given this information the need for this
concentration should be questioned. The enrolment numbers in the Instrumental Studies concentration is also very low and the demand for this concentration should be examined. The recommendation to increases the focus of this concentration beyond the current classical music focus should be carefully thought through before it is incorporated within a Diploma re-design. The third concentration, Jazz & Contemporary Voice has better but not high enrolment numbers (approximately 14-19 students). Given the strength in the Jazz & Contemporary Instrument concentration a re-design of the curriculum to core the Voice concentration to a high degree with the Instrument concentration would better safeguard the Voice concentration in the future.

Across all program reviews the quality of instruction and satisfaction with education is high as is the development of skill sets in teamwork and independent study. More data is needed in all other areas outlined in the program review and the faculty need to work with Institutional Research to gather this data in subsequent program review cycles.
DRAFTING PROGRAMS

The three Drafting credentials (*Civil/Structural, Steel Detailing, and Technical Architectural*) will be commented on as suite of programs. Commendation is acknowledged for the insightful comments made by the program in the Civil/Structural and Technical Steel Detailing submissions.

Given the above I will highlight the significant changes the Education Council and its Curriculum subcommittee need to be aware of as **these programs plan significant revisions for implementation in the Fall of 2016**.

Currently, these programs share a common core of courses (13 weeks in length). When a student graduates with one certificate and returns to complete a second certificate they are awarded a Diploma. The program plans on decreasing the common core from the current 13 weeks to a total of 7 weeks, allowing them to add new courses that better support the specialty portion of each of the three programs. In addition, the Diploma option will be enhanced with the addition of a higher mathematics module and a Building Information Modeling project that will see students from each discipline work together on a 3D building model in a manner that replicates actual construction projects. All of these proposed changes better situate the program in being accredited with ASTTBC (Applied Science Technologists & Technicians of BC). Such **accreditation must be supported** as it will give a competitive edge to VCC’s Drafting programs and to graduates seeking employment. In addition, pathways are being explored for laddering of Diploma drafting graduates to and from the newly established engineering foundations program Laddering opportunities, such as these, will support students continuing to advance in their careers if they so choose.

To date the Drafting Programs have largely attracted male students and the industry has historically been populated by males, but there is no substantive reason why it should be so. The program identifies a significant potential to increase female applicants as well as targeting adults with construction experience seeking retraining (with funding from other government programs such as EI and Work Safe BC) plus new Canadians with foreign credentials/experience and secondary school students while in the career planning stage. The program has taken the initiative to identify VSB area schools with active drafting programs and to work with the school counselors to better position VCC’s Drafting Program options. They also offer a ‘CAD Camp’ for a week during Spring Break for High School students. These independently initiated **marketing initiatives should receive high priority** for more formal marketing support as they have been well thought out and have dedicated instructors who are putting in substantial effort to attract students to their programs.

In all of the programs the ‘Quality of Instruction’ and ‘Satisfaction with Education’ is high. This data is at odds with ‘Knowledge & Skills gained for the job’ and ‘Meeting objectives for enrolling’. **The program suggests** that in
subsequent years both ‘useful’ and ‘very useful’ data be included in relation to knowledge and skills gained and that ‘substantially met’ data be added to ‘completely met’ data for enrolling. I support these recommendations for all program areas.

Employment in training related jobs appears to shift as the economy shifts; for this reason additional laddering opportunities for graduates to return to school during downshifts in the economy will be important.

Finally, the Civil/Structural Drafting program has identified the need to a license to on-demand web tutorial services and a large screen digital display for program presentations. These capital requests should receive high priority in the next capital budget cycle.
INFORMATION NOTE

Prepared for: Learning Commons Advisory Committee
Issue: Update on Fall 2015 pilot projects

BACKGROUND:
In July 2015, a subset of the Learning Commons Advisory Committee met to decide on what programs we could pilot in Fall 2015. The meeting was attended by: Cindy Sestak (Learning Centre), Linda Duarte (Counselling), Nigel Scott (Interpreting), Susie Findlay (CID), Samantha Welsh (SUVCC), Peter Herd (CCA), Allison Schubert (Essential Skills), and Todd Rowlatt (Library).

We focused on three general themes: 1) Improving student life on campus; 2) Supporting employment access for students; and 3) Supporting student academic success. All of the projects will include some level of assessment.

DISCUSSION:
Four pilots were selected. Good progress has been made on all of them.

1) A speaker series that would focus on life issues for students (e.g. tenancy rights, financial skills, creativity) and aboriginal issues in as well, and look for partnerships with outside agencies (such as Vancity or Coastal Capital for financial skills). Current progress:
   a. Samantha is looking at data regarding student interests for speakers, and looking at dates that would work with existing SUVCC lunch and learns.
   b. Kate Gates (Counselling) has been in contact with the organization Tenancy Rights and is following up about a talk.
   c. Linda and Susie are connecting with Ross Laird from Kwantlen, and are hoping he will do a talk on Creativity and Leadership.

2) Career workshops covering interview skills, resumes/cover letters, job search, and managing social media. We will target specific programs at the appropriate time of year. Current progress:
   a. Linda (Counselling), Emily (Learning Centre), Mari Paz (Library) and Alison (Essential Skills) are considering whether to focus the career workshops on a specific program (Practical Nursing), offer sessions available to all students, or both. A decision will be made shortly.
   b. For either approach, there will be an evaluation form for students to assess their experience. If we provide an open session, we will also develop an assessment for the effectiveness of the promotion of the events.
3) **Collaborative resource guides** that combine resources by various areas (Library and Learning Centre to start) into one spot for simpler access for students. Current progress:
   a. Emily and Mari Paz will combine guides for Business Math (Hospitality) and one other Hospitality course. Working from the existing library guide, we will highlight Learning Centre services, add links to any worksheets, and add recommended links to resources from both the Learning Centre tutors and the librarians. Both websites will link to the guide.
   b. Assessment: we will compare the usage of the separate sites to the combined guide, and analyze the click-through rate to various resources.
   c. ETA is November.

4) **WriteAway** is a provincial online writing tutoring service that the Learning Centre had already planned to join but that fits perfectly into the principles of a learning commons.
   a. We have joined the WriteAway service. Tutors will provide 6 hours a week of coverage starting the week of Sept 28, 2015, 60 hours total in the fall.
   b. The Learning Centre website will start promoting the service on Sept 22. Initial promotion will target UT Humanities students, along with selected groups of BSc-Nursing and Hospitality students (around 300 students overall). Promotion will include in-class visits starting the week of Sept 28.
   c. Assessment: Compare usage of students from classes actively promoted to and other VCC usage. Based on findings, we can adjust or extend the level of promotion.

**Prepared by:** Todd Rowlatt
**Date:** 22 September 2015
DECISION NOTE

Prepared for: Education Council

Issue: Cancellation of the Diploma in Adult Education

Background: The Diploma in Adult Education (the Diploma) was developed almost twenty years ago to bridge graduates of the Provincial Instructor Diploma Program (PIDP) into baccalaureate programs in adult education. It has never undergone a substantial review and in the past several years has experienced steadily diminishing enrolment. In 2012, the College suspended admission to the program and supported enrolled students in their program completion online.

Discussion: Adult educators teach in a variety of settings ranging from post-secondary educational institutions to healthcare and community organizations to public and private corporations. Whereas in many workplaces the PIDP is required for hiring or advancement, the Diploma in Adult Education is not. Individuals who pursue studies further to the PIDP do so for personal and professional development.

In the past decade, opportunities for adult educators seeking formal credentials have expanded. Master’s degrees in a variety of post-secondary educational specializations are admitting students with significant instructional experience in lieu of an undergraduate degree. Recognition of prior learning has thus diminished the need for an undergraduate degree in adult education and directly impacted enrolment in the Diploma in Adult Education.

At the same time, teaching and learning has become a central focus of faculty development within the post-secondary sector (Amundsen & Wilson, 2012; Bain, 2011; Bass, 2012; Fink, 2013). The BC Teaching and Learning Council (BCTLC), a community of leaders from the BC public post-secondary system, has a mandate to facilitate the enhancement of a high quality teaching and learning culture across the province. Supported by Bccampus, the BCTLC recently drafted a collaborative model of professional development opportunities for post-secondary educators with an emphasis on the scholarship of teaching and learning (BCTLC, 2015). The draft Professional Learning Framework reflects elements within both the PIDP and the Diploma in Adult Education.

As a member of the BCTLC Executive and Professional Learning Action Group, I have participated in multiple discussions regarding faculty development. Those
discussions underscore the importance and timeliness of programming that responds to the immediate professional development needs of new and experienced post-secondary educators and workplace trainers. For several years, the Diploma has not met those needs.

**Options:**

1. Continue suspending the Diploma in Adult Education with a plan to renew the program.

2. Cancel the program and conduct an in-depth needs analysis to determine how the School of Instructor Education can develop programming that addresses advanced professional development needs of post-secondary and workplace educators.

**Recommendation:** In consultation with faculty, there is consensus that the Diploma has run its course and the recommendation is to cancel the program and engage in an in-depth needs analysis. This will allow us to take a fresh look at the landscape of instructor education and develop innovative, flexible, and potentially collaborative offerings that satisfy multiple professional development needs.

**References**


**Prepared by:**  
Susie Findlay  
Dean, School of Instructor Education and Centre for Instructional Development

**Dated:** October 5, 2015
# 2016 Meeting Schedule for Education Council and Standing Committees

**Rooms TBA**

## Education Council
Meets on the **second Tuesday** of each month from 3:30-5:30.

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<td>February 9</td>
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<td>March 8</td>
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<td>June – Special meeting?</td>
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## Policy Committee
Meets on the **second Wednesday** of each month from 2:30-4:30.

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## Curriculum Committee
Meets on the **third Tuesday** of each month from 3:30-5:30.

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## Appeals Committee – To Be Confirmed
The College and Institute Act (Act) commits to the inclusion of Faculty Members, Support Staff, and Students on the College’s Board of Governors and Education Council. The following rules and regulations are intended to outline the election processes in support of that commitment.

1. **Definitions**

1.1. In these Rules:

a) “Act” means the *College and Institute Act*, as amended from time to time;

b) “Board” means the VCC Board of Governors;

c) “Candidate” means a person (faculty, support staff, or student) nominated and eligible to run for election in either Education Council or the Board of Governors;

d) “Chief Officers” means a chief officer with the representative group.

e) “College” or “VCC” means Vancouver Community College;

f) “Educational Administrator” means a dean, vice president, or similar employee of the institution whose primary responsibility is to provide administrative services in support of education or training offered by the College. The President is not included in this category.

g) “Education Council” means the VCC Education Council;

h) “Faculty Member” includes an instructor, librarian, tutor, counselor, research associate, program co-ordinator or other employee of the institution that a collective agreement between the bargaining agents, as defined in section 1 of the Labour Relations Code, for the College and Faculty Members specifies to be a Faculty Member;

i) Observer: means and individual appointed by a representative group to serve on Education Council of the Board of Governors for the period of a vacancy until the position is filled via a by-election. The Observer will not have voting or attend in-camera meetings.

j) “President” means the President of VCC;

k) “Registrar” means the Registrar of VCC;
l) “Representative Groups” means:
   (a) a bargaining agent, as defined in section 1 of the Labour Relations Code, for
       Faculty Members or for Support Staff, or
   (b) a student society or student organization for which fees are collected under
       section 19 or 21 of the Act.

m) “Rules” means these election rules.

n) “Student” means a Student enrolled and in good standing at VCC as recognized by
   the Registrar;

o) “Support Staff” means the employees of the College who are not the President,
   Educational Administrators or Faculty Members.

p) “Voters’ List” means the list containing the names of all Students, Faculty Members,
   and Staff that are eligible to vote.

These definitions will be deemed amended concurrently with amendments made from
time to time of the Act.

2. ROLE OF REGISTRAR

2.1. The Registrar is responsible under the Act to conduct all elections for elected positions to
the Board and the Education Council and to make any decisions necessary to conduct the
elections.

2.2. The Registrar must establish, after consultation with the chair of the Board and the Chief
Officers of the Representative Groups, rules that are necessary and consistent with the
Act for the conduct of the elections as outlined in section 9 (1) of the Act, including an
appeal process for the conduct of elections.

2.3. Amendments to Election Rules:
   a) The Registrar will amend these Rules as necessary from time to time;
   b) Amendments to the Rules that affect the conduct of Board elections will be made by
      the Registrar after consultation with the chair of the Board and the Chief Officers of
      the Representative Groups; and
   c) Amendments to the Rules that affect the conduct of Education Council elections will
      be made by the Registrar after consultation with the President and the Chief Officers
      of the Representative Groups.

2.4. In the event of a conflict between these Rules and the Act, including any defined terms,
the Act shall prevail.
3. **POSITIONS AND TERMS**

3.1. Board

Under the Act, the elected positions to the Board are:

a) one Faculty Member elected for a three-year term;

b) one Support Staff member elected for a three-year term; and

c) two Students each elected for a one-year term.

3.2. Education Council

Under the Act, the elected positions to the Education Council are:

a) 10 Faculty Members elected for two-year terms;

b) 2 Support Staff members elected for two-year terms; and

c) 4 Students, each elected for a one-year term.

3.3 Distribution of Elected Positions

The distribution of elected positions between campuses and program areas is set out in Appendix A of these Rules.

4. **ELECTION SCHEDULE**

4.1. Timing

Regular elections for Student, Faculty and Support Staff positions on the Board and Education Council will normally occur in September or October for terms of office to begin on November 1 of each year and conclude on October 31 of the year when the term ends.

4.2. By-Elections

a) When a position on the Board or the Education Council becomes vacant between regular elections, the position shall remain vacant until a by-election is held at a time determined by the Registrar;

b) The Registrar shall conduct at least one by-election per calendar year to fill vacancies and may conduct a second election if a vacancy occurs within 6 months of the first by-election;

c) If a position will be vacant for a period longer than three months, the applicable Representative Group may appoint an Observer until a by-election is held; and

d) An individual elected to a position in a by-election will serve for the remainder of the original term.
5. **Eligibility to Vote and Stand for Election**

5.1. **Students**

A Student is considered to be in good standing and eligible to vote and/or stand for election if, at the date for the close of nominations, the Student:

a) is officially registered in one or more regular courses for a minimum of three hours per week;

b) has paid all fees in full; and

c) has not been suspended or expelled from VCC for any reason in the current academic year.

5.2. **Faculty**

A Faculty Member is eligible to vote and/or stand for election if at the date of the close of nominations they are employed by VCC as a Faculty Member.

A Faculty Member on full-time leave from VCC, where the leave extends for four months or longer from the date of the close of polls, is not eligible to run for a position on either the Board or the Education Council.

5.3. **Support Staff**

A Support Staff member is eligible to vote if at the date for the close of nominations they are employed by VCC as a Support Staff member.

A Support Staff member on full-time leave from VCC, where the leave extends four months or longer from the date of the close of polls is not eligible to run for a position on the Board or the Education Council.

5.4. **Voters’ List**

The Registrar shall prepare a Voters’ List which shall contain:

a) the names of all Students, Faculty Members, and Staff that are eligible to vote and the constituency group with which each is affiliated;

b) the campus at which each Student is located;

c) the program area in which each Faculty Member holds a contract. For those positions on the Education Council that are allocated by program area, Faculty Members will be considered eligible to be nominated as candidates and vote within the program area in which they hold a contract. A Faculty Member holding contracts in more than one program area is deemed to hold a contract within the program area where they teach the highest percentage of courses; and
d) The Voters’ List is shared with the chief officers of the Representative Groups, for purposes of verification, but it is not made publicly available to the College community.

e) A Student, Faculty Member or Support Staff who wishes to confirm that they are on the Voters’ List may do so by contacting the Registrar any time prior to the close of voting.

5.5. Entitlement to Vote

Students, Support Staff and Faculty who are eligible to vote are entitled to cast votes for those positions as set out in Appendix A of these Rules.

6. Eligibility to Hold Office

6.1. Students

If during a Student’s term on the Board or the Education Council the Registrar determines that a Student ceases to be in good standing as defined in Section 5.1, the Student’s position shall be forfeited and Section 4.2 shall apply.

6.2. Faculty

If during their term on the Board or the Education Council a Faculty Member’s employment is terminated or they cease to meet the definition of Faculty Member set out in the Act, their position on the Board or the Education Council shall be forfeited and Section 4.2 shall apply.

6.3. Support Staff

If during their term on the Board or the Education Council a Support Staff Member’s employment is terminated or they cease to meet the definition of Support Staff set out in the Act, their position on the Board or the Education Council shall be forfeited and Section 4.2 shall apply.

7. Pre-Election Process

7.1. Prior to every regular election and by-election the Registrar shall distribute to all eligible voters on the Voters’ List by email a notice of election, which sets out:

a) the vacant positions to be filled in the upcoming election and their terms;

b) the election schedule, including: the date that nomination forms will be available; the date for the close of nominations; the dates for campaigning; the dates for voting; and the date that election results will be announced;

c) the location/s where the Act and these Rules may be obtained; and

d) the location/s at which nomination forms may be obtained.
8. NOMINATIONS

8.1. Nomination forms will be available from the Registrar’s Office on both campuses once a call for election has been made. Instructions and deadlines for the receipt of nominations will be made available at the same time.

8.2. Nomination forms will contain:
   a) the name of the candidate;
   b) the position sought;
   c) the candidate’s Program Area (if the candidate is a Faculty Member);
   d) the candidate Student number (if the candidate is a Student);
   e) the candidate’s telephone number and e-mail address;
   f) the candidate’s signature indicating their consent to stand for election; and
   g) the names and signatures of three nominators, who must be members of the same Representative Group as the candidate.

8.3. Candidates are encouraged to provide the Registrar with a short biographic statement (of up to 500 words) along with completed nomination forms.

8.4. Original or faxed copies of the nomination form must be submitted to the Registrar by the date for the close of nominations.

8.5. The Registrar will not accept late nominations.

8.6. Candidates may withdraw their candidacy up to the close of nominations but not after the notification has gone out to the College community.

9. CAMPAIGNING

9.1. Candidate lists for each election will be posted on both campuses no later than three (3) working days following the close of nominations.

9.2. Concurrent with the posting of the candidate lists, the Registrar will distribute to applicable eligible voters, by College wide email, all candidate statements submitted under Section 8.3.

9.3. Candidates may campaign from the day the candidate list is posted.

9.4. Candidates must act with honesty and integrity in accordance with the VCC Code of Conduct throughout the campaign.

9.5. Campaigning must be done on the candidate’s own time and the cost of campaign materials are to be borne by the candidate.

9.6. VCC email shall not be used for the purposes of campaigning as set out in the VCC email guidelines.
9.7. All campaign materials produced and distributed for the campaign must not undermine an individual or group as per the College Mission and Values and Human Rights legislation. Campaigning materials include, but are not limited to posters, signs, websites, social media, and telephone/email campaigns.

9.8. Campaigning should not disrupt class instruction or regular campus operations.

9.9. No candidate information may be placed in the immediate area of the polling location(s). Any information found in these locations during the voting period will be removed by staff appointed pursuant to Section 10.6.

9.10. Candidates are responsible for the removal of all posters and other campaign material immediately following the close of the elections.

9.11. The Registrar may disqualify any candidate who does not comply with any of the campaign guidelines.

9.12. The decision to disqualify a candidate is subject to appeal under the elections appeals procedure.

10. VOTING

10.1. Voting will commence at the end of the campaign period in accordance with the election schedule published by the Registrar.

10.2. Ballot forms will contain:
   a) the position title;
   b) the term to be served;
   c) the candidate name(s); and
   d) voting instructions as required.

10.3. If no candidate is nominated for a vacant position, the position will remain vacant until a by-election is held pursuant to Section 4.2.

10.4. If only one candidate is nominated for a particular position, a special ballot will be prepared to allow voters to vote “Yes” or “No” for that candidate. If only one candidate is nominated for a particular position and majority votes “No”, that position shall be deemed vacant and clause 4.2 of these Rules shall be enacted.

10.5. Voting will take place on the days designated by the Registrar and will be conducted at polling stations located at the Registrar’s offices at each campus or designated alternate locations.

10.6. The Registrar or designate will arrange polling stations to be staffed during the voting period.

10.7. Voters will be verified by the Registrar or designate against the Voters’ List at the polling stations.
11. **Election Results**

11.1. Votes will be counted at each campus by two staff appointed by the Registrar.

11.2. Each Representative Group will be invited to assign one individual to act as a scrutineer. The scrutineer’s role is to ensure that the ballot counting is in accordance with the provisions of these rules and regulations.

11.3. In the event of a tie, the Registrar will order a recount of the ballots to be completed on the first working day after the original count. Should there still be a tie, a random selection will occur using a coin toss to determine the successful candidate for the position. The candidates involved in a tie have the right to be present during the random selection.

11.4. In the event of a very close election, a recount of the ballots may be requested. Only a candidate for the particular position may make such a request and the Registrar must receive it no later than five (5) working days after the results of the election are declared.

11.5. Once the election results are tabulated, the Registrar is responsible for informing the College community of the names of the successful candidates. Results are confidential until officially announced by the Registrar.

11.6. The names and voting counts for all candidates will be publicized. The results of each election will be posted at both campuses. The President, the Chair of the Board of Governors, and the Chair of Education Council will be informed of the results at the time they are posted.

11.7. Ballots will be destroyed on the 6th working day after the day on which the election results were announced. If an appeal is filed under Section 12, the ballots will be retained for the duration of the appeal process.

12. **Appeals**

12.1. The terms and conditions of the election, as set out by the Registrar in these Rules and Regulations, are not subject to appeal. However, the implementation of the election process may be subject to appeal.

12.2. The conduct of an election may be appealed by any person who was an eligible voter or candidate in that election.

12.3. Written requests for an appeal must be filed with the Registrar within 4 working days following the day on which the election results were announced.

12.4. Appeals must address the specific grounds for the appeal.

12.5. Written requests for an appeal will be shared with all candidates of the affected constituent group. Any candidate may respond to the appeal in writing but must do so within 4 working days after which the original request for an appeal is distributed to affected candidates.

12.6. The appeal will be considered by the Elections Appeal Committee. The committee will be comprised of one representative from each Representative Group, appointed by the Representative Group’s Chief Officer. The Committee member must not have been a
candidate or a nominator in the election that is the subject of the appeal. The Registrar shall be an *ex officio* non-voting member of the Elections Appeal Committee.

12.7. The Elections Appeal Committee will hold a hearing to consider the appeal.

12.8. The hearing will be held within 14 working days of the receipt of the written request for an appeal.

12.9. The Elections Appeal Committee will conduct the hearing with the appellant present. Any other candidate in the election may also attend.

12.10. Each candidate in attendance will have the opportunity to address the Elections Appeal Committee. Time limitations and a schedule will be at the discretion of the Committee, taking into consideration the number of appeals and candidates wishing to address the Committee.

12.11. Each candidate in attendance will be allowed to bring a support person. This person will not address the Committee.

12.12. Following the hearing, the Committee will then deliberate in private. Within five (5) working days of the hearing, the written decision of the Elections Appeal Committee will be provided to the appellant and all other candidates of the affected Representative Group.

12.13. Decisions of the Committee may take the form of: rejecting the appeal; making recommendations to the Registrar with respect to future elections; or ordering corrective action, including overturning the election results and ordering that the election be re-run.

12.14. Decisions rendered by the Elections Appeal Committee are final and binding.

12.15. Written requests for appeal will be shared with all candidates of the affected Constituent Group.

12.16. A candidate within the affected Constituent Group may respond to the request for appeal in writing within 4 working days of the request for appeal being sent to candidates.
### ELECTED REPRESENTATIVES ON EDUCATION COUNCIL

<table>
<thead>
<tr>
<th>REPRESENTATIVE GROUP</th>
<th>NUMBER OF SEATS</th>
<th>TERM LENGTH</th>
<th>VOTER GROUP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Members</td>
<td>10</td>
<td>2 years</td>
<td>8 - Faculty Members by Program area (see below)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 - Faculty Members</td>
</tr>
<tr>
<td>Support Staff</td>
<td>2</td>
<td>2 years</td>
<td>Support Staff at large</td>
</tr>
<tr>
<td>Students</td>
<td>4</td>
<td>1 year</td>
<td>2 - Students at Downtown Campus</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2 - Students at Broadway Campus</td>
</tr>
</tbody>
</table>

### FACULTY REPRESENTATIVE DISTRIBUTION ON EDUCATION COUNCIL

<table>
<thead>
<tr>
<th>PROGRAM AREA</th>
<th>NUMBER OF SEATS</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Access</td>
<td>1 elected by School of Access Faculty Members</td>
</tr>
<tr>
<td>School of Language Studies</td>
<td>1 elected by Language Studies Faculty Members</td>
</tr>
<tr>
<td>School of Health Sciences</td>
<td>1 elected by Health Faculty Members</td>
</tr>
<tr>
<td>School of Hospitality and Applied Business</td>
<td>1 elected by Hospitality and Business Faculty Members</td>
</tr>
<tr>
<td>School of Transportation Trades</td>
<td>1 elected by Transportation, Trades and Technology Faculty Members</td>
</tr>
<tr>
<td>Library and Learning Centre</td>
<td>1 elected by Library and Learning Centre Faculty Members</td>
</tr>
<tr>
<td>Student Services (Counselling &amp; Disability Services, Interpreting, Assessments, and the Arbiter of Student Services)</td>
<td>1 elected by Student Services Faculty Members</td>
</tr>
<tr>
<td>School of Instructor Education, Centre for Instructional Development, School of Music, Dance and Design</td>
<td>1 elected by School of Instructor Education, Centre for Instructional Development, School of Music, Dance and Design Faculty Members</td>
</tr>
<tr>
<td></td>
<td>2 elected by Faculty Members at large</td>
</tr>
<tr>
<td>REPRESENTATIVE GROUP</td>
<td>NUMBER OF SEATS</td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Faculty Members</td>
<td>1</td>
</tr>
<tr>
<td>Support Staff</td>
<td>1</td>
</tr>
<tr>
<td>Students</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
September 29, 2015

PREPARED FOR: Education Council
ISSUE: NEW Grading, Progression and Withdrawal policy and procedures

BACKGROUND:
This is a new policy which combines C.1.1 Grading and D.4.4 Withdrawal into one comprehensive policy. This policy clearly establishes program/course grading standards, progression standards, and withdrawal requirements. Education Policy struck a sub-committee to develop this extensive policy and ensure that it was student focused and at the same time captured the breadth of courses and programs at Vancouver Community College.

DISCUSSION:
This new policy has been in development for close to 2 years at the policy committee level. As mentioned previously, Policy Committee established a working sub-committee to tackle this extensive policy. Combining grading and withdrawal into one policy will make it easier for the college community to see how the two previously separate policies are connected. Significant changes include the adoption of a standard grading practice, which still allows for course and program flexibility. Community feedback asked that the IP grade be removed from the temporary grade section. It was also decided that RW (Required to Withdraw) be removed as this grade is prejudicial. If a student is required to withdraw than a W grade will be used instead.

RECOMMENDATION:
MOVE THAT Education Council recommends the Board of Governors approve the Grading, Progression and Withdrawal Policy and Procedures.

MOVE THAT Education Council recommends the Board of Governors rescind D.4.4 Student Required to Withdraw Policy and Procedures.

Prepared by:
Mike Tunnah
Chair, Education Policy Committee
POLICY

CONTEXT AND PURPOSE
Vancouver Community College (VCC; the College) supports students in achieving success in their courses and programs by providing

- A framework of evaluation and a clear definition of what constitutes success in a course and/or program
- Timely feedback so that students may assess their academic status and seek help in meeting a course and/or program expectations
- Support structures and processes to assist students in achieving success
- A clear process for withdrawing from programs or courses

This policy informs the College community about the program/course grading standards; standards for progression; support for student success; and withdrawal requirements. It also enables student achievement to be recognized meaningfully beyond the institution and enables the College to make consistent decisions regarding students’ progress and achievement level.

SCOPE AND LIMITS
This Policy applies to all students and instructors involved in VCC courses and programs.

STATEMENT OF POLICY PRINCIPLES
1. The College supports students in achieving success in their courses and programs.
2. The College is required to inform students about program and course standards, grading standards, and progression requirements at the beginning of each course/program. These are listed in the approved Program Content Guides and/or Course Outlines. Students may request information or clarification about standards throughout their course/program.
3. The College establishes general standards for educational progression that will apply to all VCC courses and programs and those standards will be clearly communicated to students. Students who do not meet the educational requirements for progression in
their course/program may be required to withdraw. Feedback will be timely and sufficient to allow student to assess their progress.

4. Instructors will provide assistance to students in educational difficulty and inform them of other College services available to them.

5. Changes in the grading or progression standard will not occur once a course/program has commenced unless imposed by an external governing body.

6. Instructors and departments will follow the College’s recordkeeping requirements with regard to grades and evaluative instruments, will ensure confidentiality for students, and will ensure reasonable access for students to review their work.

7. Instructors will evaluate students in a consistent and fair manner and provide timely feedback to students on their progress. Students must be given reasonable access to review their graded work.

8. Student work is evaluated according to one of the College’s approved grading standards (see Appendix A). Students must meet the grading and progression standards for the course or program in order to advance.

9. Evaluations are spread throughout the duration of a course and no single evaluation activity should count for more than 35% of the total grade assigned for a course.

10. Students may appeal a final grade through the College’s Appeal of Final Grade Policy C.1.2.

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

RELATED POLICIES & LEGISLATION
Legislation:
College and Institute Act, Section 24(2)(a)

Policies:
Policy A.2.1 Appeal to Education Council on Educational Matters
Policy A.3.9 Records Management
Policy C.1.2 Appeal of Final Grade
Policy C.1.3 Granting of Credentials
Policy D.4.1 Students with Disabilities
Policy D.4.6 Requirements for Student Attendance and Participation
NEW Involuntary Withdrawal (in development)

RELATED PROCEDURES
Refer to Grading, Progression and Withdrawal Procedures.
PROCEDURES

Policy No. New combines C.1.1 Grading and D.4.4 Withdrawal
Title Grading, Progression and Withdrawal
Approving Jurisdiction Education Council
Policy Sponsor Vice President Academic, Students and Research
Last Revised/Replaces ** *
Effective Date Signed by September 16, 2015

DEFINITIONS

Banner: The software system used at VCC to administer information on students, financial aid, finance, human resources and student advancement.

Course Outline: The official document that contains the essential features of a course, including course name, course number, a statement of course learning outcomes, grading system, and information regarding student evaluation methods.

Extenuating Circumstances: These include unusual events or situations typically beyond a student’s control. Such circumstances may include, but are not limited to: a death in the student’s immediate family, an illness, or an accident. Students are expected to provide documentation in support of any request made on the basis of Extenuating Circumstances. Because requests can be made for a wide range of reasons, each request will be adjudicated by the appropriate decision maker on its own merits.

Grading Standard: A measure of achievement in a course.

Mitigating Factors: The factors that a Dean will take into account if an instructor does not submit final grades within the time period identified. Extenuating circumstances including but not limited to ill health, serious family emergency and bereavement will be taken into consideration.

Official Transcript: The record of a student’s academic history. Transcripts are considered official when they are in an envelope sealed by the sending institution. The only exceptions are official translations and transcripts from institutions where retrieval is not possible.

Passing Grade: The grade, most often based on a calculation of assignments, that reflects satisfactory completion of a course of study.

Program Content Guide (PCG): The official document that contains the general description of a program of study, including program name, program purpose, a statement of program learning outcomes, admission requirements, grading system, information on the evaluation of student learning, and the credential received upon completion of the program.
Progression Grade:
- At a course level a progression grade is the grade required to progress to the next course.
- At a program level a progression grade is the minimum level of achievement, across a prescribed course path, required for students to continue in the program. This does not preclude the possibility that a student may also be required to achieve a minimum grade in specific course(s).

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

Student Academic File: A record held by the Registrar’s Office that contains a complete record of student academic matters at the college in accordance with prudent and acceptable standards within the field of academic records.

Temporary Grades: Assigned for specific or Extenuating Circumstances, temporary grades are converted to a final grade according to the grading standard being used in the course. There is one type of temporary grade: Incomplete grade ('I').

PROCEDURES
SECTION A: GRADING

GRADING STANDARD:
1. The Program Content Guide and/or Course Outlines will outline which grading standard is used by the department (i.e. Letter Grades (A-F), Percentage Grades or Satisfactory/Unsatisfactory (S/U)).
2. Departments will identify a percentage range for each grade in the PCG and Course Outline.
   a. The recommended percentage range for Letter Grades (A-F) is:
      
      | Grade | Percentage Range |
      |-------|------------------|
      | A+    | 95-100%          |
      | A     | 90-94%           |
      | A-    | 85-89%           |
      | B+    | 80-84%           |
      | B     | 75-79%           |
      | B-    | 70-74%           |
      | C+    | 65-69%           |
      | C     | 60-64%           |
      | C-    | 55-59%           |
      | D     | 50-54%           |
      | F     | 0-49%            |
b. The recommended percentage for Satisfactory/Unsatisfactory (S/U) is: S is equal to or greater than 70%.

c. If proposing to use a different percentage range, the Dean will ensure that these are documented with a rationale as part of the course and program approval process, and brought forward for the review and approval of Education Council.

d. Where external bodies require a different grading standard (such as reporting percentages only to the ITA), this grading standard will be reflected in approved Program Content Guides and Course Outlines.

e. If no other grading standard is identified, the recommended percentages listed above will apply.

3. Departments will identify the progression grade, if applicable, for all courses on the approved Course Outlines.

4. The grade received in the course, whether or not it meets the minimum progression grade established, will be reflected on the transcript.

5. Departments that have program progression requirements will identify them on the PCG.

6. If a program has a minimum GPA requirement or other requirement for receiving a credential, this must be identified in the PCG as well.

7. The Dean of each academic unit is responsible for ensuring that all College grading requirements, as well as any approved variations for a particular course or program, are prominently displayed in the Program Content Guide and, where applicable, in the Course Outline(s) for all programs and courses in their academic unit.

8. Department leaders will ensure that all instructors are adhering to the grading standard(s) approved in the relevant PCGs and course outlines.

RESPONSIBILITIES OF INSTRUCTORS DURING A COURSE:

9. Within the first week of a program the Program Content Guide will be provided to all students in order to review the grading standard and any other requirements.

10. Within the first week of each course, the instructor provides the Course Outline to all students and reviews the course evaluation procedures, attendance requirements and grading standard. The instructor will also inform students about other College services that are available to assist their learning and the grade appeal process.

11. Instructors are expected to administer various forms of assessment throughout the duration of a course with no single assessment activity counting for more than 35% of the total grade assigned for the course. Exceptions to this rule must be approved by Education Council and detailed in the Course Outline.

12. Instructors will plan assessments and provide feedback from these assessments in a timely manner and, whenever possible, in such a way that provides students with the opportunity to assess their academic status in the course and to seek additional help to pass the course.

13. The department/instructor will maintain individual student records in support of any grades that are assigned (i.e. assignments, tests, assessments, student meeting notes, remedial
action taken, etc.) during the course and the department will retain these records for a minimum period of one year as directed by A.3.9 Records Management Policy.

14. The instructor provides grades and graded work to students in a manner that is consistent with the Freedom of Information and Protection of Privacy legislation:
   a. Written student work must be handed back directly to the student and not left for students to retrieve in an unsecured area.
   b. Student grades and instructor comments must be placed in an area of the student’s work that is not directly visible by others (e.g. inside pages).
   c. Student grades must be handed back directly to the student or entered to a College-approved, secure, on-line environment.
   d. Student grades must not be posted, even with the sole use of identification by student numbers.
   e. Students must be given reasonable access to review their graded work. In the event that work is not being returned permanently (such as a final examination), students have the right to view their work in the presence of a College employee for a reasonable period of time.

SUBMISSION OF FINAL GRADES:

15. Instructors will report final grades to the Registrar’s Office by entering them into Banner within five (5) working days of the last day of classes or the final evaluation (whichever comes last), unless there are mitigating factors. In such cases, the Dean/Director may extend the reporting period. This timeframe may also be impacted by external governing bodies.

16. Final grades will usually be reported as a letter grade but can be reported in other ways, such as a percentage or as both a letter grade and a percentage.

17. Deans and Department Leaders will be advised by the Registration Area when final grades have not been submitted by the deadlines.

GRADE CHANGES:

18. There are three circumstances for which grades can be changed: (1) through the conversion of a temporary grade to a final grade; (2) through a final grade appeal; and (3) a grade entry error.

19. There is one temporary grade: Incomplete (I) grades.
   a. Please see “Temporary Grades” section of these procedures below.
   b. The instructor will complete a “Change of Grade” form available online from the Registrar’s Office to change a temporary grade to a final grade.

20. Students may appeal a final grade through C.1.2 Appeal of Final Grade Policy.

21. If a grade is entered into Banner incorrectly, the instructor will complete a “Change of Grade” form available online from the Registrar’s Office to request a correction.
RESPONSIBILITIES OF REGISTRAR’S OFFICE:

22. Letter grades will be converted to a grade point average by the Registrar’s Office according to a Grade Designation Chart attached as Appendix A.

23. The Registrar’s Office is the sole authority for official communication with students concerning their academic record, final grades, and official transcripts.

SECTION B: PROGRESSION

24. In order to progress to the next level/term of a program:
   
a. The student must achieve the minimum progression grade as listed in the approved Course Outline and/or Program Content Guide.

b. The student must obtain a minimum Weighted Grade Point Average (defined in Appendix B) of 2.00, unless a higher Weighted Grade Point Average is specified in the approved Course Outline and/or Program Content Guide.

c. A student, who has enrolled and failed a course twice, may be allowed to enroll in it a third time only with written permission from the relevant Dean/Director (or delegate). The student will receive a written agreement detailing any special considerations or conditions, and a copy is kept in the Student Academic File.

25. In Progress (IP)
   
a. ‘In Progress’ grades can be used for students in courses whose content and/or methodology allows a student to complete the course over an extended timeframe (i.e. self-paced courses, beyond one term or session, etc.).

b. Students must be making satisfactory progress which can be measured by the assessment methodology/course rubric for an instructor to use an ‘IP’ grade. ‘IP’ may not be used indefinitely.

c. The student may appeal an ‘IP’ grade through C.1.2 Appeal of Final Grade Policy.

TEMPORARY GRADES:

26. Incomplete (I)

a. Prior to the end date of a course, students may request an ‘I’ grade when, due to Extenuating Circumstances, they are unable to complete a course within the scheduled course dates.

b. If the instructor of the course agrees, an ‘I’ contract between the student and the instructor will be established. An ‘I’ contract acts as an extension of the due date(s) of the individual tests, assignments, essays or other learning activities stipulated in the ‘I’ contract, and is not meant to disregard any course work the student has already completed.

c. The ‘I’ contract:
   
i. Explicitly states what course work (assignments, tests, projects, etc.) must be completed.
ii. States a completion date of not more than two months beyond the course end date. Permission for a completion date beyond these parameters must be approved by the Associate Registrar.

iii. Is signed by the student and the instructor.

iv. Is submitted by the instructor to the Registrar’s Office to be included in the Student’s Academic File, and copied to the Department Leader and to the student.

d. At the conclusion of the ‘I’ contract:
   i. The instructor will mark the ‘I’ Contract course work that has been submitted by the student.
   
   ii. Any course work that has not been submitted by the deadline will receive a grade of zero.
   
   iii. The instructor will calculate the student’s overall course grade including all previous course work submitted in addition to the completed ‘I’ Contract course work. The instructor will record the student’s overall course grade on the ‘I’ Contract.
   
   iv. If, and only if, the PCG stipulates that all course work must be completed for a student to receive a passing grade, and the student does not complete all of the course work, the instructor will assign a ‘F’ grade as the final grade for the course.
   
   v. The instructor will forward the results to the Registrar’s Office for conversion of the ‘I’ grade on the Student’s transcripts to a final grade for the course as reflected on the ‘I’ Contract.

e. The student may appeal the final grade through C.1.2 Appeal of Final Grade Policy.

TIME LIMIT TO COMPLETE A CREDENTIAL

27. VCC programs may establish a maximum time limitation for students to complete a credential to ensure student skills and competencies are both up to date and relevant. The time limitation must be listed in the approved Program Content Guide for the credential. Please see C.1.3 Granting of Credentials Policy and Procedures for additional details.

28. Student requests for exceptions from a maximum time limitation will be reviewed by the Registrar’s Office and the relevant Dean. The Dean will consult with the Department Leader and any other relevant unit (i.e., Student Services such as Disability Services), and make a recommendation to the relevant Vice President Academic, Students and Research (or designate), who makes the final decision.

SECTION C: WITHDRAWALS

29. Student who withdraw or are required to withdraw from a course and/or program will have a Withdrawal (W) grade entered on their transcript to indicate an official withdrawal has taken place.
30. The Registrar’s Office establishes withdrawal deadlines for all programs and courses. Deadlines will be available on the College website and from the Registrar’s Office.

31. A “W” is not calculated into a student’s GPA.

32. Prior to the withdrawal deadline, a student may withdraw from a course or from a program by completing the “Request to Withdraw” form available on the College website and from the Registrar’s Office. The Registration Area will inform the instructor and/or Department Leader that the student has withdrawn.

33. After the withdrawal deadline, a student may request to withdraw from a course by submitting a “Request to Withdraw” form available on the College website and from the Registrar’s Office. Withdrawals after the deadline will only be considered for Extenuating Circumstances.
   a. Requests for withdrawal after the deadline must be approved by both an Associate Registrar and the relevant Department Leader.
   b. When reviewing requests for withdrawal after the deadline, consideration should be given to the amount of course work already completed by the student, to the Extenuating Circumstances, and to the reasons and supporting documentation that the student has identified to substantiate their request to withdraw past the published deadline.
   c. Requests to avoid failing or low grades will not be accepted.
   d. If the request is denied, the student remains registered in the course and will receive a final grade, calculated as outlined by the Course Outline or Program Content Guide.

34. A student can be required to withdraw from a course or from the entire program for failure to meet educational and/or non-educational standards outlined in VCC policies, the Course Outline or the Program Content Guide.
   a. This can include, but is not limited to, the following
      i. Failure to meet the attendance or participation requirements of a course;
      ii. A serious breach of institutional policy (such as behaviour defined as misconduct in the Student Code of Conduct Policy D.4.3 or the Student Educational Policy D.4.5) which leads to the student’s removal from the program/course or the College;
      iii. Unsafe and/or unprofessional practice; and/or
      iv. Breach of a contract that had been previously established between the student and the program.
   b. The instructor is responsible for notifying the student and the Department Leader of the requirement to withdraw. The instructor will provide the Department Leader with a completed “Require to Withdraw Form” stating the reasons for requiring the withdrawal.
   c. The Department Leader is responsible for approving the “Required to Withdraw” form and for notifying the Registrar’s Office and the Dean responsible for the course/program, and providing the Registrar’s Office with a copy of the “Require to Withdraw” form.
d. The Registrar’s Office will notify the student in writing within three (3) business days of receiving the “Require to Withdraw” form, conveying the reasons that the student is being required to withdraw, and will be included in the Student Academic File.

e. A student who has been required to withdraw from two or more courses in the same term or from an entire program may not re-register into the same program or course(s) at VCC within a one year period. Exceptions can be approved by the relevant Dean/Director.

f. A student may appeal a requirement to withdraw from a course or a program under the Appeal of Final Grade Policy C.1.2.

RELATED POLICY
Refer to Grading, Progression and Withdrawal Policy.
# Grade Designation Charts

## Grading Standard

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Grade Point Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td></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></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></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></td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>Failing Grade *see note below</td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td>Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>N/A</td>
</tr>
<tr>
<td>IP</td>
<td>Course in Progress</td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>N/A</td>
</tr>
</tbody>
</table>

* Refer to Program Content Guide for progression grade.
** Refer to Program Content Guide for percentage range associated with letter grades, if applicable.
*** All Industry Training Authority-funded courses will be graded in compliance with the most current ITA Standards.
CALCULATION OF WEIGHTED GRADE POINT AVERAGE:

The grade point average is a weighted average and is calculated as follows:

Grade Point Average (GPA) is calculated by multiplying the grade points associated with the letter grade assigned for a course by the number of term credit value assigned to that course, adding those values for all courses taken, and dividing the result by the total number of term credit hours taken. Some types of grades (such as withdrawals) are not included in the calculations; please see Appendix A.

Term Grade Point Average (TGPA) is the GPA calculated for all courses taken in a specific term.

Cumulative Grade Point Average (CGPA) is the GPA calculated over all the courses in which the student has been enrolled. All attempts at a course are calculated into the GPA as separate courses.

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 (refer to example of calculation below).
3. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or term.
4. If a course is repeated to replace a failed or other grade, the higher grade will be used to calculate cumulative and program/term grade point average or to determine standing.

<table>
<thead>
<tr>
<th>COURSE</th>
<th>CREDIT</th>
<th>LETTER GRADE</th>
<th>GRADE POINTS</th>
<th>GRADE POINTS X CREDIT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3</td>
<td>A-</td>
<td>3.67</td>
<td>11.01</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
<td>B+</td>
<td>3.33</td>
<td>9.99</td>
</tr>
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<td>3</td>
<td>4</td>
<td>C+</td>
<td>2.33</td>
<td>9.32</td>
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<tr>
<td>4</td>
<td>2</td>
<td>A</td>
<td>4.00</td>
<td>8.00</td>
</tr>
<tr>
<td>5</td>
<td>3</td>
<td>C</td>
<td>2.00</td>
<td>6.00</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>15</strong></td>
<td></td>
<td><strong>44.32</strong></td>
<td><strong>44.32</strong></td>
</tr>
</tbody>
</table>

Weighted Grade Point Average = 44.32/15 = 2.95
Incomplete Grade (‘I’) Contract

INSTRUCTIONS:

1. Please refer to the ‘Temporary Grades’ Procedures section in the VCC Grading, Progression and Withdrawal Policy for detailed information about the ‘I’ contract.
2. The student and instructor execute the contract PRIOR TO THE END DATE OF THE COURSE.
3. The student is provided with a signed copy of the contract.
4. The instructor retains a signed copy of the contract.
5. The instructor forwards the original signed contract to the Registrar’s Office.
6. A change of grade form and the instructor’s copy of the “I” contract, indicating completion of the contract and the grade awarded, must be submitted to the Registrar’s Office within seven days of the expiry date of the contract.

Start Date of Contract: ____________________________
End Date of Contract: ____________________________
Student Name: _________________________ Instructor Name: _______________________
Student Number: _______________________

Program Name: _________________________ Course Name: _________________________
Banner Term (eg: 200601): ____________ Course No: _________________________
CRN: ________________ Course End Date: ____________________

An ‘I’ Grade will be allotted for the above course. Upon completion of the contract as stipulated by the contract end date, the ‘I’ Grade will be converted to a Final Course Grade on the Student’s Transcript.

The Student and the Instructor agree that the student will complete the following listed detailed assignment(s), test(s), assessment(s), or activity(s) by the end date of the Contract:

Item A. _____________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

GRADE AWARDED: _______________
Item B. _____________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
GRADE AWARDED: _______________

Item C. _____________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
GRADE AWARDED: _______________

USE ADDITIONAL PAGE TO LIST FURTHER ITEMS

NOTE:
Both parties understand that the final course grade to be given upon satisfactory completion of the listed items will conform to the course outline and/or Program Content Guide.

Contracts not completed by their end dates will result in a grade of zero being allotted for each Item Listed and calculated accordingly into the Student’s overall course grade.

Contracts are to be perfected within two months of issuance. Any extension to the two month period is at the discretion of the instructor and upon approval of the Associate Registrar.

Student Signature: ____________________________________________________________
Instructor Signature: ___________________________________________________________

*****************************************************************************

Contract completed satisfactorily?  □Yes  □No

Final Grade Calculated for Entire Course:  __________

Date of Determination & Submission to the Registrar’s Office:  ___________________________
Instructor Signature:  _______________________________________

106
DECISION NOTE

October 6th 2015

PREPARED FOR: Education Council

ISSUE: Delete C3.4 Changes of length of Hours for Courses or Programs and C3.6 Course Program Documentation

BACKGROUND:
C3.4 Changes of Length of Hours for Courses or Programs is a policy which is not in use because it was found to contravene the legislated responsibilities of Education Council. The NEW Curriculum Development and Approval Process policy and procedures also refer to course and program changes of this nature.
C3.6 is now covered under the NEW Curriculum Development and Approval Process policy and procedures.

DISCUSSION:
The deletion of these two policies had been planned and agreed to at the Education Policy level and during the development stage of the new policy. When the NEW Curriculum, Development and Approval policy was approved, these 2 policies were not brought forward for deletion so they are coming now.

MOTION:
MOVE THAT Education Council recommends the Board of Governors delete C3.4 Changes of Lengths of Hours

MOVE THAT Education Council recommends the Board of Governors delete C3.6 Course Program Documentation

Prepared by:
Mike Tunnah
Chair, Education Policy Committee
Changes of Length or Hours for Courses or Programs Policy

Policy

The Vice President of Education or delegate will approve:

Changes in length or hours for courses or programs.

Applies to

Department Heads, Deans, Vice President.

Principles

The following principles will inform the decision of the Vice President or delegate:

i) That quality and relevance of outcome for students are maintained
ii) That efficiency and cost effectiveness for students and the College are improved or maintained
iii) That there is no negative impact on employment outcomes for students
iv) That there is no negative impact on transfer or laddering opportunities for students

Procedures

Changes, including rationale, will be presented to Education Council for information.
1. Policy Sponsor  
   
   Board Governance Committee

2. Approvals:
   
   President ___________________________  Date:__________________
   Education Council Chair _____________  Date:__________________
   Operations Council Chair ____________  Date:__________________
   Board Chair _________________________  Date:__________________

3. Amendments
   
   President ___________________________  Date:__________________
   Education Council Chair _____________  Date:__________________
   Operations Council Chair ____________  Date:__________________
   Board Chair _________________________  Date:__________________

4. Review Date
Course/Program Documentation Policy

Policy

Departments shall create, maintain and store current course outlines for all the courses they teach.

Departments shall create and maintain a Program Content Guide for all certificate, diploma and degree programs.

Applies to

VCC College Community

Procedures

Course outline documentation:

a) Course outlines shall contain the following: department name, course name, date course was adopted or accepted for information by Education Council, a statement of learning outcomes, and information regarding student evaluation methods.

b) Course outlines will be made available to all students at the beginning of the course.

c) Course outlines must be maintained and archived on the common drive in a separate folder by each Dean’s/Director’s office.

Program Content Guide:

a) Program Content Guides shall contain the following: a Statement of Purpose, a Statement of Goals, a Statement of Activities and Design, Entrance Requirements, Course Credit Information, Course Descriptions, College Grading System and Grade Point Average Information.

b) Current Program Content Guides will be available to students, staff and faculty through the library,
Registrar’s Office and Counselling/Student Services.
c) The Dean’s office will send past Content Guides to the Library.
d) Program Content Guides must be maintained on the common drive in a separate folder by each Dean’s/Director’s office.

References: Policy C.1.1 Course/Program Grading Policy


Policy 6.4.1.2 (1980, 1987) VVI – Course Content Outlines
1. **Policy Sponsor**
   
   Education Council Policy Committee

2. **Approvals:**

   President ___________________________ Date:_____________

   Education Council Chair _______________ Date:_____________

   Operations Council Chair ___________ N/A ___________ Date:_____________

   Board Chair _______________ N/A ___________ Date:_____________

3. **Amendments**

   President ___________________________ Date:_____________

   Education Council Chair _______________ Date:_____________

   Operations Council Chair _______________ Date:_____________

   Board Chair ___________________________ Date:_____________

4. **Review Date**
DECISION NOTE

13 October 2015

PREPARED FOR: Education Council

ISSUE: New Course: COMP 0740 Introduction to PowerPoint

BACKGROUND:
The College and Career Access department has a mandate to prepare students for further experience in the post-secondary system. Many students have enquired about a Presentation software course, because they anticipate doing oral presentations in their planned programs of study. By developing their software skills first, in their specialty courses they will be able to concentrate on the content of their speeches.

DISCUSSION:
Brock Elliott presented this proposal. COMP 0735 has been updated to the new template. COMP 0740 is a new course.

Raymond questioned whether CLB 6 is the course level or the placement test. Brock clarified that that it applies to both and is correct being the completion of level 6. There was discussion regarding the inclusion of all English language proficiency requirements or if there should be a link to the webpage. It was noted that the webpage only goes to level “10”. Todd commented that this is a larger discussion regarding how to update and/or use the web link. For this course outline it is probably best to leave it as is. All agreed.

There was a question about “90 hours” and Brock clarified that this is a standard number that they use on all self-paced course outlines. Stefan confirmed that they use this number on their course outlines as well.

COMP 0740:
- move co-requisite to pre-requisite and add “or permission from instructor”
- course learning outcomes 1 and 12 are higher level and might need to be adjusted. David Branter agreed to discuss with Garth Manning to come up with new wording.

RECOMMENDATION:
Education Council approve the new course COMP 0740 Introduction to PowerPoint.

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: Brock Elliott  
Title: Instructor
School/Centre: Access  
Department: CCA
E-mail: belliott@vcc.ca  
Phone/Ext.: 8546

A) DOCUMENTATION (select all that apply)

☐ Program Content Guide

Program Name(s): _____________________________________________

Anticipated Start Date: November 2016

☒ Course name and number: COMP 0740  Introduction to PowerPoint  Credits: __na_____

Course name and number: COMP 0735  Introduction to Windows  Credits: __na_____

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

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)  
COMP 0740 only  
Course has never been offered before at VCC and is/are not Articulated, Affiliated or Accredited (does not apply to Continuing Studies)

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

This course replaces: _____________________________________________

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

☐ Program/Credential

☐ Program Purpose
C) RATIONALE AND NEED

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

COMP 0740: The College and Career Access department has a mandate to prepare students for further experience in the post-secondary system. Many students have enquired about a Presentation software course, because they anticipate doing oral presentations in their planned programs of study. By developing their software skills first, in their specialty courses they will be able to concentrate on the content of their speeches.

COMP 0735: This course has been updated to the new course outline template. Pre-requisites are the same as for COMP 0740. All other information remains the same.
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 Email September 10, 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.

   Raymond Kaan Email - Conditional September 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.

   Taryn Thomson Email September 10, 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 Email September 10, 2015
   Print Name Signature Date
Course Name: Introduction to PowerPoint

Department Head/Coordinator: T. Thomson/Brock Elliott  
Effective Date: November 2015

<table>
<thead>
<tr>
<th>School or Centre</th>
<th>Department</th>
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<tr>
<td>School of Arts and Science</td>
<td>College and Career Access</td>
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<table>
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<tr>
<th>Course History</th>
<th>Year of Study</th>
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<td>Click arrow for options</td>
<td>Click arrow for options</td>
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</table>

<table>
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<tr>
<th>Name of Replacing Course (if applicable)</th>
<th>Course Number</th>
<th>Number of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COMP 0740</td>
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</table>

Course Pre-requisites (if applicable):

English 9 or equivalent (English 0316, CLB 6, or VCC ABE assessment scores: 30 (reading), 28 grammar) and 0750 (writing)), COMP 0735 - Introduction to Windows or permission from instructor

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

☐ No  ☐ Yes (details below):

Course Description:

This course provides students with the basic knowledge and skills needed to use Microsoft PowerPoint to create computer-based slide shows. Students will learn how to create slide shows, add slides of varying layouts, edit slides for content and style, add charts, photos and computer art. Along with the computer skills, students will consider how a slide show will supplement their presentation. Presentation features like slide transitions, timings, sound tracks, speaker's notes, and presentation handouts will be covered.
Course Learning Outcomes:

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

1. Produce a PowerPoint slide show in a Windows environment
2. Edit a slide show for content and style
3. Add and edit clipart, photos, video and SmartArt on a PowerPoint slide
4. Add transition effects to slide displays
5. Use the slide sorter to manage slides
6. Add notes to slides to assist a presenter
7. Use the ruler to measure object placement on slides
8. Add headers and footers for slide printing
9. Assign a preset theme to a slide or slides
10. Automate a slide show to run independently
11. Add sound files as a slide show soundtrack
12. Use PowerPoint to develop a slide show from a template

Program Learning Outcomes:

n/a
### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>B - Lab (Computer, Chemistry...)</td>
<td>90</td>
<td></td>
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</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:

1. Slide structure
2. PowerPoint slide show views
3. Add, Edit and Format text
4. ClipArt, Photos and SmartArt
5. Position and Size with the Ruler
6. Slide styles
7. Manage the Presentation with the Slide Sorter
8. Slide display Transition effects
9. Animate Slide Content
10. Slide show timing
11. Print slides and presentation notes
12. Slide show Automation
13. Videos
14. Soundtracks
15. Templates

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): |
PREPARED FOR: Education Council

ISSUE: Changes to pre-requisites for Biology 1 and 2

BACKGROUND:
Andy Sellwood presented this proposal. The most important aspect of the proposed change removes Biology 1 (BIOL 1100) as a pre-requisite to Biology 2 (BIOL 1200). This de-sequences the courses reflecting a practice at many other institutions. In addition, the achievement level for all pre-requisites for both courses was to change to a C+ grade.

DISCUSSION:
The committee had considered this proposal at an earlier meeting. At that meeting there was a serious discussion regarding the C+ grade requirement for all pre-requisites vis-à-vis current Registrar’s Office practice. Andy Sellwood assured the committee the science faculty support this change as a measure to ensure student success in the courses. To clarify the de-sequencing of the two courses the phrase “Biology 1 (BIOL 1100) and Biology 2 (BIOL 1200) can be taken concurrently or in any order.”

RECOMMENDATION:
Curriculum Committee recommends Education Council approve changes to pre-requisites to Biology 1 and 2.

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: __Maria Morlin__________________________ Title: ______Instructor_____
School/Centre: _________School of Arts and Science    Department: _College Foundations - Science
E-mail: mariacoho@telus.net___ Phone/Ext.: 604 728 4580

A) DOCUMENTATION (select all that apply)

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

☐ Course name and number: ___Biology 2   Credits: __4____
  *All new or revised course numbers must be validated in advance with the Registrar’s Office

  Course name and number: ________________________________________  Credits: ______
  Course name and number: ________________________________________  Credits: ______

(Add additional lines if required)

B) DEVELOPMENT TYPE (select all that apply)

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

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

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

☐ Revision to Program Content Guide (PCG)    Major Revision (check all that apply):
  ☐ Program/Credential
  ☐ Program Purpose
C) RATIONALE AND NEED

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

Currently, Biology 1200 has the prerequisite Biology 1100. However the order in which the two courses are taken does not matter, as long as both are completed. Eliminating the requirement to take Biology 1100 before Biology 1200 would give students more flexibility and therefore increase enrolment in the courses. Therefore, I would like to change the course prerequisites for Biology 1200 to be:

Biology 11, Biology 12, Chemistry 11, Precalculus 11, all with at least a C+, or equivalents.
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__________ May 29, 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__________ May 27, 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.

   Andy Sellwood______________ Signed via email__________ June 3, 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__________ June 4, 2015________
   Print Name Signature Date
## Curriculum Control Sheet

*** FOR EDUCATION COUNCIL OFFICE USE ***

### CURRICULUM COMMITTEE

<table>
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**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

<table>
<thead>
<tr>
<th>Date: _________________________</th>
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**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: Biology 2

Department Head/Coordinator: Andy Sellwood  
Effective Date: January 2016

School or Centre: School of Arts and Science  
Department: College Foundations - Science  
Year of Study: 1st Year Post-secondary

Name of Replacing Course (if applicable):

Course Number: BIOL 1200  
Number of Credits: 4.0 credits

Course Pre-requisites (if applicable):
Biology 11, Biology 12, Chemistry 11, Precalculus 11, all with at least a C+, or equivalents.

Course Co-requisites (if applicable):

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

Course Description:

This course is the second half of the majors course in general biology, from cells to organisms. Lectures emphasize the integration of cells and the whole organism, and address biological chemistry, cell structure and function, DNA, RNA, and gene expression, homeostasis, animal and plant nutrition, molecular genetics, immunology, and biotechnology. Laboratory activities examine cells, cellular chemistry, genetics, and DNA, including DNA extraction, analysis, sequencing, and forensic techniques. They develop methods of scientific investigation, statistical analysis, collaboration, and reporting.

Biology 1 (BIOL 1100) and Biology 2 (BIOL 1200) can be taken concurrently or in any order.
Instructional Strategies:
This course will be a combination of lecture, lab activities, videos and field trips that complement each other.

Course Learning Outcomes:
At the end of the course the student will be able to:

• Use biological data collecting skills, including use of instrumentation, microscopy, and observation and experimentation, when working in the lab.
• Carry out an integrated series of scientific investigations. Perform experiments, collect, statistically analyze and interpret data, and document report findings.
• Apply scientific concepts and critical evaluation to practical experience as well as controversial societal issues.
• Outline the structure and function of the cell.
• Describe the structure and function of a living body.
• Use terminology that defines concepts in cell and organismal biology.

Program Learning Outcomes:
If this course is taken as a requirement or an elective in the following first year, University Transfer Certificate programs, the learning outcomes are found in the Program Content Guides available at the Counselling and Advising Service areas.
University Transfer Arts Certificate
University Transfer Pathway to Health Sciences Certificate
University Transfer Science Certificate
### Evaluation/Grading System

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

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### Learning Environment/Type

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### 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:

- The Biochemical Basis of Life
- Cell Structure and Function
- The Cellular Basis of Plant and Animal Functions
- Plant Physiology
- Animal Physiology
- Homeostatic Mechanisms
- Molecular Genetics and DNA Function
- Immunology
- Biotechnology

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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

13 October 2015

PREPARED FOR: Education Council

ISSUE: Change to pre-requisites for Basic Counselling Skills

BACKGROUND:
Catherine Wilcox presented this proposal. The most important aspect of the proposed changes removes the criminal records check as a pre-requisite for this course although a CRC will still be required to enter the counselling certificate programs. In addition, the proposal has new language on PLAR and has eliminated old language that referred, confusingly, to possible course transfer. The course information was moved to the new template and some typos corrected.

DISCUSSION:
The Deletion of a criminal records check caused some discussion. The rationale as given in the proposal Curriculum Control Sheet persuaded the committee. The new PLAR language was discussed and worked on after the meeting. Eventually the statement “PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: Challenge Exam, Demonstration, Interview, or External Evaluation.” was chosen.

RECOMMENDATION:
Curriculum Committee recommends Education Council approve changes to Basic counselling Skills (CNSK 1401)

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: Catherine Wilcox  
School/Centre: Continuing Studies  
E-mail: cwilcox@vcc.ca  

A) DOCUMENTATION (select all that apply)

- □ Program Content Guide  
  Program Name(s): Community Counselling Skills and Addiction Counselling Skills  
  Certificate Programs

Anticipated Start Date:

- □ Course name and number: 1401 Basic Counselling Skills  Credits: 2.0
  *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?

The proposed changes include: 1) lifting the requirement of a Criminal Record Check before registering in 1401 Basic Counselling Skills (the pre-requisite course for the counselling skills certificate programs). Rationale: The CRC prerequisite was added in 2012 as a blanket requirement for the counselling skills programs, and implemented at the beginning of the pre-requisite course rather than at the beginning of the program. Adding the CRC as a pre-requisite requirement to CNSK 1401 put up a barrier for access to this particular class, eroding the base of prospective students. Some prospective students may have a history with the justice system but they are now working/volunteering in non-profits or other settings in a helping role, and may just want to take CNSK 1401 to improve their skills. Others just wish to get a sense of the helping...
profession, or our school. Lifting the CRC requirement will allow these prospective students to gain a valuable learning experience. The CRC will remain in place as an admission requirement for the CNSK certificate programs, which is adequate to meet the Ministry’s requirements. Since students are in a learning environment, they are not working with clients directly at this point in their studies, so not in direct contact with vulnerable adults or youth. There are no expected costs as a result of this proposal, and this change is expected to boost enrolment 2) changing the wording in the course outline under the PLAR section. Rationale: The previous description was an incomplete list of transfer credit courses. The new wording is more flexible 3) reformatting the course outline to the new template. Rationale: to keep the outline as current as possible and 4) correcting typos. Rationale: to keep the outline as accurate as possible.

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**
   **Print Name**
   **By Email**
   **Signature**
   **September 3, 2015**
   **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.

   **Raymond Kaan**
   **Print Name**
   **By Email**
   **Signature**
   **September 3, 2015**
   **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.

   **Catherine Wilcox**
   **Print Name**
   **Signature**
   **09/03/2015**
   **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.

Print Name: Michael Yue  
Signature: [Signature]  
Date: Sept 5, 2014
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:** Basic Counselling Skills

**Department Head/Coordinator:** Catherine Wilcox  
**Effective Date:** January 1, 2016

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Department:</th>
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<tbody>
<tr>
<td>Centre for Continuing Studies</td>
<td>Counselling Skills</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Course History:</th>
<th>Year of Study:</th>
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<tbody>
<tr>
<td>Revised Course</td>
<td>1st Year Post-secondary</td>
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**Name of Replacing Course (if applicable):**

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>Number of Credits:</th>
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<tbody>
<tr>
<td>CNSK 1401</td>
<td>2.0</td>
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</tbody>
</table>

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

None.

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

N/A

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

☐ No  ☒ Yes (details below):

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: Challenge Exam, Demonstration, Interview, or External Evaluation.

**Course Description:**

This course is geared towards those interested in the field of counselling. Students are introduced to the foundational skills required for effective counselling and interviewing. Topics include counselling as a developmental process; the importance of self awareness; the role of the counselling relationship in effecting change; facilitation of client self exploration; the importance of counsellor empathy; appreciation of ethics, diversity and personal and professional development. An important focus of this course is to provide participants with experiential learning regarding the client-counsellor relationship. The course examines the nature and process of client-centred counselling, and teaches skills foundational to most models of counselling and practice in a supervised setting.
Instructional Strategies:
Lecture (may include case studies, video, group work).

Course Learning Outcomes:
- Identify the characteristics of an effective counsellor
- Differentiate the stages of counselling
- Describe the core conditions of counselling: empathy, genuineness etc
- Demonstrate core conditions of counselling
- Identify and demonstrate foundational counselling and interviewing skills
- Recognize unhelpful behaviours and responses
- Demonstrate non-verbal communication skills
- Identify the process of change
- Describe the counselling contract
- Identify the skills required in the later stages of counselling: questions, self-disclosure. Advanced empathy
- Demonstrate a beginning knowledge of professional ethics and values
- Understand the difference between a personal and counselling relationship
- Identify skills strengths and limitations including an awareness of their own competency
- Demonstrate recognition of open and collaborative approaches to working with diverse populations in the counselling field acknowledging the client’s worldview (beliefs, values etc)

Program Learning Outcomes:
**Evaluation/Grading System**  
*(Click on drop down box arrows to see list of options)*

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if ‘Other’</th>
<th>Specify Passing Grade</th>
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</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>60%</td>
</tr>
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</table>

**Components and Weighting of the Assessment/Evaluation Plan:**  
*(Click on drop down box arrows to see list of options)*

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
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<tbody>
<tr>
<td>Assignments</td>
<td>20</td>
<td>Knowledge and skills individual assignments.</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td>Students are expected to actively participate in class.</td>
</tr>
<tr>
<td>Other</td>
<td>30</td>
<td>Midpoint Interview Transcription.</td>
</tr>
<tr>
<td>Other</td>
<td>40</td>
<td>Final Interview Transcription.</td>
</tr>
</tbody>
</table>

Total 100

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

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>36</td>
<td>All hours done in classroom environment.</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:

- Explore Student Counsellor and Client Role
- Review Ethics / Self-awareness
- The helping/counselling relationship
- What makes an effective counsellor/helper?
- Overview of the counselling process
- Creating an empathic climate
- Reflection of feelings
- Non-verbal communication and attending
- Empathy as a skill
- Active listening skills, paraphrasing, summarizing, concreteness
- How to give feedback
- Opening and closing interviews
- Common mistakes in counselling
- Values and ethics
- Silence in counselling
- The process of change
- Introduction to later stages skills; questions, self disclosure, advanced empathy

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

Committee name: Program Review and Renewal Committee

Type: Ad Hoc Committee of Education Council

Chairperson: An Education Council member is elected by Education Council to act as the Chair of the Committee.

Responsible To: Education Council

Purpose: The Committee is charged with:

1. Reviewing the draft Annual Program Review policy & procedures
2. Reviewing the Formal Program Renewal policy & procedures
3. Refining the Annual Program Review data collection instrument to include:
   - Approximately 10 metrics and 3 open-ended questions (qualitative and quantitative data collection)
   - Report on sector trends, changes, issues for advice/recommendation
   - Question regarding the status of affiliations/transfer agreements
   - Status of curriculum documentation (i.e., course outlines, PCGs)
   (Instrument to be complete by December 2014 and ready for validation)
4. Establishing a process whereby:
   - Deans review Annual Program Review reports, summarize for VP Education who presents to Leadership Team and EDCO
5. Refining the Formal Program Renewal process:
   - Streamline process
   - Research models (e.g., appreciative inquiry, self-study)
   - Establish logical flow from accumulated Annual Program Review data/responses
   - Differentiate “must do” recommendations from “nice to do” recommendations

Authority: The Committee acts in an advisory capacity to Education Council.

Timeframes and Reporting: The Committee meets as required and will provide Education Council with monthly updates.
Membership: Members of the Program Renewal Ad Hoc Committee represent the scope of VCC’s formal program renewal process.

1. Two (2) members of EdCo, preferably who have experience with Formal Program Renewal. One member will act as Chair of the Committee.
2. The Director of Institutional Research
3. The Dean (or delegate) of the Centre for Instructional Development
4. Other members of the College deemed to provide relevant input

Length of Term: All terms will be for the duration of the Committee.

Quorum: The quorum shall be five members.

Other Resources: The Education Council Recording Secretary provides support as needed.

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

Communication with Council: The Chair or designate will provide monthly reports to Education Council as required.