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<th>Item</th>
<th>Topic</th>
<th>Time</th>
<th>Speaker</th>
<th>Pre-reading materials</th>
<th>Action</th>
<th>Pages</th>
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<tbody>
<tr>
<td>1.</td>
<td>Call to Order</td>
<td></td>
<td>Todd Rowlatt</td>
<td></td>
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<tr>
<td>2.</td>
<td>Adopt Agenda</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td>November 10, 2015 Agenda</td>
<td>Approval</td>
<td>1-2</td>
</tr>
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<td>3.</td>
<td>Approve Past Minutes</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td>October 13, 2015 Minutes</td>
<td>Approval</td>
<td>3-10</td>
</tr>
<tr>
<td>4.</td>
<td>Enquiries &amp; Correspondence</td>
<td></td>
<td>None</td>
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<td>5.</td>
<td>Business Arising</td>
<td></td>
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<td></td>
<td>a) Academic Planning Process</td>
<td>10 min</td>
<td>Kathryn McNaughton</td>
<td>PowerPoint Presentation</td>
<td>Information</td>
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<td></td>
<td>b) VP Academic Report</td>
<td>10 min</td>
<td>Kathryn McNaughton</td>
<td>Report</td>
<td>Information</td>
<td>11-19</td>
</tr>
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<td></td>
<td>c) Academic Schedule, Enrolment Planning &amp; Timetabling</td>
<td>5 min</td>
<td>Brian Beacham</td>
<td>Presentation</td>
<td>Information</td>
<td>-</td>
</tr>
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<td>d) Q2 Enrolment Data</td>
<td>5 min</td>
<td>Brian Beacham</td>
<td>Q2 Report</td>
<td>Information</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>e) Health Unit Coordinator Program</td>
<td>5 min</td>
<td>Debbie Sargent</td>
<td>Information Note</td>
<td>Information</td>
<td>21-24</td>
</tr>
<tr>
<td></td>
<td>f) Pre-Health Sciences Program Proposal</td>
<td>5 min</td>
<td>Debbie Sargent</td>
<td>Proposal for New Program</td>
<td>Information</td>
<td>25-33</td>
</tr>
<tr>
<td></td>
<td>g) Contract Training Update</td>
<td>5 min</td>
<td>Michael Yue</td>
<td>Information Note, Decision Note</td>
<td>Information</td>
<td>34-36</td>
</tr>
<tr>
<td></td>
<td>h) Gold Trail Affiliation Agreement</td>
<td>5 min</td>
<td>Michael Yue</td>
<td>Decision Note, Affiliation Agreement, supporting documents</td>
<td>Information</td>
<td>37-51</td>
</tr>
<tr>
<td></td>
<td>i) Notice of Motion of EDCO elections</td>
<td>5 min</td>
<td>Todd Rowlatt</td>
<td>None</td>
<td>Information</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 Policy</td>
<td>5 min</td>
<td>Mike Tunnah</td>
<td>Decision Note, Policies C.1.1 and D.4.4, Appendix C</td>
<td>Information</td>
<td>52-69</td>
</tr>
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<td></td>
<td>ii) C.3.3 Suspension and/or Discontinuance of Programs</td>
<td>10 min</td>
<td>Judith McGillivray</td>
<td>Information Note, Policy, Procedures</td>
<td>Information</td>
<td>70-75</td>
</tr>
<tr>
<td></td>
<td>iii) C.3.1 Program Advisory Committee</td>
<td>10 min</td>
<td>Judith McGillivray</td>
<td>Information Note, Policy, Procedures</td>
<td>Information</td>
<td>76-102</td>
</tr>
<tr>
<td>Item</td>
<td>Topic</td>
<td>Time</td>
<td>Speaker</td>
<td>Pre-reading materials</td>
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<tr>
<td>b)</td>
<td>Curriculum Standing Committee</td>
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</tr>
<tr>
<td>i)</td>
<td>Computer Science and Software Systems Certificate</td>
<td>5 min</td>
<td>Andy Sellwood</td>
<td>Decision Note, UT Computer Science PCG, Control Sheet, Course Outlines</td>
<td>Approval</td>
<td>103-170</td>
</tr>
<tr>
<td>ii)</td>
<td>UT Engineering Certificate</td>
<td>5 min</td>
<td>Andy Sellwood</td>
<td>Decision Note, Control Sheet, Change to PCG</td>
<td>Approval</td>
<td>171-186</td>
</tr>
<tr>
<td>iii)</td>
<td>Medical Device Reprocessing Theory</td>
<td>5 min</td>
<td>Rebeccah Bennett</td>
<td>Control Sheet, Course Outline</td>
<td>Information</td>
<td>187-195</td>
</tr>
<tr>
<td>c)</td>
<td>Appeals Oversight Committee</td>
<td>2 min</td>
<td>Brian Beacham</td>
<td>Verbal report</td>
<td>Information</td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>Program Review and Renewal Ad Hoc Committee</td>
<td>5 min</td>
<td>Todd Rowlatt</td>
<td>None</td>
<td>Discussion</td>
<td></td>
</tr>
<tr>
<td>i)</td>
<td>Membership and Chair</td>
<td>5 min</td>
<td>Todd Rowlatt</td>
<td>None</td>
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<td>e)</td>
<td>Educational Priorities Ad Hoc Committee</td>
<td></td>
<td></td>
<td>No report</td>
<td></td>
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<tr>
<td>7.</td>
<td>Chair Report</td>
<td>5 min</td>
<td>Todd Rowlatt</td>
<td>Information</td>
<td></td>
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<tr>
<td>8.</td>
<td>Faculty Report</td>
<td>5 min</td>
<td>Jan Weiten</td>
<td>Verbal report</td>
<td>Information</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Student Representative Report</td>
<td>3 min</td>
<td>Leah Nusgart/ Jan De Leebeeck</td>
<td>Verbal report</td>
<td>Information</td>
<td></td>
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<td>10.</td>
<td>Pending Items</td>
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<td>None</td>
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<td>11.</td>
<td>Next meeting: December 8, 2015, 3:30-5:30, Room 1228 BWY-B</td>
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<td>Todd Rowlatt</td>
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<td>12.</td>
<td>Adjournment</td>
<td></td>
<td>Todd Rowlatt</td>
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<td>Item</td>
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<td>1.</td>
<td>Call to Order</td>
<td>The meeting was called to order at 3:35 p.m. Todd Rowlatt welcomed the new Education Council Assistant, Ella Ho, who will be with us until December 2015.</td>
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<td>2.</td>
<td>Adopt Agenda</td>
<td><strong>Motion</strong>: Moved by Jan Weiten and seconded THAT the agenda be adopted as presented. All in favour. <strong>Motion carried.</strong></td>
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| 3.   | Approve Past Minutes    | **Motion**: Moved by Debbie Sargent and seconded THAT the minutes of June 17, 2015 be adopted as presented. All in favour of revised minutes. **Motion carried.**  
**Motion**: Moved by Taryn Thomson and seconded THAT the minutes of September 8, 2015 be adopted.  
A number of minor changes were recommended and will be made.  
All in favour of adopting September 8, 2015 minutes as revised. **Motion carried.** |
| 4.   | Enquiries & Correspondence | Deanne Bates had an enquiry regarding Jan Weiten’s query (from September 8, 2015 minutes), in which Jan asked the Ministry for clarification on where the grant money is coming from. Deanne also asked about whether we are going to have student census, and if this information is available on the data warehouse, particularly information about where students are going. Finally, she asked if Debbie Sargent could update us on the denturist program suspension.  
Brian Beacham addressed Deanne’s question regarding the student census. He said that he census is no longer running and we have not run it in the last two years. Two new evaluations will be distributed. First is a new student survey that will come out at the end of November. Then, in spring 2016, there will be a general survey which will focus on services. With reference to provincial government warehouse and tracking, yes, we can track but there are things that we cannot track, for example, student transitions, unless they are credit courses taken here at VCC. |

Debbie Sargent addressed the matter regarding the denturist program. She said that after the September EDCO meeting, there was a stakeholder meeting held, and Marilyn Heaps from CID led the process. There was a good turnout at the meeting and a really good discussion about what needs to be identified for change in the program. We have two more meetings scheduled between now and the end of November. Debbie’s hope is to have some sort of curriculum foundation map by the end of November, or early December.

5. Business Arising
   a) 2016-17 Academic Schedule

Brian Beacham advised the Committee that the 2016-17 Academic Schedule has been issued to the deans, and noted that it is not on a timetable. This is done in accordance with the academic scheduling policy. He also noted that we are moving from a fiscal planning year to an academic and closures planning year, which will also help with event planning and closures.

Debbie Sargent asked whether the date for VCC Day will be finalized before publication. Brian does not know yet, as this will need to go back to the senior team to decide.

Debbie Sargent also commented on the Christmas closure, which says Saturday, the 24th, and asked if we should include the word December. Also, under Academic Terms, she wondered if we should have some sort of note that says, “please see your programs specific dates,” recognizing that some programs don’t follow the exact same timelines that we have below. Debbie suggested adding a line that says subject to change. Brian acknowledged that not all programs start and finish according to these timelines, but the academic schedule is designed to show that the program starts in a specific term.

Deanne Bates asked about whether we should change the term, “Christmas Closure” and clarify when registration opens by referring to terms rather than months. Brian acknowledged the need to make some changes to clarify information.

Jo-Ellen had a question about the academic term, September 6 to September 22, and whether it should be 23rd, to include the Friday.

Jan Weiten asked about Canada Day as it falls on a Saturday and if there is a statutory holiday in lieu? Deanne asked also about December 23rd, and whether there is a stat in lieu. Brian will
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<td>check both dates.</td>
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**Motion:** Moved by Jan Weiten and seconded THAT Education Council recommend the Board of Governors approve the 2016-17 Academic Schedule with changes.

All in favor. **Motion carried.**

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<th></th>
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<th>Kathryn McNaughton discussed her update.</th>
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<tr>
<td>b)</td>
<td>Update from VP Academic</td>
<td>Deanne Bates asked about the status of the Education Plan. Kathryn said that a phenomenal amount of consultation went into the Ed Plan, so for the new 3 year rolling plan, she asked department leaders to pull key points that have already been identified in the current plan. David Branter asked about the annual renewal process, particularly in the music program. Kathryn noted that it is important to ensure that when a department has gone through an annual review process and items emerge as part of that process, it is an opportunity for people at the faculty level to decide how we are going to respond to this. With the advent of a committee that’s attached to Education Council, taking a look is really going to provide some formal structure and ensure that we’re providing time and support to those departments to have those conversations. David also noted that at the end of April 2015, the department had already begun to address some of those issues regarding restructuring. Mike Tunnah asked a question whether the business plan the same as the strategic plan. He mentioned that the Five Pillars was introduced in April, and whether there will there be any more details regarding how that will be rolled out? The original plan says 2015-18, and now that we’re already into 2015, will those dates be pushed out? Kathryn answered that she provided a four-year template to directors. 2015-16 gave us opportunity to identify things that are going on right now and initiatives that have started. With regards to the Five Pillars, the focus is on educational quality, reputational management, sustainability of their own programs and how they might need to generate program renewals in that academic planning. Kathryn is planning on visiting all of the departments and having these conversations on how academic planning and budgeting come together around this integrated planning model.</td>
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<td>Jan Weiten asked whether the enrolment plan is the same as it was at the end of June. Jan also wanted to know what is planned for January as we currently do not know what courses we will be running, and do not know what to tell students. David Wells and Kathryn are going to meet with department heads next week regarding this matter.</td>
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<tr>
<td>c)</td>
<td>2015-16 Enrolment Plan – Fall Variance Report</td>
<td>Kathryn McNaughton provided an update on the 2015-16 Enrolment Plan – Fall Variance Report. It is delayed to the November 2015 EDCO meeting.</td>
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</table>
| d)   | ESL Update | David Wells discussed ESL growth that has occurred since spring. Some statistics to note are:  
- Pathways - 129 registrations in the first term, which includes 14 or 15 sections. 197 registrations in spring term, lower than we hoped. Fall, 410. 2-3 new sections opened up to meet response. Moving to BWY site winter term as we are at capacity DTN. Now 220 FTE. Over the next few years, he is projecting that we’ll see 500-600 enrolments.  
- LINC - 96-97% enrolment. Janet commented that we should have more information in December.  
Todd had whether we have looked at the continued viability of some of the programs that stopped running after last year, such as Homefront. David says there has been nothing to that level of detail. We are looking at the Highway off-ramp model. Janet mentioned that last year, when programs got cut, there was idea that this wasn’t going to be permanent state and we can think again about offering programs, for example, bridge program. |
| e)   | TESOL and TEFL | David Wells noted that TESOL is now part of the EAL department. It has streamlined down and we are looking at one TESOL certificate and one TESOL diploma. The first certificate offering will be commencing in February 2016 and the first diploma likely will not start until the next fiscal year. |
| f)   | Adult Education Diploma Cancellation | Glenn Galy noted that the original intent of this program was to act as a bridging program. The last class was five years ago. Enrolment declined, and admission was suspended in 2012. The department conducted a number of surveys and found that people taking it were primarily people in search of credentialing, for example, dental hygienists. He suggested that the issue may be that a lot of universities offering enrolment for non-traditional students who have not
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<td>completed a bachelors but have prior experience. Glenn's department feels it's stale and needs revitalization.</td>
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<td><strong>Motion:</strong> Moved by Nona Coles seconded THAT the Education Council recommend the Board of Governors approve the cancellation of the Adult Education Diploma.</td>
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<td>All in favour. <strong>Motion carried.</strong></td>
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<td>g)</td>
<td>2016 Meeting Schedule</td>
<td>Todd asked if moving all of our Education Council meetings to the Broadway campus is something that Council would consider, and noted reasons such as cost of parking, and that the Board room is available at Broadway.</td>
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<td>Members were worried about displacing students. Nona Coles would like to see a proper space at both campuses for the meetings. For now, meetings will continue alternating between campuses.</td>
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<td>h)</td>
<td>Elections Update</td>
<td>Brian Beacham noted that the nomination process closes Friday, October 16th, 2015. Annacis Island will close at 4:00pm instead of 7:00pm.</td>
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<td>Jan Weiten had question about not being allowed to use VCC email for purposes of campaigning, while faculty has in the past. Brian confirmed that it is in the elections rules, and therefore VCC email addresses are not to be used.</td>
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<td>6.</td>
<td>Committee Reports</td>
<td>Mike Tunnah noted that Policies C.1.1 and D.4.4 did not get included in this meeting package, and therefore we could not rescind D.4.4. We will bring this matter back in the November meeting.</td>
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<td></td>
<td>a) Education Policy Committee</td>
<td>Taryn had question regarding the grade designation, “IP” being used indefinitely. When student does return to do the course, different CRN, so why not keep the IP. Todd mentioned that eventually student needs to progress, and eventually the student will need to get a letter grade or satisfactory.</td>
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<td>i) C.1.1 Grading Progression and Withdrawal</td>
<td>David Wells mentioned using IP would be a way to track students. Jan Weiten wondered why “N - Ceased to attend is no longer on the Grade Designation Chart. Todd Rowlatt mentioned that, in an effort to streamline the grades, N was removed as if a student no longer...</td>
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<td>attends, he/she will receive a failing grade. Jan Weiten had a question regarding status of U for AUG funding, and David says it is treated as an F. Jan wondered if N was already off the table when they looked at it in June, and Mike Tunnah confirmed that it was.</td>
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</table>
| ii)  | Deletion of C.3.4 and C.3.6 | Mike Tunnah presented a Decision Note proposing the deletion of Policies C.3.4 and C.3.6.  
**Motion:** Moved by Mike Tunnah and seconded THAT Education Council recommend the Board of Governors approve the deletion of C.3.4.  
All in favour. **Motion carried.**  
**Motion:** Moved by Mike Tunnah and seconded THAT Education Council recommend the Board of Governors approve the deletion of C.3.6.  
All in favour. **Motion carried.** |
| b)   | Curriculum Standing Committee | David Branter presented updated COMP 0740 documents.  
**Motion:** Moved by David Branter and seconded THAT Education Council approve new course, COMP 0740 – Introduction to PowerPoint.  
All in favour. **Motion carried.** |
| i)   | New Course: COMP 0740  
Introduction to PowerPoint |  
| ii)  | BIOL 1200 | David Branter presented this proposal which de-sequences BIOL 1100 and BIOL 1200, and adds a line to the course outline that reads, “Biology 1 (BIOL1100) and Biology 2 (BIOL 1200) can be taken concurrently or in any order.”  
A few minor changes will be made to the Decision Note.  
**Motion:** Moved by David Branter and seconded THAT Education Council approve revised course outline for BIOL 1200. |
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<td>All in favour. <strong>Motion carried.</strong></td>
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<td>David Branter presented this proposal which would remove the criminal records check as a prerequisite for CNSK 1401.</td>
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<td>iii) CNSK 1401</td>
<td><strong>Motion:</strong> Moved by David Branter and seconded THAT Education Council approve the change to CNSK 1401 course outline. All in favour. <strong>Motion carried.</strong></td>
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<td>c) Appeals Oversight Committee</td>
<td>Brian Beacham reported that there are no updates.</td>
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<td>d) Program Review and Renewal Ad Hoc Committee</td>
<td>Todd Rowlatt noted that the bylaws state Program Review and Renewal Ad Hoc Committee members sit for a maximum period of one year. Todd asked the committee if it was in favour of reconstituting the Program Review and Renewal Ad Hoc Committee. <strong>Motion:</strong> Moved by David Branter and seconded THAT Education Council reconstitute the Program Review and Renewal Ad Hoc Committee. All in favour. <strong>Motion carried.</strong> Two new members from EdCo need to be identified, and we will wait until after the election to decide.</td>
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<td>e) Educational Priorities Ad Hoc Committee</td>
<td>No Report</td>
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<tr>
<td>7.</td>
<td>Chair Report</td>
<td>Todd Rowlatt noted that there is nothing to report, other than that the Board meeting is coming up and we have a number of items going to that meeting, including the Curriculum Development Approval Policy.</td>
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<tr>
<td>8.</td>
<td>Student Representative Report</td>
<td>No students in attendance</td>
</tr>
<tr>
<td>9.</td>
<td>Pending Items</td>
<td>C.1.1 Grading Progression and Withdrawal will be discussed at the November meeting.</td>
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<td>10.</td>
<td>Next meeting</td>
<td>October 10, 2015, 3:30-5:30 pm, 240 BWY A Todd Rowlatt noted that the election will be held in November, and thanked everyone for their service on the committee.</td>
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<td>Item</td>
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<td>Discussion</td>
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<td>One member suggested that we document departure times of members who leave the meeting early. For the record, Deanne Bates left at 4:35pm.</td>
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<td>11.</td>
<td>Adjournment</td>
<td>The meeting adjourned at 5:20 p.m.</td>
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**ATTENDEES:**
- Todd Rowlatt
- Debbie Sargent
- Jan Theny
- Mike Tunnah
- Jo-Ellen Zakoor
- Brian Beacham
- Nona Coles
- Taryn Thomson
- Kathryn McNaughton
- David Wells
- Glenn Galy
- Deanne Bates
- Peter Nunoda
- Jan Weiten
- David Branter

**REGRETS:**
- Greg Hamilton
- Peter Nunoda
- Ghezal Sorkhabi
- Jason Devisser
- Doug Mauger

**GUESTS:**

**RECORDING SECRETARY:**  Ella Ho

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Todd Rowlatt, Chair  
VCC Education Council
INFORMATION NOTE

October 29, 2015

PREPARED FOR: Education Council

RE: Update from Vice President Academic, Students & Research

Integrated Academic and Business plans
As mentioned in my report last month, a new integrated academic and business planning process has been introduced. The academic planning process is a critical part of this “big picture” approach to ensuring that all aspects of VCC are identifying goals, objectives, activities, and ways of measuring success. The five Key Success Drivers (Educational Quality, Operational Excellence, Financial Stability and Sustainability, Reputation Management and Business Development) are the foundation of the planning activity.

The academic planning process is specifically designed to allow departments the opportunity to identify priorities for programming over the next three years. This might include the development of new programs, enhancement of existing programs, the development of new audiences or partnerships. Considering departmental capacity, competition from other post-secondary institutions, market demand and responsive to workforce development, innovation, and flexibility are all part of academic planning. The completed academic plan will also help inform budget planning so the institution has a better idea of expenses, potential revenue, and ongoing needs for investment.

In the afternoon of VCC Day, departments will have an opportunity to work together on the three-year plan.

Curriculum Development funds
The committee will meet on November 3 to review proposals. Deans were asked to prioritise projects, follow through on approved projects, review deliverables and faculty schedules, if a project is facing challenges, funds could be reassigned to other areas.

We will take the approach that unfunded projects are encouraged to proceed using PD, assigned duty, and “other days”.

D2 meetings
We’ve had three meetings with D2 members, including a single-topic meeting focusing on Adult Basic Education. We received feedback on the structure of meetings, topics of interest and learning opportunities. Please see the attached information for more details. This report also includes the D2 responses to ABE: issues and challenges, solutions, implementing short-term/long-term priorities.

Program Reviews
The ad-hoc Program Review and Renewal committee will be meeting mid November to move forward with the action plans and suggestions arising from the Annual Program Reviews completed by the departments. Judith McGillivray has summarized the findings from these reports. This information will be helpful to the deans and departments as they plot their 3-year academic plans.

All program review reports can be accessed on J:\COMMON\Program Reviews.

Educational agreements
As required by the new Affiliation Agreement Policy C.3.10 and Programs Offered Under Service Contract Policy C.3.5, we are working with the Deans to update our agreement listing. The intent is to ensure all new affiliation agreements are approved by Education Council and service agreements are presented to EDCO for information for a twice a year basis January and September. We hope to be able to provide this update at the January EDCO meeting.

E-text initiative with Pearson
As a follow-up to the Open Educational Resources event early in October, a small group of interested individuals will be meeting with a representative from Pearson later in November. The purpose of the meeting is to begin discussions on a small pilot project using e-texts in selected courses at VCC.

ETUG workshops
On Friday, November 6 VCC will be hosting the Educational Technology Users Group at the Downtown Campus. This grassroots group is of special interest to educators in post-secondary institutions who are exploring educational technology and its uses in the classroom.
Kathryn McNaughton
VP Academic, Students & Research
Notes from D2 FORUM

September 22, 2015
Broadway Campus 2:30- 4:30pm

Structure of D2 meetings:

Questions posed:
1. Timing: how frequently should meetings be held? How long should meetings be? How structured should the meeting be i.e. set agenda; “open meetings”; single topic?
2. Topics: list interesting; worthwhile; meaningful; relevant
3. Learning: useful to you professionally; discipline based; institutional/internal; external expertise?

Feedback

Timing:
- Regular meetings with set agenda
- Monthly – every 6 weeks
- First Monday of each month
- End of the day
- 1.5 – 2:00 hours
- 2:30 – 4:30 pm works well
- Send request for agenda items
- Separate information and training meetings
- Need to keep regular meetings due to Department Leader turnover
- Every 2 months more ideal
- Minutes and presentations need to be taken and saved in a common space e.g. myVCC
- Presentations should be shared beforehand
- Follow up on action items
- Flexibility in adding items to the agenda
- 90 minutes might be better than 2 hours
- Change meeting day from month to month to enable those members who teach or have department meetings to participate
- Alternate between Broadway and Downtown
- Want space on the agenda for interpersonal discussions
- Include breaks
- Use “parking lot”
- Rotate day of the week
- Establish working meeting: Action items; Minutes and Follow up
Topics:
- Student outcome research (where are they coming from? where are they going?)
- Updates from: Registrar’s Office; forms, procedures; Senior Leadership
- Cross college issues
- Input on policy development
- Information on new committees that have been formed
- News update from all areas
- Ministry updates
- Peer learning - sharing of best practices and way to overcome challenges
- Preview of things to come
- Follow through on what had been discussed such as space utilization, 5 pillars
- D2 mandate – what is the purpose of D2?
- Meeting should be opportunity for feedback and interaction, not top-down information
- Space for Q&A.
- Consistent themes - education, student issues, institutional issues, research
- Mentorship
- Educational as well as operational topics
- Reminders, upcoming deadlines
- Clarifying assumptions
- Institutional calendar of activities/ responsibilities
- Standing issues
- Should meetings build on each other or stand alone?
- Good mechanism for leadership to get support – communicate upwards
- Get insight into provincial, national, international perspectives in Education
- Two part process:
  - Initial info download (email, etc). share expanded agenda with background in advance
  - Followed by meeting to clarify/ discuss idea further

Training/ learning opportunities:
- Policy
- Human rights
- Conflict resolutions
- How to run effective meetings
- Department Leader training on budget, Fast, Banner, Cognos, Sharepoint, absence reporting, timetabling, academic scheduling
- Collaborative sharing; leadership & mentorship
- External guest speakers
- Behavioural student issues
- Buddy for new DLs in addition to Handbook
- Time management
- Updates from articulation committees
- Learning resources/tools to supplement topics
- Program highlights from different areas
- Fun but useful
Reflection exercise:  
D2 members were asked to write down their perspective of Adult Education. The reflections will be distributed and discussed at the special D2 meeting.

Academic Scheduling and Timetabling  
Brian Beacham spoke to the newly named Timetabling Office that is now located in the Registrar’s Office. Roombooking is the other service area that is also located in the RO. The Academic Schedule (start and end dates of programs/courses) has been developed for the period Sep 2016 – Aug 2017, in the past the College was building schedules based on the fiscal year Apr-Mar. The Enrolment Plans will be developed from the Academic Schedule.

Student Services update  
- Craig McGuigan introduced the Student Services team – Rachel Warwick (Assessment Centre Supervisor), Dave Stevenson (Student Services Manager), Linda Duarte (Department Head Counseling), Tanny Marks (Arbiter of Student Issues), Nigel Scott (Interpreting Services Department Supervisor).
- A Committee has been formed to respond to student behavior issues. The Committee officially called “Committee Concerning Student Behaviour” is chaired by Dave Stevenson and includes Raymond Kaan (Associate Registrar), Linda Duarte, Surinder Aulakh (Director of Safety, Security & Emergency Management). Information is stored in SharePoint and an Action Plan developed to address issues. Dave is available to attend department meetings to provide information about this Committee.
- A Disability Services department is being formed. Advising remains a part of Student Services.
- Student Services is working on future projects including a student alert system and prospect tracking.

Faculty Sick Leave  
Linda Sanderson informed that Departments should be contacting Deanne Pennell (Health & Disability Specialist) to verify when a faculty member transitions from sick leave to Short Term Disability. HR would email DLs if a faculty member is getting close to running out of sick leave hours. There is no budget for CUPE sick leave replacement unless the Dean has built this expense into budget.

Information/ Updates:  
- VCC day workshop proposals due Sep 30th
- Employee recognition nominations due Sep 30th

Page 3 of 3
D2 meeting notes - September 22, 2015
Notes from Special D2 Meeting on Adult Education

October 8, 2015
Broadway Campus 2:30- 4:00pm

Issues and challenges
- Loss of base funding
- ABE is investment in future - foundation of VCC; loss of niche market
- Absence of a Plan
- Reduction of work
- Decreased enrolment
- Government does not understand value of Adult Education; impact on preparing students for other programs and entry into other institutions; impact on preparing students for jobs and communication in the workplace.
- Government discriminating against ABE students
- Lack of public engagement and effect on:
  - Health outcomes
  - Employment outcomes
  - Civic engagement
  - Cost to society at end compared to the cost of education now
  - Need to distinguish categories of students and implications on funding/recruitment
- Complications/challenges with using Adult Upgrading Grants (AUG) forms
  - Barriers – student self-esteem
  - Income level ($23,000)
  - Understanding information required
  - Paperwork – T4, SIN card, etc
- Community perception that ABE has been “cut” – students feels unwanted and not consulted
- Conceptual – “free”/quality
- Students juggling work, childcare, school, extended family
- 2% tuition increase College wide adds to the challenges
- Explore ways to raise money
- Seems proposed solution is to cut classes. Why does it make sense to leave classrooms empty? Our ‘product’ or ‘business’ is education
- Skewed funding process
- Government values are not in line with VCC values – how do we overcome this? How do we maintain our values in this environment
- Immeasurables are not reflected and need to be quantified
- Format of classes – compressed 4-hour classes
- Sustainability of programs
• Demonstrating values to College/Ministry when outcomes difficult to measure
• Marketing – hard to reach prospective students

**Solution/approach generation**
- A coordinated national and provincial Literacy strategy <stop gap>
- Restore core funding
- Streamline grant process, remove barriers in application process
- Fill seats to prevent reduction of work
- Create certainty around course offerings – commit
- Communication from staff needs to remain positive
- Better communication from front-line e.g. Registrar’s Office
- Systematic meetings with ‘front-line’ necessary
- More information sessions
- Marketing to develop “one pager”
- Losing ‘niche market’ – get a group together to get stats together
- Identify progression to validate courses
- Who is not getting funding; first get students in and then sort out the funding
- Marketing needs to be in direct connection with those teaching the courses
- Internal structuring – design program delivery
- Change management skills within VCC
- Registration – restructure delivery i.e. terms
- Build on what already exists
- Build relationships with alternative schools and community groups for marketing courses
- Keep Registrar’s Office open longer during first 2-weeks of term to provide extra time for student registration
- College Admin needs to believe in program and support it – subsidize program heavily
- Chance VCC Day to Public Fair or public event to raise awareness, include public figures, influencers to speak

**Solution implementation**
- Follow up on President Nunoda’s offer to government to simply the AUG form; create Task Force to work on this initiative (e.g. students should be required to complete the AUG form for one year rather than on a term basis)
- Certainty of offerings
  - Determination of courses
  - Collaborative process: Dean, Department Leaders, VP Academic, SUVCC, Community Engagement Group (CEG) destination programs in order to define the offerings
- Establish a CEG for CF destination program
- Establish Task Force on identifying and publicising outcomes/stats
- Establish Task Force to overcome barriers in AUG process

**Priority development**
*What are the top three solutions which will address issues and challenges?*
Short term goals:

- Adult Upgrading Grants (AUG) process:
  - Streamline process to make it easier for students
  - Provisionally register students
  - Allow pay stubs as proof of income instead of T4
  - Have peer tutors or SUVCC to help students fill AUG forms
  - Establish pop up kiosks to help students fill out AUG forms
  - Have Financial Aid personnel available at Information Sessions
  - Have students fill the AUG form once per year rather than every term

- Increase marketing

- Data:
  - Establish Task Force
  - Publish student outcomes and general statistics
  - Clarifying data, involve more people in data collection

- Increase awareness:
  - Develop mass public awareness strategy involving the whole College – use VCC Day to raise public awareness “shine the spotlight” event
  - Build on existing external relationships.
  - Provide training for key areas of College to support AUG process

- Program structure/delivery:
  - Make it easy for students to understand ABE options
  - Look at program delivery options
  - Restructure program delivery so that it doesn’t appear that students are not progressing
  - Develop long term Business Plan
  - How do we adjust what we deliver to meet new expectations
  - Build on what has been working
  - Use information available on Essential Skills to restructure offerings

- Build change management culture in VCC – how to implement change; create shared expectations at all levels. Who gives input; at what point; in what format; about what issues; timeframes, etc.

Long-Term priorities:

- Lobby government
- Enlist social justice allies
- Coalition-building (all stakeholders) including business/ Work BC/ non-profits/ referral agents
**PART 1.**

**VCC Summary Enrolment Plan by School - 2015-16**

Including: Previous 3 year Actual FTE
Current year 2014-15 Budget and Actuals

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<th>Total FTE All Schools</th>
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<th>FY 2014-15</th>
<th>FY 2015/16</th>
<th>Actual FTE</th>
<th>Projected FTE</th>
<th>Variance</th>
<th>% of Total FTE Projected</th>
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<td>Budgeted FTE's  Actual FTE's</td>
<td>Total Projected FTE's</td>
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**Changes in Schools**

School of Trades - All Trades were consolidated under one School
  - From the School of Hospitality/Business - All Culinary and Baking programs
  - From the School of Transportation Trades - All programs

School of Access - a consolidation of the School of Arts and Science and the School of Language Studies
  - School of Language Studies - with the exception of TESOL - All programs moved to School of Access
  - School of Arts and Science - all programs and courses

School of Hospitality/Business - a reduction of FTE due to moving Culinary and Baking programs to School of Trades
INFORMATION NOTE

PREPARED FOR: Education Council

DATE: Tuesday, October 13, 2015

ISSUE: Health Unit Coordinator Program Enrolment Changes

BACKGROUND:

The Health Unit Coordinator program is the new name for the Nursing Unit Clerk program. A renewal process took place in 2012 and the new program began in 2013. VCC currently offers 3 intakes a year of this program; September, January and May. The program enrolls 18 students at a time and the program is 8 months in length.

Many public and private colleges offer a similar program in the lower mainland and all are competing for clinical placements in the Health Authorities. Over the past several years, clinical placements have been increasingly difficult to secure. Requests for placement used to be made, and were accepted, in person or by phone and this is no longer allowed (see attachment). Schools must now enter requests for placement into a provincial database, Health Sciences Placement Network (HSPNet). An HSPNet coordinator tries to match placement requests with placements available. Many factors affect availability of placements. Health Authorities have been reducing placements offerings and it has been more and more difficult to secure enough placements for all of the students that we take in. VCC received notification from Vancouver Coastal Health Authority and Fraser Health Authority that they are only willing to provide placements for VCC students once each year.

Over the past year, we have had to delay the start of placement for some students since there were not enough placements available for all of the registered students. Students that have their placement deferred to a later date have concerns about being able to graduate and about gaining employment since their peers will complete the program before them so have an employment advantage. This is not fair to students.

DISCUSSION:

VCC is planning to change its enrolment plan for the Health Unit Coordinator program. The intakes will follow a pattern similar to the Pharmacy Technician program; when one intake ends, another will start. The next intake will be May 2016, then January 2017, then September 2017, then May 2018 etc. The program will increase the enrolment in each intake to 24 which will help to reduce the negative impact
on student FTEs. This is not expected to impact clinical placements since the overall requests each year will be less than what it is currently. The FTE change has been reflected in the 2015-6 Enrolment Plan.

ATTACHMENTS:

Email from Fraser Health Authority regarding a revised Affiliation Agreement

PREPARED BY: Debbie Sargent, Dean, Health Sciences

DATE: October 7, 2016
Email from Fraser Health Authority regarding a revised Affiliation Agreement

From: Ramsamy, Kursheed [mailto:Kursheed.Ramsamy@fraserhealth.ca]
Sent: October-07-15 12:15 PM
To: Debbie Sargent
Cc: Shirene San; Jo-Ellen Zakoor; Wolff, Angela Dr.; Student Placement
Subject: REVISED AFFILIATION AGREEMENT BETWEEN FRASER HEALTH AND VANCOUVER COMMUNITY COLLEGE NOW IN PLACE

Good afternoon everyone. I would like to confirm the revised Fraser Health affiliation agreement with Vancouver Community College which includes programs that are part of the evergreen section of the agreement as well as time limited is now in place. A reminder that a signed Affiliation Agreement does not guarantee student placement. Constraints on the Health Authority may limit its ability to support requests for practice education (ie operational requirements, need to ensure the safety and care of patients, etc.).

Ms. Sargent’s teams associated with the programs listed below have worked with Fraser Health for a number of years. I would however, like to take this opportunity to reiterate the HSPNet process once again as there may be new staff that may not be aware of what is required to request a placement in our health authority. Please note that Fraser Health can only consider requests for practicum from the following programs that are part of our mutual agreement:

Programs covered as part of EVERGREEN AGREEMENT:

- B Sc Nursing
- B Sc Nursing Advanced Entry
- Central Supply Technician
- Dental Assisting – Certified (Distance Delivery Program)
- Dental Assisting – (On-Site Program)
- Dental Hygiene
- Library Technologist
- Medical Device Reprocessing Technician
- Medical Laboratory Assistant
- Medical Transcriptionist
- Medication Administration (for Practical Nurses)
- Occupational Therapist Assistant/Physical Therapist Assistant/Rehab Assistant
- Pharmacy Technician
- Renal Dialysis Technician Certificate
- Substance Abuse Counselling Skills Certificate

Programs which have 2 year time limit:

September 2015

- Access to Practical Nursing (Diploma Program)
- Acute Care Skills for Health Care Assistants
- Health Care Assistant
- Health Unit Coordinator
- Medical Office Assistant
- Practical Nursing Program
As you begin the process for requesting placements into Fraser Health, the following is required for all placements requested in our health authority. **All requests must be entered into our student placement database called HSPNet (Health Sciences Student Placement Network).** Please do not contact our sites to negotiate placements prior to entering your request into HSPNet; this process follows our Practice Education Guideline called “Student Placement Process”, see link in the paragraph below. Our sites and staff are on HSPNet for the programs listed above. All students must have their school based e-mail for us to communicate with. [http://www.fraserhealth.ca/professionals/student-practice-education/news/entering-email-addresses-in-hspnet](http://www.fraserhealth.ca/professionals/student-practice-education/news/entering-email-addresses-in-hspnet)


For the most up-to-date “News” please proceed to the link [http://www.fraserhealth.ca/professionals/student-practice-education/news/](http://www.fraserhealth.ca/professionals/student-practice-education/news/). The webpage also contains information regarding current immunization requirements.

Debbie, a signed copy of the agreement which includes Appendix A is in the mail to your attention. Our student placement team (Forrest Taylor and Norah Wong) can be reached at any time through their generic e-mail student.placement@fraserhealth.ca.

If I have missed anyone on this e-mail that needs to be informed, please share this e-mail with them as well. Thank you so much for working with me to successfully put this affiliation agreement in place!

Kursheed Ramsamy
Analyst, Professional Practice Office
Fraser Health - Central City Tower
#400 - 13450 - 102nd Ave.
Surrey, B.C. V3T 0H1
Tel: (604) 953.5112 local 769597
Fax: (604) 953.5137
Proposal for New Program

Name of Proposed Program: Pre-Health Sciences

Additional material may also be included as appendices. For information about submitting the completed Proposal for New Program, please contact the Centre for Instructional Development.

Curriculum development is a consultative process. Therefore, it is understood that this is a living document which will be refined as it moves through the development process.

A. Concept

Department Leader: TBA

Faculty: TBA

Dean: Debbie Sargent/David Wells

Proposal Date: September 2016

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

NA

Purpose and Context

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

The Pre-Health Science program will provide students with the opportunity to explore and study subjects related to Health Science programs at Vancouver Community College and other institutions. Students will gain an appreciation of professional roles and responsibilities in the health care system, and will gain the knowledge, skills and abilities necessary to help them be successful in a health science career path that is most suited to them. The goal of the program is to prepare individuals for success in their chosen health science career program.

Graduates of this program will have the knowledge, skills and attitudes to:

1. Confidently choose a Health Sciences career path appropriate to their interests;
2. Use computers and other technological tools to perform related tasks;
3. Discuss and apply a variety of Math, Biology, and Chemistry concepts as they relate to health care;
4. Interact with others in groups and teams in ways that contribute to effective working relationships and support interprofessional collaboration;
5. Communicate clearly and concisely in the written and spoken form in relation to health studies;
6. Utilize basic skills that are essential for success in health sciences programs;
7. Demonstrate insight and awareness through knowledge gained from an elective course.

Graduates, upon meeting other program admission requirements, will be prepared to enter many different health sciences programs including, Nursing and Nursing related programs, Allied Health and Dental programs, Emergency response programs such as Paramedic, Technology programs such as Medical Radiography, and many other professional
Proposal for New Program

Programs such as Occupational Therapy, Physical Therapy, Speech Language Pathology, Audiology, Pharmacy, Medicine etc.

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

The Pre-Health Sciences program is a preparatory program that will help to prepare students to enter and be successful in the health sciences program that is most suited to them. The program should draw large numbers of students and generate extra Full Time Equivalents (FTEs) for VCC and, as such, will contribute to the financial stability of the college. It will be a high quality program taught by faculty who are specialists in their field of study. This program will help to improve the retention rates in various health sciences programs by having more students in these programs that really know and understand what they are enrolling into. This will help with financial stability of the college as well.

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

This preparatory program will support student access and success in Health Sciences programs. It will provide a new pathway for students who are unsure of what program to enroll in.

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

This program fits very well with other Health programs at VCC. It will give students exposure to the requirements, knowledge, skills and attitudes required to enter health programs at VCC or elsewhere.

Program Need

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

This program is intended to provide students with the relevant science, Math and English skills that will help them to make choices about health careers they may wish to pursue. It is not intended to substitute for health program pre-requisites although some credits may be transferrable and students may choose an elective that will give them credit in their health program of choice.

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

Pre-Health Sciences programs have existed in Ontario since 2004-5. These programs have continued to draw greater numbers of students each year. There have been waitlists for programs in some Ontario colleges and more sections have been added to keep up with the demand. It is expected that once the greater Vancouver community knows about this program, the demand will be strong. The numbers of programs in Ontario have continued to grow and there are currently 19 Colleges in Ontario that offer Pre-Health Sciences programs.

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

Since this will be a pathway to health sciences career programs, it is difficult to express the labour market demand in this way. There is not a community demand for graduates, however, once the program becomes established, graduates may be sought after for entry into Health Sciences programs at other institutions. A discussion with the Dean of Health Sciences at BCIT confirms this belief. Graduation from the VCC Pre-Health Sciences program may be an alternative to some other admission requirements at BCIT, and/or other institutions, in the future. Since this type of program is new to Vancouver, it may take some time for high school counsellors to understand the benefits and opportunities that such a program creates.
Proposal for New Program

8. Anticipated start date of program (refer to Appendix XX):
   
   September 2016

Competitive Analysis

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

   There are no Pre-Health Sciences programs in the lower mainland. The only other Pre-Health Sciences program in BC is at Thompson Rivers University (TRU). Their 8 month certificate program is more intense than the one proposed at VCC. The TRU program is comparable to VCC’s University Transfer entry requirements for BScN and Dental Hygiene programs. It includes higher level sciences and math and includes research fundamentals and Statistics. It appears to be designed for those who already know what career path they wish to proceed in.

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

   New resources will be required to support this program since it is a new program at VCC. Some Curriculum Development funding for new course development will be required. No capital resources will be required although there could be opportunity to have large section sizes for some courses if there were a greater number of larger classrooms at VCC

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

   This will be a cohort program.

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

   This program will be 8 month long, will be offered full time and will be face-to-face and blended delivery. The maximum allowable time for completion will be 3 years.

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

   The capacity will be 32 in each section. Once larger classrooms are created at VCC, the capacity could increase to 36-42 students. It is anticipated that there could be an intake each September and January pending demand.

Admission and Delivery

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

   The program admission requirements will be as follows:
   
   - Grade 12 graduation, or equivalent
   - English 12 with a B grade or higher, or equivalent and English Language Proficiency: [http://www.vcc.ca/applying/registration-services/english-language-proficiency-requirements/](http://www.vcc.ca/applying/registration-services/english-language-proficiency-requirements/)
   - Human Biology 12 with a C+ grade or higher, or VCC BIOL 0983 & 0993, or equivalent
   - Chemistry 11 with a C+ grade or higher, or equivalent
Proposal for New Program

- Pre-calculus 11 with a C+ grade or higher or Foundations of Math 11 with a C+, or equivalent. If a C+ was not achieved in Pre-calculus 11, applicants must write the VCC Basic Arithmetic Assessment and score 80% or higher

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

The structure of this program will be full time, offered in the daytime, and will be face to face although some courses will have blended and/or on-line activities. Sustainability of a part time program will be examined once the full time program is established.

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

Students will enter into Semester 1 of the program and move through as a cohort into Semester 2. If a student is unsuccessful with a course in Semester 1, progression will depend on whether or not the course is a pre-requisite for courses in Semester 2. Students may be able to “insert” into any courses they have been unsuccessful with, pending the Department Head’s approval.

Student Profile

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

Most students entering this program will be high school graduates. Reaching out to inform high school counsellors about this new program will be critical. Sending fly sheets to the high schools will also help to draw interest. There will also be a number of students who have attempted other college or university programs and/or students who have worked in other fields who wish to discover new Health Sciences program options for themselves. Other applicants may be those on waitlists for health sciences programs. Informing those on the waitlists of this opportunity will be essential. There will likely be a number of students who have completed VCC upgrading courses and are not yet ready to move into a career program. They are likely candidates for this program as well. The student population will include all ages, all genders, and all cultures. Students must meet minimum academic requirements to get accepted to the program and those who do not meet requirements will be referred to VCC Advising. Information sessions will be conducted and there will be fliers available about the program at Info nights. Health Sciences Department Heads and faculty will be versed at discussing the Pre-Health program when questions are asked.

Characteristics that applicants should have include the following:

- A caring attitude
- Good command of English comprehension, verbal and writing skills essential.
- Ability to work in a team/group environment
- Excellent interpersonal skills
Proposal for New Program

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

Students who appear underprepared will be referred to the VCC Learning Centre, to Counselling, to Disability Services and/or to Advising to determine how their needs can best be met. Since it is expected that students have met minimum academic entrance requirements, they will not likely be under-prepared.

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

The program will hold two seats for First Nations applicants. Those with disabilities will be welcome in the program. Faculty and administration will respond to perceived inequities if they arise.

Quality

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

The program will meet all college policies and Education Council requirements and be approved by the VCC Board of Governor's before implementation. Students will be informed of requirements for success and be encouraged to seek assistance if success is challenged. Faculty will meet area hiring criteria and be selected through an approved process. Student feedback will be sought and recommended changes considered. An annual program review will be completed and a full program renewal will occur every 5-7 years.

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

This program will not have any work experience, practicums or clinical experiences.

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

The program has one elective course whereby students can choose a course that could be transferable into other health sciences programs upon graduation. Graduates, meeting a certain academic standard, will be given priority for entry into certain VCC health sciences programs, pending the completion of program pre-requisites.

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

This program will definitely allow students to continue with further study. Graduates will likely apply to VCC and/or other health sciences programs. Seats into several VCC Health Sciences will be held for graduates of this program who meet certain academic standards.

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

The program does not include any prior learning assessment and recognition at this time as most courses are unique to the program. PLAR may be considered at a later time if there is a need and demand.
Proposal for New Program

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

The Area Hiring Criteria for all courses in this program will be established. Content experts have developed the proposed courses in this program and will likely meet the area hiring criteria and be eligible to teach in the program. It is expected that all expertise required for this program is “in-house”. External hiring is unlikely.

Consultation Overview

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

Over the past year, there have been numerous meetings about this program with the following people:

- Stephen Salem, Associate Registrar (Discussed concept of the program and holding seats for students in certain programs)
- Garth Manning, CID (reviewed program description, program outcomes and other documentation and provided advice)
- Dean of CID, Karen Belfer (Karen assisted with the development of the CD proposal and also travelled to Ontario to visit several colleges offering Pre-Health programs)
- Health Sciences Department Heads (several meetings discussing the key outcomes required for students)
- College Foundations, College Career Access and Arts and Sciences faculty (helped in the development of the Anatomy, Chemistry, English, Communications and Math courses)
- The Dean of Access, David Wells (working in partnership)
- Director of Aboriginal Services, Kory Wilson (very supportive of moving this program forward – good linkage for Aboriginal students wanting to access health sciences programs)
- Institutional Research (IR), Brian Beacham (further consultation required to determine FTE calculations)
- Vice President Academic, John Woudsia and Judith McGillivray
- Library faculty, Bill Nikolai and Todd Rowlatt (to discuss the course the library is developing and determine the fit)

Further consultations are necessary with the Assessment Centre, Learning Centre, Reg Office, IR, Dean of Access, Faculty in Access and Health Sciences, and the Library

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

- Have had two meetings/conversations with Bill Dow, previous Dean of Health Sciences at BCIT (now VP Academic) about the possibility of graduates of the Pre-Health Sciences program being considered for entry into certain health sciences programs at BCIT. Bill will consider this once the program is underway.
- Met with VP and Chairs from JIBC together with Judith McGillivray and David Wells to discuss potential partnership opportunities and discussed the Pre-Health Sciences program as a pathway into health programs at JIBC. We also discussed the possibility of one or two JIBC courses being available to students as an elective. They will consider this.
- Met with Vancouver and Burnaby School Boards about dual credit opportunities and discussed the future possibility of dual credit with both school boards, VSB was more interested than Burnaby
- Discussed the Pre-Health program at several of the Health Sciences Program Advisory Committees and there was tremendous support for offering such a program.
B. Business Case

Institutional Resources

1. What expertise, equipment, facilities and library resources will the program require to support student learning? Ensure that any required new resources in these areas are identified in the Costs section (I).

   All required teaching expertise can be found “in-house”. Since many courses are already being delivered at VCC, no additional library resources should be required. There will be no capital requirements for equipment. No specialized space will be required however an increase in the number of larger classrooms may facilitate larger sections and could have a financial benefit.

2. Outline anticipated requirements for equipment, specialized space, etc.: (classrooms, labs, shops, general space)

   As above

Costs and Revenue (to be prepared by Dean/Associate Dean in consultation with developer)

Budgetary requirements are provided for information purposes only. Program approval does not ensure budgetary support.

Non-Recurring Costs

What will be the costs? Please provide accurate estimates.

<table>
<thead>
<tr>
<th>Item</th>
<th>No. of Items</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Total</th>
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<tr>
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<tr>
<td>Curriculum development</td>
<td>10</td>
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<tr>
<td>Faculty recruitment</td>
<td>nil</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff – PD / enrichment</td>
<td>N/A</td>
<td></td>
<td></td>
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<tr>
<td><strong>Sub-total</strong></td>
<td><strong>N/A</strong></td>
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<td></td>
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<td></td>
<td><strong>N/A</strong></td>
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Capital Costs (Equipment, Renovations)

<table>
<thead>
<tr>
<th>Item</th>
<th>No. of Items</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No Capital requirements</td>
<td>Nil</td>
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<td><strong>Sub-total</strong></td>
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### Totals

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<th>Yr 3</th>
<th>Yr 4</th>
<th>Total</th>
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<td>Academic Non-Recurring Capital Costs</td>
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### Ongoing Costs

#### Operating Costs

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<tr>
<th>Item</th>
<th>No. of items</th>
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<th>Yr 3</th>
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<td>Required service courses*</td>
<td>A&amp;S</td>
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<tr>
<td>Administrative Support</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Advisor</td>
<td></td>
<td></td>
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<tr>
<td>Specialized IET</td>
<td></td>
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<tr>
<td>Specialized IT Support</td>
<td>N/A</td>
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<tr>
<td>Library</td>
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<tr>
<td>Lab operating costs - Salary</td>
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<td>Lab operating costs – Non-Salary</td>
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<td>Ongoing research costs</td>
<td>N/A</td>
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<tr>
<td>Other</td>
<td></td>
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<tr>
<td><strong>Grand Totals</strong></td>
<td></td>
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</tbody>
</table>

*Explain required service courses*

### Revenue

<table>
<thead>
<tr>
<th>Item</th>
<th>No. of Courses</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>TBD</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
Proposal for New Program

Indicate the specific source(s) of funding for development, both internal and external.

CD proposals will be submitted

Indicate the specific source(s) of funding for delivery, both internal and external.

Tuition plus base grant

__________________________________________
Signature of Dean submitting concept document  Date

November 10 2015
<table>
<thead>
<tr>
<th>Contract/Funding Name</th>
<th>Status</th>
<th>Contract Description</th>
<th>Managing Dept</th>
<th>Client/Funder</th>
<th>Contract Period</th>
<th>Contract Amount</th>
<th>Delivery Partner</th>
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<tr>
<td>Project-Based Labour Market Training (PBLMT)</td>
<td>New contract</td>
<td>Skill training for unemployed EI-eligible participants. Office Administration and Medical Office Skills.</td>
<td>Community Training &amp; Development</td>
<td>Ministry of Social Development &amp; Social Innovation</td>
<td>Sep 1, 2015 - May 27, 2016</td>
<td>$249,149</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. ESL Literacy for new immigrant families</td>
<td>3. School of Access - Dean's Office</td>
<td></td>
<td></td>
<td></td>
<td>3. Native Education College</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Aboriginal literacy</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>*VCC as contract holder. Flow-through funding.</td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Planning for Canada (formerly Canadian Immigrant Integration Program)</td>
<td>Continuing contract</td>
<td>Online advising to pre-arrival immigrants having received overseas services through field offices.</td>
<td>Centre for Immigrant Integration</td>
<td>Colleges and Institutes Canada (funding from Citizenship &amp; Immigration Canada)</td>
<td>Apr 1, 2015 - Mar 31, 2016</td>
<td>$59,620</td>
<td>n/a</td>
</tr>
</tbody>
</table>
INFORMATION NOTE

Date: November 3, 2015
File: School of Trades

PREPARED FOR: Mr. Todd Rowlatt, Chair, Education Council (EDCO)

ISSUE: Non-credit contract training activity in the School of Trades, 2014-2015

Background:

School of Trades departments such as Culinary Arts, Baking and Pastry Arts, Auto Service Technician, and Auto Collision Repair deliver non-credit contract training to external organizations from time to time. While such contract training is often delivered through VCC’s Continuing Studies Department, on occasion Trades departments deliver instructional contract training directly to clients.

Discussion:

School of Trades departments deliver contract training to external organizations for a variety of reasons. These reasons include (among others): community engagement; business partnership development; reputation management; government mandates; and revenue generation.

SUMMARY:

The table on the following page displays the training contracts delivered to external clients by School of Trades departments in 2014-2015. This table does not include contracts delivered by the School of Trades in High Schools through the Accelerated Credit Enrollment in Industry Training program (ACE-IT).
<table>
<thead>
<tr>
<th>CLIENT</th>
<th>TIMELINE (APPROXIMATE)</th>
<th>VCC DEPARTMENT(S)</th>
<th>COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>go2HR</td>
<td>Jan 2015-Mar 2015</td>
<td>Baking and Pastry Arts, Culinary Arts</td>
<td>Open Textbook project (designed to develop online learning resources)</td>
</tr>
<tr>
<td>Ray-Cam</td>
<td>Apr 2014-Aug 2014</td>
<td>Auto Collision Repair, Auto Service Technician</td>
<td>NASKARZ (“Never Again Steal Karz”) spring and summer sessions – this program teaches automotive repair and service skills to at-risk inner-city youth</td>
</tr>
<tr>
<td>Co-Operative Centre</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Save On Meats</td>
<td>Feb 2014-Sep 2014</td>
<td>Culinary Arts</td>
<td>Professional Cook 1 program delivered through LMA (Labour Market Agreement) funding at a Downtown Eastside facility</td>
</tr>
<tr>
<td>Coast Mental Health (CMH)</td>
<td>Jun 2014-Oct 2014</td>
<td>Culinary Arts</td>
<td>Introduction to Culinary Skills Program delivered to CMH clients and residents</td>
</tr>
</tbody>
</table>

**Prepared by:**

Dennis Innes  
Dean, School of Trades  
604-871-7000, Ext. 7012

<table>
<thead>
<tr>
<th>Reviewed by</th>
<th>Initials</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>VP Academic, Students and Research</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Author</td>
<td></td>
<td></td>
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</table>
DECISION NOTE

DATE: October 29, 2015

PREPARED FOR: Education Council

ISSUE:

• The School District No. 74 Gold Trail (SD74) and Vancouver Community College (VCC) are partnering to deliver a full-time Early Childhood Care and Education (ECCE) Certificate Program for members of the local communities – including secondary school students (dual credits) and adult students. The boundaries of Gold Trail include five municipalities and 19 indigenous communities.

• The SD74 Superintendent and VCC Vice President, Strategic Partnership and Business Development have agreed in principle to the terms set out in the Affiliation Agreement, pending on formal approval by the VCC Education Council and Board of Governors.

• Program Highlights:
  o The full-time Early Childhood Care and Education (ECCE) program will run from September 6th, 2016 to June 29th, 2017 (program length of 9 months) in Gold Trail. A cohort of minimum 11 and maximum 20 students is the target. Majority of the students are expected to be aboriginal.
  o Instructors will be hired locally and the SD will provide the training facility and related program and student support.
  o The Program Fee of $140,000 (including tuition, course materials and other fees) will be paid by the SD74 to VCC prior to August 1st, 2016 (sources of funding include SD’s own funding, student tuition contribution, and third-party sponsorship).

BACKGROUND:

In May 2015, the ECCE Program Coordinator was approached by the training advisor from School District No. 74 in Gold Trail, who was looking for a postsecondary institution to run an ECCE Certificate Program within the region. The program would instruct both adults and senior high school students who would receive dual credits. The school district had two objectives in this project:

1. To qualify members of the local communities (50% Aboriginal) to work in Make Children First (provincially-funded family support program) and two licensed child care settings in the area. These facilities were built to address the child care needs and to support families in the area; there was a high need of professional staff to work in these settings.

2. To help the local youth get vocational training and find jobs.

In June 2015, the SD74 decided to choose VCC as the partnering post-secondary institution to implement a 9-month, full-time ECCE Certificate program at one of the school facilities in Gold Trail. The VCC Centre for Continuing Studies, which regularly delivered the ECCE Certificate, took the lead in this project.

In August 2015, a Memorandum of Understanding (MOU) was signed between VCC and SD74 to lay out the Purpose, Principles, and Roles and Responsibilities of the partnership.

In September and October 2015, program costing was completed by VCC’s Finance Department and an Affiliation Agreement was developed based on the details of program operation, entrance and completion requirements, and fee payment. The SD74 accepted the proposed terms of the agreement (including the program fee).
DISCUSSION:

The “The Gold Trail ECCE Project” is a new and exciting opportunity for VCC and Continuing Studies:

1. The Gold Trail ECCE Project may become a model for CS outreach program implementation. (The ECCE department has already received a second proposal from the same training advisor for the delivery of the ECCE certificate program in another school district.)

2. The expansion of the ECCE program beyond the Lower Mainland provides new channels of revenue generation for VCC and Continuing Studies.

3. By providing outreach training, VCC helps increase the number of qualified, professional ECCE staff in rural communities in BC and therefore plays an important role in supporting families in various communities and acts as an advocate for quality child care.

RECOMMENDATION:

We recommend that the Education Council approves the Affiliation Agreement and recommends it to the Board of Governors for final approval.

PREPARED BY:

Michael Yue, Dean, Continuing Studies & Contract Training
Katarina Jovanovic, ECCE Program Coordinator
AFFILIATION AGREEMENT

BETWEEN:

The Board of Education School District No. 74 Gold Trail
400 Hollis Road
PO Bag 250
Ashcroft, BC
V0K1A0

(Herein referred to as SD74)

AND:

Vancouver Community College
Early Childhood Education
250 W. Pender
Vancouver B.C. V6B 1S9

(Herein referred to as VCC)

1. INTRODUCTION AND PURPOSE:

The Board of Education School District No. 74 Gold Trail (SD74), and Vancouver Community College (VCC) have agreed to work together on dual credit program development and delivery. A Memorandum of Understanding (MOU) was established and signed with the aim to provide smooth transitions from secondary to post-secondary education by working in partnership to develop and deliver dual credit educational experiences.

This Affiliation Agreement outlines the details of offering both adult applicants and secondary school students the opportunity to enter and participate in the Early Childhood Care and Education Certificate (ECCE) Program delivered by VCC at the SD74 facility in Gold Trail. VCC will reserve minimum five seats for high school students qualified to study the ECCE Certificate Program as a dual credit. The remainder of the spots will be filled by adults in the community. SD74 and VCC will collaboratively support the program promotion and the application process.

The program will run from September 6th, 2016 to June 29th, 2017.
2. APPROVAL OF THIS AGREEMENT:

This agreement must be approved by the Education Council and Vice President at VCC and the SD74 Superintendent.

3. PROGRAM FEE AND PAYMENT

The Program Fee of $140,000 (including tuition, course materials and other fees) will be paid by SD74 to VCC prior to August 1st, 2016 as per the fee schedule of the ECCE Certificate Program. It is our understanding that the participating students will pay a “student fee” (collected by the SD74), and the rest of the program fee will be covered by the SD74 and other funding sources secured by the SD74.

4. OPERATIONAL CONDITIONS:

The ECCE Certificate Program delivered by VCC at Gold Trail is a 9-month, full-time program which prepares graduates to work in licensed child care centres in BC with children three to five years of age. The program offers students the knowledge and skills to provide high quality service for young children and their families.

Minimum five spots in this program will be designated for the dual credit high school students. The remainder of the spots will be filled by adults in the community. The application documentation will be submitted to SD74 and passed to the ECCE Program Coordinator at VCC in Vancouver. If the minimum number of students is not met, VCC reserves the right to cancel the program.

The students will have to fulfil all of the Admission Requirements for the program:
- Proof of GED or equivalent, or qualification for dual credit.
  For qualification for dual credit, students will take English 12 and all other courses required for graduation by the end of grade 11
- Proof of B.C. Grade 12 English proficiency with a minimum ‘C’ or equivalent
- 19 years or older, or qualification for dual credit
- Canadian citizen or Permanent Resident
- Proof of a negative Tuberculosis skin test. If the skin test is positive, proof of a negative chest x-ray is required
- Physician’s Report (proof that individual is physically healthy, with stamina and emotional maturity to meet the demands of working with young children)
- Minimum two written letters of reference indicating suitability for the program
- Minimum of 40 hours volunteer/work experience in licensed daycare or preschool with written proof of hours on organization letterhead
- Criminal Record Check through the Ministry of Justice in accordance with the Criminal Records Review Act
- Successful interview with program staff based on criteria

The applications for the dual credit students and adult students from the community will be received from November 1st, 2015 to May 30th, 2016.

The ECCE Program Coordinator will evaluate the applications and select the candidates for interviews. The selected candidates will be interviewed by the ECCE Program Coordinator at the SD74 facility in
person or via Skype. The applicants who successfully pass the interview will receive the acceptance letter from VCC and SD74 which will include the registration and tuition information.

Students will have an orientation session before the start of the program. This session will be done by the VCC ECCE Certificate Program instructor or Program Coordinator and the SD74 representative.

The classes will run Monday – Friday, 9:00 am to 3:00 pm. The program will follow the SD74 schedule with two breaks: Christmas break and Spring break. The students will spend 570 hours doing class work, 150 hours of observation in the field and 280 hours of practicum work. There will be 3 block practicums.

Student academic records will be the property of VCC. SD74 will provide a signed “Consent for Release of Information” form (attached to the Affiliation Agreement) for each student signed by the student and/or their parent/guardian (for those students who are in dual credit programming). Upon receipt of this form, SD74 will have all rights to student information while the students are participating in this program.

The VCC ECCE Certificate Program belongs to VCC and cannot be copied, reproduced, or used by SD74 for any purpose other than for the delivering of the program to registered ECCE Certificate program students.

5. COURSE, CREDENTIAL AND CREDIT REQUIREMENTS:

Upon successful completion of the ECCE Certificate Program, students will receive a VCC Early Childhood Care and Education Certificate and an official transcript specifying all grades achieved.

Graduates will be invited to participate in a convocation ceremony along with their classmates. VCC and SD74 will agree upon the place and organization of the convocation ceremony.

Graduates will become VCC Alumni.

6. QUALITY ASSURANCE AND EVALUATION:

The VCC ECCE Certificate Program is approved by the Ministry of Children and Family Development and no changes can be made in the delivery of the curriculum.

All policies and procedures of VCC will be adhered to in the delivery of this program. Students must achieve the standard expected of all students as described in the Program Content Guide and in Course Outlines. Requirements for progression from one term to the next are outlined in the student information package handed out in the first week of class.

Any inappropriate student conduct or unsatisfactory progress by students will be addressed by SD74 first and then passed to the VCC ECCE Program Coordinator. SD74 will inform VCC if the student has a disability and requires additional support. Documentation will be forwarded to the VCC Disabilities Counsellor.

To be eligible to work as early childhood educators in licensed care setting in BC, applicants must be registered with the Early Childhood Education Registry. The VCC ECCE Certificate Program is reviewed and evaluated by the ECE Registry. Graduates will receive an official transcript upon successful
completion of the VCC ECCE Certificate Program, indicating that they have graduated from an approved training program.

7. ACADEMIC SCHEDULE:

VCC students selected to enter the ECCE Certificate Program must apply to the program and be eligible for registration at least 3 months prior to the program start date of August 31st, 2015. The program will follow the SD74 Calendar:

<table>
<thead>
<tr>
<th>First Class</th>
<th>September 6, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Winter Vacation</td>
<td>December 19 – January 02</td>
</tr>
<tr>
<td>Spring Vacation</td>
<td>March 13 – March 24</td>
</tr>
<tr>
<td>Last Class</td>
<td>June 19, 2017</td>
</tr>
</tbody>
</table>

8. AGREEMENT TIME FRAMES:

This agreement will commence November 1st, 2015, and will end December 15th, 2017 (including the time for the students to finish with practicum training, the processing of transcripts and certificates and the graduation) unless terminated early in accordance with Section 8. The parties shall review this Agreement from time to time and revise if necessary by mutual agreement. The parties may agree, in writing, to renew this Agreement for further periods of one or more years.

The students whose status is incomplete in one or more courses after December 15th, 2017 will complete the outstanding courses at VCC Downtown Campus through the ECCE Certificate regular part time program with the ECCE Program Coordinator’s approval.

In the event of this agreement needing to terminate before the program completion date, students in process will be provided the opportunity to complete the academic year unless they have behavioural issues or are deemed to be unsafe in practicum settings.

9. CONFLICT RESOLUTION:

All efforts will be made to ensure a smooth entry and program delivery for students. If conflicts arise, both parties will work toward positive resolution with mutual respect for each other. If the parties are unable to come to resolution at the senior administration level, the parties will agree to a mutual mediator or arbitrator to assist in resolving the conflict. Students will continue in the program during such mediation/arbitration as per Section 7 above.

10. INSURANCE:

VCC and SD74 acknowledge that they each shall be responsible for maintaining comprehensive general liability insurance, inclusive of educator’s liability coverage for the purposes of this Agreement and both VCC and SD74 shall provide evidence of coverage each to the other upon the request of the other party. Both VCC and SD74 shall be at liberty from time to time to request that either party provide such additional coverage upon such terms and in such amounts as may appear necessary or prudent at such time whereupon both parties will provide same.
11. INDEMNIFICATION:

SD74 agrees to indemnify and save harmless VCC, its Board of Governors, employees, agents or contractors from any and all damages for bodily injury (including death), personal injury and/or property damage to which VCC, its Board of Governors, employees, agents and contractors or students may become subject or liable for as a result of the negligent acts, omissions, default, conduct or neglect of SD74, its Board of Governors, employees, agents, contractors or students, unless the negligent acts, omissions, default, conduct or neglect is occasioned by the specific direction of VCC, its Board of Governors, employees, agents, contractors or students.

VCC agrees to indemnify and save harmless SD74, its Board of Governors, employees, agents, contractors or students from any and all damages for bodily injury (including death), personal injury, and/or property damage to which SD74, its Board of Governors, employees, agents, contractors or students may become subject or liable for as a result of the negligent acts, omissions, default, conduct or neglect of VCC, its Board of Governors, employees, agents, contractors or students, unless the negligent acts, omissions, default, conduct or neglect is occasioned by the specific direction of SD74, its Board of Governors, employees, agents, contractors or students.

12. CONTACT INFORMATION:

Operational contacts are as follows:

For School District:
Greg Howard
Transition Advisor (SD 74)
1-250-318-7485
ghoward@sd74.bc.ca

For Vancouver Community College:
Katarina Jovanovic
Program Coordinator, Early Childhood Care and Education
604 871-7000 Ext. 8660
kjovanovic@vcc.ca

13. SIGNATURES AND APPROVAL

School District

_________________________ _______________________
Teresa Downs Superintendent Date
Gold Trail School District #74

Vancouver Community College

_________________________ _______________________
Irene Young Vice President, Strategic Partnership and Business Development Date
Vancouver Community College
MEMORANDUM OF UNDERSTANDING
BETWEEN VANCOUVER COMMUNITY COLLEGE
AND GOLD TRAIL SCHOOL DISTRICT (SCHOOL DISTRICT # 74)

PURPOSE
Vancouver Community College (VCC) and the Gold Trail School District # 74 (School District) will work in partnership to develop and deliver education programs that provide secondary school students with smooth transitions from secondary to post-secondary education.

PRINCIPLES
The partners agree to the following principles:

1. Programming:
   - Dual credit programming in select areas will result in students receiving credits at both VCC and secondary school;
   - Dual credit offerings will be promoted at secondary school gatherings and events;
   - Barriers that prevent students from participating in dual credit programming will be reduced;
   - Affiliation Agreements will be developed for specific programs outlining capacities, program duration, student tuition, quotas and any other important details of the offering. The details of these affiliation agreements will be reviewed annually.

2. All secondary school students participating in dual credit programming at VCC will be bound by all policies and procedures applied to all other VCC students.

3. Students participating in dual credit programming will be able to continue directly after secondary school graduation to subsequent levels of education at VCC.

ROLES AND RESPONSIBILITIES

Vancouver Community College (VCC)

The role of Vancouver Community College is to provide access to dual credit programming. The Early Childhood Care and Education (ECCE) Certificate Program is currently under consideration. Further programs may be considered at a later time.

The specific responsibilities of Vancouver Community College are

1. To inform the School District of the design and delivery of the above programs and collaboratively explore options for dual credit programming;

2. To provide eligible secondary school students with access to post-secondary credits;
3. To review students who are selected by the School District to ensure the selected students meet VCC’s admissions requirements and are suitable candidates for the programs;

4. To arrange for students to take the appropriate entrance examinations as required by the program;

5. To complete the appropriate forms and reports needed by the School District to fulfill funding and reporting requirements as communicated by the School District;

6. To identify and ensure legal requirements are in place in terms of the care of students and minors.

School District # 74 (School District)

The role of the School District is to recruit, select, and support suitable students who apply and enrol in the programs. The specific responsibilities of the School District are

1. To publicize and promote the program within the District to interested students and their parents and to encourage appropriate students to apply;

2. To screen applicants for suitability to pursue the program and ensure the students meet the VCC entrance requirements and pre-requisites for entry into the program. VCC makes the final decision as to whether or not students are suitable and qualify for the program;

3. To forward to VCC the names and contact information of suitable students, together with the “Consent for Release of Information” form (attached) signed by each student and their parent/guardian;

4. To provide information to VCC if the student has a disability that requires additional support. Documentation should be forwarded to the VCC Disabilities Counsellor at least four months prior to commencement of the program;

5. To pay VCC for student tuition fees;

6. To provide VCC with copies of any forms or reports that the School District requires VCC to complete;

7. To assist VCC to resolve any instances of inappropriate student conduct or unsatisfactory progress by students from the District who are enrolled in the program;

8. To liaise regularly and in a timely manner by email or telephone with VCC instructors and keep parents aware of student progress and problems.

Miscellaneous

1. The VCC refund policy applies should the student discontinue from the program for any reason. The VCC refund policy is available at www.vcc.ca

2. Parents are to be advised to contact the School District for information of student progress and any other matter.

3. The enclosed Consent for the Release of Information form must be signed by a legal guardian.

4. Students are responsible to cover all costs, outside of tuition fees, that are required for the program.
TERM OF AGREEMENT

VCC and Gold Trail School District # 74 agree to operate within the agreement for a term of three years effective September 2015 after which the agreement may be extended by mutual consent. A party may withdraw from this agreement by December 31 of each year for the following September Intake.

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

SIGNED AND DATED:

[Signature]
Irene Young
Vice President Strategic Partnerships and Business Development
Vancouver Community College

[Signature]
Teresa Downs
Superintendent
Gold Trail School District # 74

[Signature]

August 17, 2015
Date

Aug 3/15
Date
CONSENT FOR THE RELEASE OF INFORMATION

Name of Student: _____________________________

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

Name of Contact ____________________________

School/Agency ______________________________

Name of Contact ____________________________

Name of Contact ____________________________

Signature of Student __________________________

Date ______________________________

Name of Legal Guardian ______________________

Signature of Legal Guardian ___________________

Date ______________________________

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

This authorization is valid for two years from the date of signing. For further information, please contact the Department Head of [enter program name] at VCC.
MEMORANDUM OF UNDERSTANDING
BETWEEN VANCOUVER COMMUNITY COLLEGE
AND GOLD TRAIL SCHOOL DISTRICT (SCHOOL DISTRICT # 74)

PURPOSE
Vancouver Community College (VCC) and the Gold Trail School District # 74 (School District) will work in partnership to develop and deliver education programs that provide secondary school students with smooth transitions from secondary to post-secondary education.

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The partners agree to the following principles:

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   - Dual credit programming in select areas will result in students receiving credits at both VCC and secondary school;
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   - Affiliation Agreements will be developed for specific programs outlining capacities, program duration, student tuition, quotas and any other important details of the offering. The details of these affiliation agreements will be reviewed annually.

2. All secondary school students participating in dual credit programming at VCC will be bound by all policies and procedures applied to all other VCC students.

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ROLES AND RESPONSIBILITIES

Vancouver Community College (VCC)
The role of Vancouver Community College is to provide access to dual credit programming. The Early Childhood Care and Education (ECCE) Certificate Program is currently under consideration. Further programs may be considered at a later time.

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1. To inform the School District of the design and delivery of the above programs and collaboratively explore options for dual credit programming;

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4. To arrange for students to take the appropriate entrance examinations as required by the program;

5. To complete the appropriate forms and reports needed by the School District to fulfill funding and reporting requirements as communicated by the School District;

6. To identify and ensure legal requirements are in place in terms of the care of students and minors.

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The role of the School District is to recruit, select, and support suitable students who apply and enrol in the programs. The specific responsibilities of the School District are

1. To publicize and promote the program within the District to interested students and their parents and to encourage appropriate students to apply;

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6. To provide VCC with copies of any forms or reports that the School District requires VCC to complete;

7. To assist VCC to resolve any instances of inappropriate student conduct or unsatisfactory progress by students from the District who are enrolled in the program;

8. To liaise regularly and in a timely manner by email or telephone with VCC instructors and keep parents aware of student progress and problems.

Miscellaneous
1. The VCC refund policy applies should the student discontinue from the program for any reason. The VCC refund policy is available at www.vcc.ca

2. Parents are to be advised to contact the School District for information of student progress and any other matter.

3. The enclosed Consent for the Release of Information form must be signed by a legal guardian.

4. Students are responsible to cover all costs, outside of tuition fees, that are required for the program.
TERM OF AGREEMENT

VCC and Gold Trail School District # 74 agree to operate within the agreement for a term of three years effective September 2015 after which the agreement may be extended by mutual consent. A party may withdraw from this agreement by December 31 of each year for the following September intake.

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

SIGNED AND DATED:

Irene Young
Vice President Strategic Partnerships and Business Development
Vancouver Community College

August 17, 2015

Teresa Downs
Superintendent
Gold Trail School District # 74

Aug 2015
CONSENT FOR THE RELEASE OF INFORMATION

Name of Student: __________________________

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

Name of Contact __________________________ School/Agency __________________________

Name of Contact __________________________

Name of Contact __________________________

Signature of Student __________________________ Date __________________________

Name of Legal Guardian __________________________

Signature of Legal Guardian __________________________ Date __________________________

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

This authorization is valid for two years from the date of signing. For further information, please contact the Department Head of [enter program name] at VCC.
BACKGROUND:
This is a revised 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 revised 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 approve the revised Grading, Progression and Withdrawal Policy and Procedures.

MOVE THAT Education Council rescind D.4.4 Student Required to Withdraw Policy and Procedures.

Prepared by:
Mike Tunnah
Chair, Education Policy Committee
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 September 16, 2015
Signed by ** *

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 September 16, 2015
Signed by ** *

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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>95-100%</td>
</tr>
<tr>
<td>A</td>
<td>90-94%</td>
</tr>
<tr>
<td>A-</td>
<td>85-89%</td>
</tr>
<tr>
<td>B+</td>
<td>80-84%</td>
</tr>
<tr>
<td>B</td>
<td>75-79%</td>
</tr>
<tr>
<td>B-</td>
<td>70-74%</td>
</tr>
<tr>
<td>C+</td>
<td>65-69%</td>
</tr>
<tr>
<td>C</td>
<td>60-64%</td>
</tr>
<tr>
<td>C-</td>
<td>55-59%</td>
</tr>
<tr>
<td>D</td>
<td>50-54%</td>
</tr>
</tbody>
</table>
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 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.
   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

<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>
</tbody>
</table>

| S     | Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards | N/A |
| U     | Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards | N/A |
| I     | Incomplete | N/A |
| IP    | Course in Progress | N/A |
| W     | Withdrawal | N/A |

* 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.

**EXAMPLE OF CALCULATION OF TERM GRADE POINT AVERAGE**

<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>
<tr>
<td>3</td>
<td>4</td>
<td>C+</td>
<td>2.33</td>
<td>9.32</td>
</tr>
<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>Totals</td>
<td>15</td>
<td></td>
<td>44.32</td>
<td>44.32</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 (e.g.: 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: ____________________________
Student Required to Withdraw Policy

Purpose
To provide procedures for instructors and department heads who require a student to withdraw from a course or program for failing to meet established requirements.

Policy
The College will require to withdraw from a program or course when they do not maintain established progress or attendance standards. This action will only be undertaken after appropriate remedial assistance has been attempted and documented.

Applies to
All VCC students.

Procedures
1. At the beginning of each course or program, the instructor will give students a written course outline. The outline will set out expectations and requirements, including attendance. The outline will also include grade appeal procedures.

2. The instructor will periodically evaluate performance and attendance and information students of their progress.

3. If students require remedial assistance, the instructor will make appropriate referrals to college services. The onus is on the students to follow through with the referral.

4. Instructors will document action taken to assist students with meeting program or course requirements.

5. Instructors will notify the department head of any student who is required to withdraw, identifying reasons and remedial action taken. The department head will notify the Registrar’s Office in writing stating the reasons.
6. The Registrar’s Office will notify the student, in writing, stating the reasons their registration has been terminated. The Grade RW (required to withdraw) will be recorded on the student’s official transcript.

Replaces

Policies 2.2.07 Attendance and Absenteeism, 2.2.08 Student Discontinuance for Failure to Meet Program Criteria, and 2.4.4.2 Student Discontinuance for Failure to Meet Program Criteria.
1. Policy Sponsor

Registrar

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
BACKGROUND:
This substantially revised policy provides a comprehensive process for the suspension and discontinuance of programs. Education Policy Committee has thoroughly discussed this important policy and is providing it to Education Council for information and community feedback.

DISCUSSION:
There is currently no language around program suspension. This policy fills that gap by outlining a consultative process with clear timelines when programs are being considered for suspension. The policy also clearly lays out the responsibilities of different administrative, faculty and governance stakeholders when program suspension and/or discontinuance is being considered. These sensitive matters require transparency and communication and this policy serves to reflect that.

RECOMMENDATION:
Education Policy Committee provides C3.3 Suspension and/or Discontinuance of Programs policy to Education Council for information and recommends it be posted for community feedback.

Prepared by:
Mike Tunnah
Chair, Education Policy Committee
POLICY

Policy No. C.3.3
Title Suspension and/or Discontinuance of Programs Policy
(Previously called Criteria for Development or Cancellation of Programs Leading to Certificates, Diplomas or Degrees Policy)

Approving Jurisdiction Board of Governors, Education Council
Policy Sponsor Vice President Academic, Students and Research
Last Revised/Replaces January 29, 2004
Effective Date August 20, 2015
Signed by

CONTEXT AND PURPOSE
Under Section 23(1) of the College & Institute Act, Education Council must advise the Board, and the Board must seek advice from the Education Council, on the development of educational policy for the following matters: (e) cancellation of programs or courses offered by the institution or changes in the length of or hours for courses or programs offered by the institution.

SCOPE AND LIMITS
This policy applies to all College programs except for
- non-credentialed programs in Continuing Studies,
- cancellation of individual courses due to low enrolment,
- cancellation of an intake into a program with multiple intakes
(The latter two bullets will be addressed through the enrolment plan and variance reports/updates).

STATEMENT OF POLICY PRINCIPLES
1. Program suspension and/or discontinuance will be made in a respectful, timely, and considered manner.
2. The decision to suspend and/or discontinue a program will be informed by evidence acquired during a process of consultation and information gathering that is inclusive and transparent.
3. Program suspension and/or discontinuance must be clearly documented in order to ensure that all consequences, including impact to students, have been investigated thoroughly.
4. Program suspension and/or discontinuance must minimize the impact on current students.
5. In times of severe financial constraint, in which timelines and a decision is pressing, the consultation process may be expedited depending on the nature of the circumstances.
6. The suspension and/or discontinuance of programs will be communicated to all interested stakeholders, including government as appropriate.

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

POLICIES
C.3.2 Program Review and Renewal
D.1.1 Education Services Review

RELATED PROCEDURES
C.3.3 Suspension and/or Discontinuance of Programs Procedures
**PROCEDURES**

<table>
<thead>
<tr>
<th>Policy No.</th>
<th>C.3.3</th>
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<tbody>
<tr>
<td>Title</td>
<td>Suspension and/or Discontinuance of Programs Policy</td>
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</table>

(Previously called Criteria for Development or Cancellation of Programs Leading to Certificates, Diplomas or Degrees Policy)

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<th>Approving Jurisdiction</th>
<th>Board of Governors, Education Council</th>
</tr>
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<tbody>
<tr>
<td>Policy Sponsor</td>
<td>Vice President Academic, Students and Research</td>
</tr>
<tr>
<td>Last Revised/Replaces</td>
<td>January 29, 2004</td>
</tr>
<tr>
<td>Signed by</td>
<td>Jul 7, 2015</td>
</tr>
</tbody>
</table>

**DEFINITIONS**

Consultation: The process to ensure that required feedback is sought from faculty within a department, as well as from other internal and external stakeholders. Deans/Directors are responsible for ensuring appropriate consultation takes place.

Program: A defined set of courses of instruction that lead to a credential approved by the Education Council.

Program Suspension: Ceasing to admit students to a program for a maximum of two intakes or two years.

Program Discontinuance: Permanent closure of a program which includes removal from the academic calendar and cessation of admission to the designated program.

Governance: The College and Institute Act defines the governance bodies at VCC as the Board of Governors and Education Council. Governance is a prescribed process that identifies who has primary and/or advisory responsibility in select decisions at various stages.

**PROCEDURES**

Process to suspend a program

1. A program may be suspended if one or more of the following conditions are met:
   a. A minimum enrolment threshold has not been attained.
   b. The program’s financial and resource requirements cannot reasonably be met within the College’s resources.
   c. The program no longer aligns with the strategic or educational goals of the College.
d. Appropriately qualified faculty and/or support staff cannot be hired to offer the program within the identified academic schedule.

e. The context/external environment has changed requiring the College to assess the program’s viability in the future (e.g. labour market demand, changes required to ensure the programs meet external standards for quality).

2. Normally, a program suspension offers the opportunity for the College to assess program viability in the future.

3. The proposal to suspend a program will include a multi-stage consultation/decision-making/information sharing process except in circumstances where the minimum enrolment threshold has not been attained and/or appropriately qualified faculty and/or support staff cannot be hired to meet the academic schedule. In these instances only Stage 1 and Stage 4 will be followed.

4. 

**Stage 1** will include discussions between the Dean, Vice President Academic, Students and Research and the Senior Leadership team against conditions such as those identified in Point 1 under Procedures.

**Stage 2** – If suspension is being considered, the Dean will discuss the potential decision with relevant internal and external stakeholders to ensure all relevant information has been considered. These stakeholders will include, but not be limited to, the Department Leader, the Office of the Registrar, and the PAC chair.

**Stage 3** – If significant new information is received in Stage 2 this information will be presented and discussed with the Vice President Academic and the Senior Leadership Team. If a decision is made to proceed with program suspension Stage 4 will be initiated.

**Stage 4** – A Briefing Note will be prepared by the Dean/Director and include

a. Proposed date of program suspension

b. Rationale must provide sufficient information to allow the College community to understand the reasoning for and consequences of suspension

c. Impact on any other credentials

d. Plan for suspension

e. Students registered in a suspended program will normally be given the opportunity to complete their program within the normal time period

f. In special circumstances where it is not possible for registered students to complete the program at the College, the College will assist the students to become enrolled in the same or a similar program by another post-secondary institution

g. Draft a notice detailing suspension of admissions to the program

h. Name, title and contact information of the institutional contact in case more information is required (normally, the Dean of the School in which the program is housed)

i. Plan for review of the suspension including the original rationale, changing context where applicable, and potential for program renewal.
j. The College Registrar will be notified.

k. New student applicants will be notified when a program intake is suspended and, where possible, offered registration in another program.

Stage 5 - The Briefing Note will be forwarded to the Board of Governors along with feedback and any recommended action from Education Council.

Process to discontinue a program

Normally, if admission into a program has been suspended for a maximum of two intakes or two years, whichever happens first, a decision will be made whether to begin offering the program again, to renew the program or to move to discontinue the program. If a decision is made to discontinue a program, the Dean/Director will ensure the following process occurs:

1. A process of consultation, resembling that of Stage 2 and Stage 3 for the program suspension process, and one officially addressing the rationale for the initial program suspension will occur.

2. The impact of program discontinuance on other programs within the College or on other post-secondary institutions as well as government and industry stakeholders where applicable.

3. A transition plan will be developed to allow any continuing students in a discontinued program to complete their studies within a reasonable timeframe or transfer to an alternative provider.

4. A recommendation to the Board of Governors to discontinue the program will be written by the Dean/Director outlining rational, the consultative process and include why program renewal or redevelopment is not being considered. A copy of the recommendation will be forwarded to the Education Council so that they have opportunity to give written feedback to the Board of Governors before the meeting in which the Board will make a decision regarding the program cancellation.

5. If a final decision is made by the Board, to discontinue the program, the College Registrar and the Marketing department will be notified and a communication plan developed to notify stakeholders including relevant Ministry’s, prospective and continuing students, relevant unions and Program Advisory Committees.

RELATED POLICY
C.3.3 Suspension and/or Discontinuance of Programs Policy
BACKGROUND:
C3.1 has been revised by Education Policy Committee due to feedback that the current policy is cumbersome and too onerous for PAC’s to effectively carry out their mandates.

DISCUSSION:
The revised policy and procedures presented to EDCO reflect a more streamlined PAC policy that recognizes the volunteer contributions and time commitment required by PAC members. Key changes to the procedures include:
- Allowing one PAC for clusters of programs
- Remove some administrative responsibilities of the Chair so that the Chair can focus on chairing meetings
- Remove the requirement to meet at least twice per year

It is felt that these changes will ensure PAC’s can remain effective in providing strategic input to programs.

RECOMMENDATION:
Education Policy Committee provides C3.1 Program Advisory Committees policy and procedures to Education Council for information and recommends it be posted for community feedback.

Prepared by:
Mike Tunnah
Chair, Education Policy Committee
Policy No. C.3.1
Title Program Advisory Committee Policy
Approving Jurisdiction Board Policy
Sponsor President
Last Revised/Replaces May 29, 2013
Effective Date May 29, 2013
Signed by

Mar 24, 2015

CONTEXT AND PURPOSE

One of the cornerstones of the educational programs of Vancouver Community College (VCC) is a strong connection to the employment and community sector each program serves. Program Advisory Committees (PACs) provide that connection.

PACs are constituted to provide strategic advice and assistance to a VCC program or group of programs. They provide guidance on overall trends that may affect the curriculum and employability of VCC graduates. This could include an understanding of the skills and abilities employers and community are likely to require in the future, the potential effects of technological change, changes to methodologies used by employers, and advocacy on issues affecting the College and its mandate, etc.

Each PAC will submit an annual report to the Vice President Academic, Students and Research, which summarizes the activities and recommendations of the PAC. The Vice President will prepare a summary report for the President, the Board of Governors and Education Council.

SCOPE AND LIMITS

This Policy, and related Procedures, applies to any course of studies that leads to a VCC credential, or an area of study for which a program advisory committee is deemed by the College to be appropriate.

STATEMENT OF POLICY PRINCIPLES

1. The mandate of the College (VCC) is to respond to the needs of the communities and stakeholders it serves; as such, VCC values the strategic input and advice of community members and other relevant stakeholders who have an interest in the College’s
programs and graduates.

2. Program Advisory Committees (PACs) will normally be composed of members of the respective industry who will assist the College in identifying the need for various educational and training programs and maintaining the relevancy and currency of these programs.

3. The focus of PACs will be on strategic issues that inform matters of enrolment, program development, program content and standards, student success, employment of graduates and other, related matters. PAC’s will also provide formal input into the Program Renewal process to guide the College in areas of employment opportunities for graduates and modifications to program content/delivery to meet future requirements in the workplace.

4. A PAC’s advice will normally advance through the appropriate co-governing bodies within legislated requirements of the College & Institute Act. In addition, the Vice President, Academic & Student Services will prepare a summative report on an annual basis for the President, Board of Governors and Education Council.

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

RELATED POLICIES
College Policies:
C.3.2 Program Review and Renewal

Legislation:
College and Institute Act, section 23(1)(l)

RELATED PROCEDURES
Refer to Program Advisory Committee Procedures, C.3.1
Policy No. C.3.1
Title Program Advisory Committee Procedures
Approving Jurisdiction Board
Policy Sponsor President
Last Revised/Replaces May 29, 2013
Effective Date May 29, 2013
Signed by

Mar 24, 2015

DEFINITIONS

Program: For the purpose of this Policy and Procedures, “program” includes any course of studies that leads to a VCC credential or “program cluster” as determined by the College or area of study for which a Program Advisory Committee is deemed to be appropriate.

PROCEDURES

The Procedures that follow have been organized under the following headings: Program Areas; Identification of Members; Appointment of Members; Terms of Reference (Committee and Chair); Conduct of Meetings; Role of College Employees; Board and College Liaison and Communication; Miscellaneous.

PROGRAM AREAS

1. It is expected that most “programs” will have a Program Advisory Committee (PAC).

2. The Dean in consultation with the Department can put forward a recommendation to the Vice President Academic to consider a cluster of programs in order to manage internal resources and PAC member availability effectively.

IDENTIFICATION OF MEMBERS

3. PAC composition will be decided by the Dean and Department taking into consideration size of the program and possibility of clustering like program areas.
4. Potential members are identified through consultation with a variety of groups. Members appointed will represent a broad and balanced range of constituencies served by the program, such as the employment community, current practitioners, alumni who have worked in the industry for several years, professionals in regulatory bodies, and possibly a student currently enrolled in the program. Names of potential members should be forwarded to the Dean of the relevant program(s).

5. Deans will, within a reasonable time period, make an initial, formal contact with each nominee to solicit their interest and agreement to let their name stand prior to submitting their recommendation to the Vice President Academic.

APPONITMENT OF MEMBERS

6. A PAC New Member Appointment Form must be completed and signed by the Dean, in consultation with the Department Leader/Program Head, and be accompanied by a brief background of the candidate. The signed form should be forwarded to the VP Academic for review and approval. The form will be forwarded to the Vice President Academic who will send an official letter of appointment to the new PAC member.

7. If the Vice President approves the nomination, a letter of appointment will be signed by the Vice President and forwarded to the nominee. If the Vice President rejects the nomination, the applicant will be informed of the decision and rationale.

8. Where possible, appointments are made for a three year period, which may be renewed for a second term. Terms should be staggered whenever possible to provide continuity. Appointments extending beyond 2 terms (6 years) will be considered by the Vice President Academic based on their individual merits.

9. The Vice President Academic office will maintain a master list of PACs including membership, affiliation, and term of office.

TERMS OF REFERENCE (COMMITTEE AND CHAIR)

10. Program Advisory Committees provide strategic advice to the program(s) they represent in several important ways:

   a. Provide advice to the program(s) for which they have been appointed including the following:
      - Ensuring a flow of well-trained and educated graduates into the community
      - Standards for programs and services
      - The knowledge base and competencies expected of program graduates including new technological advances
      - Requirements for work experience, co-operative or other types of experiential learning
      - Trends in the requirements of the sector including knowledge and practical skills
      - Emerging labour market trends
      - Ways to raise public awareness of the program and ways in which the program
and its graduates can enhance their impact on the sector

b. Act as community ambassadors for the College and the programs they represent by promoting interest in the College and raising the profile of its programs and services

11. The PAC Chair is elected from among the appointed members of the PAC and will normally serve for a period of two years. The Chair will perform the following functions:

a. Chair the meetings and ensure that meetings are conducted in an orderly and business-like fashion (refer to Appendix F – suggested role of chair);
b. Ensure that the PAC evaluates its own performance at least once every two years;
c. In collaboration with the Deans, prepare a brief report for the Vice President Academic outlining the activities of the PAC and the status of the issues raised within each PAC;
d. Represent the PAC in presentations to the Board.

12. PAC members who exhibit a pattern of lack of attendance or lack of contribution to PAC deliberations may be replaced by another candidate. Removal of a PAC member will be initiated by the Vice President Academic.

13. The Dean in consultation with the Department Leader and Chair of the PAC, will perform the following functions:
   a. Ensure PAC meeting is scheduled at least once each year, agendas are prepared, notice of meetings are served and agenda material is distributed;
b. Ensure that minutes are prepared and distributed promptly and that action items are followed up;

CONDUCT OF MEETINGS

14. Each PAC will meet a minimum once a year with the option for additional meetings when the need arises.

15. A notice of meeting and agenda will be distributed to PAC members at least two weeks prior to the date of the meeting.

16. The Chair will preside over all meetings; in their absence, an acting chair will be identified by PAC members.

17. A quorum will consist of 50% of appointed members.
18. In the event of a dispute about the conduct of the meeting, Roberts’ Rules of Order will take precedence.

19. Refreshments funded out of the Dean's budget will be provided at PAC meetings. A light meal may be provided if the meeting is scheduled during meal time hours.

ROLE OF COLLEGE EMPLOYEES

20. College employees cannot be members of the PAC and do not have a vote, but attend PAC meetings as a resource.

21. The Dean of the relevant program(s) is expected to provide support and assistance to the PACs as follows:
   - Identify potential PAC members
   - Orient newly-appointed members (see orientation package)
   - Liaise with the PAC Chair to identify issues, develop agendas
   - Ensure administrative support is provided to call meetings, circulate agendas and related materials, arrange for presentations, ensure that minutes are taken
   - Prepare reports and presentations that address agenda items
   - Provide updates regarding major College strategies and issues as well as issues that may impact on the program and its students and graduates
   - Identify ways to recognize PAC members and their contribution to the program and College
   - Ensure that PAC members are informed about the disposition of issues raised within PAC meetings.

22. Department Leaders in consultation with the department will identify potential members to the Dean; communicate information arising from PAC meetings to the department; work with the PAC Chair and Dean on action items.

BOARD AND COLLEGE LIAISON AND COMMUNICATION

23. The Board may arrange a meeting periodically, between the Board and PAC Chairs to solicit feedback on sector issues and to share information about developments at the College.

24. In order to engage PAC members with the College, PAC members will be provided with regular updates on events and developments at the College; PAC members may also be invited to participate in select College events.

25. The College will develop various ways to provide recognition of PAC member contributions to the College; for example, a College pin identifying their role.

26. The Vice-President Academic, Students and Research will prepare on an annual basis a summary report regarding the activities of the College’s PACs with particular reference to any substantive issues raised, recommendations arising from such discussions and action items arising from recommendations for the President, the Board and Education Council.
MISCELLANEOUS

27. Parking costs will be reimbursed upon presentation of PAC member receipts to the Dean of the program area.

Forms Associated with this Procedure
- Appendix A - Welcome Guide includes sample agenda, notes, Frequently Asked Questions
- Appendix B - PAC – one page overview
- Appendix C - New Member Appointment Form
- Appendix D - Evaluation of PAC Performance Template
- Appendix E – Sample PAC Annual Report
- Appendix F – Suggested role of PAC Chair

RELATED POLICY
Refer to Program Advisory Committee Policy C.3.1
APPENDIX A

WELCOME TO PROGRAM ADVISORY COMMITTEES AT VCC

A Short Introductory Guide

February 2015
MESSAGE FROM VICE PRESIDENT ACADEMIC

For 50 years Vancouver Community College (VCC) has been helping students gain the skills and knowledge they need to make a difference in the world. We’re a key player in helping some of B.C.’s most important sectors meet their needs for highly skilled staff; our graduate placement rates are among the highest in the province.

VCC’s community and industry partnerships are unique and defining characteristics of the College. We foster partnerships that enable us to make meaningful contributions to our partners, and provide opportunities for students to engage in valuable learning experiences that will enrich the community. Our programs and activities often extend well beyond the classroom and we are committed to continuing to develop mutually beneficial, lasting relationships with industry leaders.

Program Advisory Committees (PACs) are essential to maintaining our competitive advantage and enriching our students’ learning experience. Your contributions as a PAC member help us to ensure our programs are high-quality, relevant, and responsive and that we are equipping students with the skills they need to succeed in the global marketplace.

The knowledge, time, and unique perspective you bring to VCC as a PAC member will have a real, lasting impact to the College, and I’d like to thank you for your commitment to VCC students, and instructors. On behalf of VCC’s Board of Governors and President Peter Nunoda, welcome to VCC!

Judith McGillivray
Interim Vice President Academic
Welcome to Program Advisory Committees at VCC

**WHAT YOU’LL FIND IN THIS INTRODUCTORY GUIDE:**

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**Table of Contents**

I. WHY PACs MATTER: AN INTRODUCTION ................................................................................................................. 4
II. AKING THE MOST OF YOUR PAC EXPERIENCE ........................................................................................................ 6
III. PAC WRAP-UP/THANK YOU ........................................................................................................................................ 7
IV. APPENDICES ................................................................................................................................................................. 8
APPENDIX A: FREQUENTLY ASKED QUESTIONS (FAQs) ABOUT PACs ................................................................. 9
APPENDIX B: SAMPLE PAC MEETING AGENDA/MINUTES ............................................................................................. 10
APPENDIX C: PROGRAM ADVISORY COMMITTEE POLICY ............................................................................................. 11
APPENDIX D: PROGRAM ADVISORY COMMITTEE PROCEDURES .............................................................................. 12
I. WHY PACs MATTER: AN INTRODUCTION

PACs play an essential role in maintaining an effective dialogue with the College’s industry and community partners — part of VCC’s ongoing efforts to continually further the quality of the learning experience for students and instructors alike, ensuring its programs and courses are current, relevant, competitive and forward-looking.

PAC members act as ambassadors, both for the College and the program/s they are affiliated with through their PAC membership.

The contributions of each PAC as a whole coupled with the valuable individual contributions of its members support and promote the College’s four strategic themes, outlined in The VCC Strategic Plan 2011–2014:

- Student Access and Success
- Operational Excellence
- Partnerships and Collaboration
- Building Our Brand

By tapping into the latest industry and community feedback, VCC can further build on its strengths while responding to the changing needs of learners, changing demographics and an evolving economy, delivering the inspired programs and courses for which the College is well-known.

Under the terms of the College & Institute Act section 23 (i)(k) of the Province of British Columbia, Program Advisory Committees (PACs) are an integral part of the college system.

VCC recognizes the need for a regular and timely exchange of information between our external and internal communities. PACs play an essential role in meeting this objective by offering a forum for this exchange.
Welcome to Program Advisory Committees at VCC

PACs provides guidance on overall trends that may affect the curriculum for a particular program or course and, ultimately, the employability of VCC graduates in the labour market.

This could include an understanding of the skills and abilities employers and community are likely to require in the future, the potential effects of technological change, changes to methodologies used by employers, and advocacy on issues affecting the College and its mandate.

PACs provide a strong connection to the employment and community sector each program serves.

PACs ensure VCC's programs and courses are current, relevant, competitive and forward-looking by including ongoing and active employer involvement — in other words, by engaging industry and other communities served by VCC.

Each PAC consists of a group drawn from representative stakeholder groups. PAC members represent a broad and balanced range of constituencies served by the program and, within those constituencies, a mix of: senior managers; managers directly responsible (potentially) for hiring program graduates; representatives from regulatory bodies and associations; at least one program graduate; and where possible a student currently enrolled in the program.
II. MAKING THE MOST OF YOUR PAC EXPERIENCE

Ultimately the success of each PAC depends on the contributions of its members and the perspectives they bring to each meeting. This feedback has a concrete impact on VCC’s programs and students and in shaping learning outcomes.

Industry and community feedback and perspective is vital in ensuring VCC’s programs and courses remain current, relevant, competitive and forward-looking

PAC committee member feedback ensures VCC’s students are following the latest industry standards and that VCC’s graduates are well-positioned to enter the workforce and immediately begin making meaningful contributions to their respective industries

PAC members contribute to:

- determining and evaluating program needs;
- defining relevant program objectives;
- raising the College’s public profile;
- helping place graduates within the industry and in meaningful work experiences when feasible;
- identifying opportunities for bursaries and scholarships; and,
- securing community support for the program.

The valuable, real-world perspective PAC members offer adds depth that greatly helps in framing the overall learning and teaching experience at VCC
III. PAC WRAP-UP/THANK YOU

Founded in 1965, VCC is one of the largest and oldest community colleges in British Columbia. Over these many years, the College has played a vital role in education, training and skills development in Vancouver and the Lower Mainland.

Today, as a leading post-secondary educational institution in and beyond British Columbia, VCC offers more than 140 certificates, diplomas and bachelors’ degrees to a diverse mix of domestic and international students, training and preparing students in a variety of career disciplines including:

- Hospitality and Applied Business
- Health Sciences
- Trades
- Access
- Music, Dance & Design
- Instructor Education

As a PAC member, you make a real difference in shaping the teaching and learning experience at VCC, for both students and instructors alike. At the same time, you’re helping ensure VCC’s graduates are ideally prepared to take that first step into the workforce after they graduate, so they can immediately begin making a contribution to the labour market with knowledge that’s based on the latest industry perspective.

The VCC Board of Governors and the College community greatly appreciate the knowledge, time and perspective you have contributed as a PAC member, and your willingness to play an important role in shaping the overall educational journey for VCC’s students, graduates and instructors.

Thank you!

Should you have any PAC-related questions, kindly contact your PAC Chair
Welcome to Program Advisory Committees at VCC

IV. APPENDICES

Appendix A: Frequently Asked Questions (FAQs) about PACs

Appendix B: Sample PAC Meeting Agenda/Notes

Appendix C: Program Advisory Committee Policy (C.3.1)

Appendix D: Program Advisory Committee Procedures (C.3.1)
APPENDIX A: FREQUENTLY ASKED QUESTIONS (FAQs) ABOUT PACs

Briefly, what’s the purpose of a Program Advisory Committee (PAC)?
To make learning that takes place at VCC relevant to industry so VCC grads can seamlessly transition to the workplace after leaving VCC, bringing with them the necessary knowledge and skills.

How does the feedback from PACs influence the programs and courses VCC offers?
A yearly report outlining the activities of each PAC is prepared by each PAC Chair in consultation with the Dean, to the Vice-President Academic and Student Services. A summary report is then prepared for the President, Board of Governors and Education Council.

How often do PACs meet?
PACs meet a minimum once yearly. To ensure PAC recommendations can be adequately addressed, it is recommended each committee meet in a timely fashion and as often as deemed needed to address follow up on recommendations made on substantive issues.

How long does a PAC committee member serve?
PAC members normally serve for one three-year period, which may be renewed for an additional three years. Appointments extending beyond two terms (6 years) will be considered by the Vice President Academic based on their individual merits. PAC Chairs are elected from among appointed PAC members and serve for two years.

Why is there limited participation by VCC faculty / CS instructors on PACs?
PACs are designed to provide the VCC Board of Governors with direct, industry-related feedback. Faculty/ CS Instructors primarily receive information and contribute to discussion around curricular matters through their Department Leaders/ Program Coordinators.

How do PACs influence policy or decision-making?
PACs provide essential industry-related feedback that informs decision-making and actions by the College or the VCC Board of Governors. The primary function of PACs is to provide advice on curricular matters that can, in turn, better inform the overall teaching and learning experience at VCC shaping the programs and courses offered by the College to ensure they are current, relevant, competitive and forward-looking.
APPENDIX B: SAMPLE PAC MEETING AGENDA/MINUTES

Suggested Agenda items to be reviewed at PAC meetings:

- Industry scan
- Program objectives
- Program learning outcomes
- Curriculum content and scope
- Learning resources
- Adequacy/appropriateness of instruction delivery, facility, equipment

Minutes of meetings should usually include:

- Names, titles and affiliations of those attending the meeting
- The date and place the meeting was held
- Information in the same order that it appears on the meeting Agenda
- Recommendations arising from discussion
- Action items arising from recommendations including a note of who is responsible for taking action
- Next meeting date
APPENDIX C: PROGRAM ADVISORY COMMITTEE POLICY

Replace with revised policy
APPENDIX D: PROGRAM ADVISORY COMMITTEE PROCEDURES

Replace with revised procedures
APPENDIX B

PROGRAM ADVISORY COMMITTEE

[INSERT NAME OF PROGRAM HERE]

Overview

This PAC advises on curricular matters pertaining to [INSERT NAME OF PROGRAM HERE].

Mandate


Terms of Reference

This PAC is governed by VCC’s Program Advisory Committee policy and procedures C.3.1. Program Advisory Committees provide strategic advice to the program(s) they represent and to the Board and fulfill their role in several important ways:

- Provide advice to the program(s) for which they have been appointed including the following:
  - Ensuring a flow of well-trained and educated graduates into the community
  - Standards for programs and services
  - The knowledge base and competencies expected of program graduates including new technological advances
  - Requirements for work experience, co-operative or other types of experiential learning
  - Trends in the requirements of the sector including knowledge and practical skills
  - Emerging labour market trends
  - Ways to raise public awareness of the program and ways in which the program and its graduates can enhance their impact on the sector
- Act as community ambassadors for the College and the programs they represent by promoting interest in the College and raising the profile of its programs and services

Membership

PAC composition will be decided by the Dean and Department taking into consideration size of the program and possibility of clustering like program areas.

Reappointment

Members of this Program Advisory Committee are appointed for a period of three years. Committee membership can be renewed for a second three-year period.
Meeting Frequency

Meetings are to take place a minimum once a year with the option for additional meetings when the need arises.

Time Commitment

Program Advisory Committee meetings average between 60 and 120 minutes.

Minutes & Agendas

An agenda and minutes from the previous meeting will be sent to all PAC members at least two weeks in advance of the next meeting of the Program Advisory Committee. Copies of minutes and agendas from previous meetings can be obtained from the PAC Chair.
APPENDIX C

PROGRAM ADVISORY COMMITTEE
NEW MEMBER APPOINTMENT FORM
THIS DOCUMENT CONSISTS OF TWO PAGES

<table>
<thead>
<tr>
<th>SCHOOL:</th>
<th>[INSERT NAME OF SCHOOL HERE]</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAM:</td>
<td>[INSERT NAME OF PROGRAM]</td>
</tr>
<tr>
<td>DATE:</td>
<td>[ADD DATE, EXAMPLE: OCTOBER 24, 2012]</td>
</tr>
</tbody>
</table>

NOMINATION FOR CONSIDERATION BY THE VICE PRESIDENT ACADEMIC AND STUDENT SERVICES

| NAME: | [INSERT CANDIDATE NAME] |
| COMPANY: | [INSERT NAME OF COMPANY] |
| TITLE/ROLE: | [INSERT JOB TITLE OR ORGANIZATIONAL ROLE] |
| PREVIOUS VCC AFFILIATION? | [DOES THE CANDIDATE HAVE ANY PREVIOUS AFFILIATION WITH VCC? Y/N. IF YES, PLEASE INDICATE.] |

NEW MEMBER BACKGROUND:

[INSERT A BRIEF BACKGROUND OF THE MEMBER]
### REASON FOR CANDIDATE RECOMMENDATION:

- Committee member REPLACEMENT [ ]
- EXPERTISE [ ]
- Strengthening PAC PROFILE [ ]
- OTHER [SPECIFY HERE] [ ]

### RECOMMENDATION FORWARDED BY:

<table>
<thead>
<tr>
<th>INSTRUCTOR:</th>
<th>DATE:</th>
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</thead>
<tbody>
<tr>
<td>DEPARTMENT LEADER:</td>
<td>DATE:</td>
</tr>
<tr>
<td>DEAN:</td>
<td>DATE:</td>
</tr>
<tr>
<td>VICE PRESIDENT, EDUCATION AND STUDENT SERVICES</td>
<td>DATE:</td>
</tr>
</tbody>
</table>

### NOTES:


# Appendix D

**Program Advisory Committee (PAC) Performance Evaluation**

<table>
<thead>
<tr>
<th>PROGRAM ADVISORY COMMITTEE INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>School:</td>
</tr>
</tbody>
</table>

## Review Guidelines

Complete this review, using the following scale:

- **NA** = Not Applicable
- **1** = Unsatisfactory
- **2** = Meets Requirements
- **3** = Exceeds Requirements

## Evaluation

<table>
<thead>
<tr>
<th>NA</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance of the PAC indicates a clear understanding of VCC’s vision, mission and values</td>
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<td></td>
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<tr>
<td>The PAC sets annual objectives and goals that further the mid and long term directions of VCC’s Strategic Plan and Education Plan</td>
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<tr>
<td>Appointed PAC members represent a broad and balanced range of constituencies served by the program</td>
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<tr>
<td>The PAC provides strategic advise to the program(s) they represent</td>
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<tr>
<td>The PAC acts as community ambassadors for VCC and promotes interest in VCC’s programs and services</td>
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<tr>
<td>PAC meetings are run efficiently; agenda and minutes are distributed at least two weeks prior to the meeting date</td>
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<tr>
<td>PAC meetings are effective, with decisions made, goals met, actions taken and/or delegated to Committees or staff</td>
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<tr>
<td>PAC Chairs have an opportunity, at least once each year, to meet with the Board to provide feedback</td>
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<tr>
<td>PAC members receive regular updates on events and developments at the College</td>
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<tr>
<td>Annual reports are provided to the Board through the Dean of the program</td>
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</tbody>
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# APPENDIX E

## PROGRAM ADVISORY COMMITTEE

### ANNUAL REPORT FOR THE ACADEMIC YEAR [INSERT YEAR HERE]

Instructions: Table to be completed and signed by PAC Chair and submitted to [INSERT NAME OF PERSON TO WRITE/SUBMIT DOCUMENT HERE]

<table>
<thead>
<tr>
<th>School/course</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of committee chairperson</td>
<td></td>
</tr>
<tr>
<td>Number of meetings held and meeting dates</td>
<td></td>
</tr>
<tr>
<td>Membership (include names, titles, and organization)</td>
<td></td>
</tr>
<tr>
<td><strong>Overall attendance on a scale of 1 to 10</strong> (with 10 being 90% or greater attendance generally across all meetings, 5 being about 50% attendance, and 1 being less than 25% attendance)</td>
<td></td>
</tr>
<tr>
<td>Top 5 agenda discussions summarized here in 250 words or less in paragraph form</td>
<td></td>
</tr>
<tr>
<td>Key recommendations made during the academic year, summarized here in 250 words or less in paragraph form</td>
<td></td>
</tr>
<tr>
<td>Assessment of efficacy of PAC on a scale of 1 to 10 (with 10 being highly effective and 1 being nominally effective)</td>
<td></td>
</tr>
<tr>
<td>Other business or items to note here</td>
<td></td>
</tr>
</tbody>
</table>
Appendix F - Suggested Role of the PAC Chair

- The chair opens the meeting by welcoming members and guests, round of introductions are helpful.
- The chair asks the committee if there are any additions to the agenda; the agenda is subsequently adopted.
- The chair reviews past minutes with the committee, action items are addressed and any changes to the minutes are recorded. The minutes are approved with any amendments.
- The chair walks the committee through each agenda item.
- The chair controls the meeting.
- All remarks are addressed through the chair.
- Members do not interrupt each other.
- In situations where the committee needs to adopt a formal motion, the chair will state the motion and members take a vote.
- The majority wins the vote.
- All members accept the majority decision.
- The minutes will record the formal motion.
- In very formal meetings, the Roberts Rule of Order will apply.

When discussion is underway, it is the chairperson’s responsibility to ensure that it continues to flow smoothly by involving all members present and by not permitting one or two people to dominate the meeting. During the discussion the chairperson might need to:

- Refocus discussion that has wandered off the point.
- Conclude one point and lead into the next.
- Highlight important points.
- Assist the secretary/recorder if necessary.
- Clarify any misunderstanding.
- Ensure the meeting runs to time

At the end of a meeting, the chairperson should remind members what they have achieved and thank them for their contributions. Finally, the time and date of the next meeting should be arranged.
PREPARED FOR: Education Council

ISSUE: Changes to the University Transfer Computing Science and Software Systems Certificate

BACKGROUND:
Andy Sellwood presented this proposal. The proposal contains changes to the language regarding the "assured admissions" pathway to SFU. Eight pre-existing VCC courses have been added to the program as electives in order to present two possible options for students to transfer to UBC in addition to the transfer pathway to SFU. A program map has also been added to the PCG. A change to the English language admission requirement language was also proposed. The course outlines for the additional courses had to be altered to contain program learning outcomes.

DISCUSSION:
The committee raised some concerns regarding the rationale for the new rigour in the language for assured admission to SFU. Andy Sellwood stated this proposal is a response to new requirements from SFU regarding assured admission. A discussion took place regarding the language change for “English 12 with a C+ and English Language Proficiency” to “C+ or...”. Some on the committee felt that the “and” was correct. Andy Sellwod stated the level of English Language Proficiency had not been an issue with students in the program to leave the proposal as presented in that regard pending work being done on the English Language Proficiency requirements. It was also requested the Course description for BIOL 1100 contain the statement regarding desequencing BIOL 1100 and 1200 that is now in the BIOL 1200 course outline.

RECOMMENDATION:
Curriculum Committee recommends Education Council approve changes to the UT Computing Science and Software Systems Certificate.

Prepared by:
David Branter
Chair, Curriculum Committee
First-year University Transfer
Computing Science and Software
Systems Certificate

Program Content Guide

Effective Date: January 2016
Purpose

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

- increase readiness for degree-level study
- gain advanced standing into specified university programs through signed articulation (transfer) agreements
- gain transfer credits to the SFU Computing Science and Software Systems degree programs or others as follows:

Option A: (SFU Computing Science and Software Systems transfer)

Assured SFU Computing Science and Software Systems Degree 2nd year Admission Pathway

Assured admission under this pathway requires completion of the VCC Computer Science and Software Systems Certificate. Students must have an overall average GPA of 2.75 on the courses required for the pathway which are listed below (calculated based on the best attempt for each course) and an overall average of 2.75 (again, calculated based on the best attempt for each course) on all work combined in order to be considered for the 'assured admission' pathway. Students who have been previously required to withdraw from another institution would be considered ineligible for the 'assured admission' pathway as would students who were formerly in a Computing, Engineering or Mechatronics program at SFU.

The following courses must be completed as part of this pathway: CMPT 1010, CMPT 1020, MATH 1100, MATH 1120, MATH 1200, MATH 1221, SCIE 1100, SCIE 1110, and two of the following electives; SOCI 1100, SOCI 1200 ECON 1100, ECON 1200, PSYC 1100 or PSYC 1200.

Of these courses, the following core courses must be taken at VCC: SCIE 1110, SCIE 1100, CMPT 1010 and CMPT 1020. Other (non-core) courses in the certificate that are taken at post-secondary institutions other than VCC may be used towards completion of the VCC/SFU Computing pathway, providing that they transfer independently to SFU and receive the same credit at SFU as does the VCC pathway course. All credits must be obtained within sixteen months.

Competitive Computing Science and Software Systems Degree 2nd year Admission Pathway

VCC students who do not meet the assured admission pathway criteria will be considered for entry to the SFU Computing Science and Software Systems program using the existing
college transfer criteria for admission (presently 24 credits of transferable work plus meeting the GPA set for that term of admission). For competitive admission into 2nd year of the SFU Computing Science and Software System Degree students must have one mathematics course chosen from MATH 1120, MATH 1100, MATH 1200 and MATH 1221; one computing course chosen from CMPT 1010 and CMPT 1020; one additional mathematics or computing science course chosen from the above lists.

Applicants from both pathways must meet the general SFU English language and quantitative admission requirements.

**Option B: (UBC BSc in Computer Science transfer)**

No assured admission agreement is in place with UBC. To attempt admission into the 2nd year of the BSc in Computer Science at UBC it is recommended that students complete the following courses: CMPT 1010, CMPT 1020, MATH 1100, MATH 1120, MATH 1200, and MATH 1221. In addition, it is recommended that students take:

- One science elective chosen from PHYS 1100, BIOL 1100, or CHEM 1121.
- One additional elective chosen from PHYS 1100, PHYS 1200, BIOL 1100, BIOL 1200, CHEM 1121, CHEM 1223, ENGL 1100, SOCI 1100, SOCI 1200, ECON 1100, ECON 1200, PSYC 1100 or PSYC 1200.

**Option C: (UBC BA in Computer Science transfer)**

No assured admission agreement is in place with UBC. To attempt admission into the 2nd year of the BA in Computer Science at UBC it is recommended that students complete the following courses: CMPT 1010, CMPT 1020, MATH 1100, MATH 1120, MATH 1200, and MATH 1221. In addition, it is recommended that students take:

- Three elective courses chosen from ENGL 1100, SOCI 1100, SOCI 1200, ECON 1100, ECON 1200, PSYC 1100 or PSYC 1200.

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

**Program Learning Outcomes**

Graduates of the University Transfer Computing Science and Software Systems Certificate will be able to:

1. Incorporate critical thinking into theoretical reasoning and decision making.
2. Work collaboratively in computing laboratory activities.
3. Utilize information literacy abilities to determine the nature and extent of information required.
4. Develop appropriate presentation styles to produce clear and accurate written, verbal, and visual communication for clients and other professionals.
5. Utilize accepted research process and abilities in all professional enquiries, communications, and scholarship.
6. Apply scientific and quantitative methodology as well as analytical skills
7. Apply problem-solving in math and computer programming.

Instructional Activities, Design and Delivery Mode
The courses are delivered using a variety of instructional strategies, resources and activities including lectures, demonstrations, guest speakers, case studies, and applied computing experiences.

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

The maximum allowable time for students to complete the program is three years.

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

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

Successful completion of a minimum of 30 credits of university transfer articulated first year courses as per the British Columbia Council on Admission and Transfer Guide (BCCAT) is required for completion of the certificate.

Credential
VCC University Transfer First Year Computing Science and Software Systems Certificate

Admission Requirements
All students must meet the general college entrance requirements.
- Grade 12 graduation or equivalent.
- English 12 with a ‘C+’ or greater, or equivalent English Language Proficiency (http://www.vcc.ca/applying/registration-services/english-language-proficiency-requirements/)
- Precalculus 12 with a B or:
  - VCC Math 0983/0993 with a B, or
o VCC Math 1020 with a C, or,
o VCC Math Precalculus Assessment Test (MPT) with a 72%.
  • One of the following:
    o Physics 12 with a C+, or VCC Physics 0983/0993, or equivalent, or
    o Chemistry 12 with a C+, or VCC Chemistry 0983/0993, or equivalent, or
    o Biology 12 with a C+, or VCC Biology 0983/0993, or equivalent

Prior Learning Assessment & Recognition (PLAR)
None.

Recommended Characteristics of Students
  • Motivated and disciplined.
  • Possess analytical and critical thinking skills.
  • Some word processing experience.
Course Credits (Option A)

Successful completion of a minimum of 30 credits of university transfer articulated first year courses as per the British Columbia Council on Admission and Transfer Guide (BCCAT) is required for completion of the certificate. Credit distribution in the following courses is required:

<table>
<thead>
<tr>
<th>Term One</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course #</strong></td>
<td><strong>Course Name</strong></td>
</tr>
<tr>
<td>MATH 1100</td>
<td>Calculus 1</td>
</tr>
<tr>
<td>MATH 1120</td>
<td>Discrete Mathematics</td>
</tr>
<tr>
<td>SCIE 1110</td>
<td>Professional Communication</td>
</tr>
<tr>
<td>CMPT 1010</td>
<td>Introduction to Computer Programming 1</td>
</tr>
<tr>
<td>SCIE 1100</td>
<td>Engineering, Technology and Society</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term Two</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1200</td>
<td>Calculus 2</td>
</tr>
<tr>
<td>CMPT 1020</td>
<td>Introduction to Computer Programming 2</td>
</tr>
<tr>
<td>MATH 1221</td>
<td>Applied Linear Algebra</td>
</tr>
</tbody>
</table>

Electives (2)  Sociology 1: Intro Sociology, or Sociology 2: Canadian Society, or Psychology 1, or Psychology 2, or Microeconomics, or Macroeconomics 6.0

Program Total Credits: 30.0
Course Credits (Option B)

Successful completion of a minimum of 25 credits of university transfer articulated first year courses as per the British Columbia Council on Admission and Transfer Guide (BCCAT) is required for completion of the certificate. Credit distribution in the following courses is required:

**Term One**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1100</td>
<td>Calculus 1</td>
<td>3.0</td>
</tr>
<tr>
<td>MATH 1120</td>
<td>Discrete Mathematics</td>
<td>3.0</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>Physics 1, Chemistry 1, or Biology 1</td>
<td>4.0</td>
</tr>
<tr>
<td>CMPT 1010</td>
<td>Introduction to Computer Programming 1</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Term Two**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1200</td>
<td>Calculus 2</td>
<td>3.0</td>
</tr>
<tr>
<td>CMPT 1020</td>
<td>Introduction to Computer Programming 2</td>
<td>3.0</td>
</tr>
<tr>
<td>MATH 1221</td>
<td>Applied Linear Algebra</td>
<td>3.0</td>
</tr>
<tr>
<td>Elective</td>
<td>Physics 2, or Chemistry 2, or Biology 2, or</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>University Transfer English 1, or Sociology 1:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Intro Sociology, or Sociology 2: Canadian</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Society, or Psychology 1, or Psychology 2 or</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Microeconomics, or Macroeconomics</td>
<td></td>
</tr>
</tbody>
</table>

**Program Total Credits:** 25.0
Course Credits (Option C)

Successful completion of a minimum of 27 credits of university transfer articulated first year courses as per the British Columbia Council on Admission and Transfer Guide (BCCAT) is required for completion of the certificate. Credit distribution in the following courses is required:

**Term One**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1100</td>
<td>Calculus 1</td>
<td>3.0</td>
</tr>
<tr>
<td>MATH 1120</td>
<td>Discrete Mathematics</td>
<td>3.0</td>
</tr>
<tr>
<td>CMPT 1010</td>
<td>Introduction to Computer Programming 1</td>
<td>3.0</td>
</tr>
<tr>
<td>Elective</td>
<td>University Transfer English 1, or Sociology 1: Intro Sociology, or Sociology 2: Canadian Society, or Psychology 1, or Psychology 2, or Microeconomics, or Macroeconomics</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Term Two**

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 1200</td>
<td>Calculus 2</td>
<td>3.0</td>
</tr>
<tr>
<td>CMPT 1020</td>
<td>Introduction to Computer Programming 2</td>
<td>3.0</td>
</tr>
<tr>
<td>MATH 1221</td>
<td>Applied Linear Algebra</td>
<td>3.0</td>
</tr>
<tr>
<td>Electives (2)</td>
<td>University Transfer English 1, or Sociology 1: Intro Sociology, or Sociology 2: Canadian Society, or Psychology 1, or Psychology 2, or Microeconomics, or Macroeconomics</td>
<td>6.0</td>
</tr>
</tbody>
</table>

**Program Total Credits:** 27.0
**Course Descriptions (Option A)**

**TERM ONE**

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

**MATH 1120  Discrete Mathematics**
This course introduces students to mathematical logic, mathematical induction, relations and functions, basic counting techniques, probability, graphs and trees, with an emphasis on applications in computer science.

**SCIE 1100  Engineering Technology and Society**
This course introduces students to the practice of engineering, surveying its history and its current state. The social and political aspects of engineering decisions will be illustrated by a number of case studies. The course also includes examples related to the field of computer science.

**SCIE 1110  Professional Communication**
This course introduces students to the principles of effective communication with special emphasis on the writing process, informative and persuasive writing, research papers, oral presentations, and resumes and cover letters. In conjunction with SCIE 1100, the course also explores current social and ethical issues in engineering and computer science.

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

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

PSYC 1100  Psychology 1  3.0
This course introduces students to the discipline of psychology and provides an overview of the major areas and perspectives in the field. It is an overview of the history, systems and theories, research methods, evolution and genes, the brain and nervous system, body rhythms and states of consciousness, sensation and perception, learning theory, and behaviour.

CMPT 1020  Introduction to Computer Programming 2  3.0
This course builds upon the foundation set in CMPT 1010 using a systems-oriented language such as C or C++. Topics include a review of the basic elements of programming; introduction to object-oriented programming (OOP); techniques for designing and testing programs; use and implementation of elementary data structures and algorithms; introduction to embedded systems programming.

MATH 1221  Applied Linear Algebra  3.0
This course introduces students to linear equations, matrices, determinants, vector spaces and linear transformations and bases. The course also includes complex numbers, eigenvalues and eigenvectors; diagonalization as well as inner products and orthogonality; least squares problems. Applications involving matrix and vector calculations are emphasized.

ECON 1100  Microeconomics  3.0
This course is an introduction to the principles and tools of microeconomic analysis. Microeconomics provides students with the analytical perspective to think critically about how individuals and firms make economic decisions in a world of scarce resources. Students learn to apply basic principles of microeconomics to one’s day-to-day decision making. This course in economics is designed to give students a working knowledge of the subject and to increase their understanding of the market economy, as well as their individual role within this system.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 1200</td>
<td>Macroeconomics</td>
<td>3.0</td>
</tr>
<tr>
<td>SOCI 1100</td>
<td>Sociology 1: Intro Sociology</td>
<td>3.0</td>
</tr>
<tr>
<td>SOCI 1200</td>
<td>Sociology 2: Canadian Society</td>
<td>3.0</td>
</tr>
<tr>
<td>PSYC 1200</td>
<td>Psychology 2</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**ECON 1200 Macroeconomics**
Macroeconomics is a branch of economics that aims to explain the functioning of the national economy as a whole. Macroeconomics looks at the behavior of a nation's economic aggregates, whereas microeconomics studies decisions made by individual consumers and business firms. Microeconomics and Macroeconomics can be taken concurrently or in any order.

**SOCI 1100 Sociology 1: Intro Sociology**
Sociology 1 (SOCI 1100) - Introductory Sociology - This course introduces the discipline of sociology, its major social theories and research methods, to study social structure and social processes, with an emphasis on formal organizations, culture and identity, and social stratification. The main theories in sociology are employed to examine the following areas: socialization, organizations and bureaucracy, gender and sexuality, culture and mass media, deviance and crime, race and ethnicity, and social stratification and inequality in a Canadian and global context.

**SOCI 1200 Sociology 2: Canadian Society**
Sociology 2 (SOCI 1200) - Canadian Society - This course examines Canadian society, its social institutions and processes, in historical and global context, with a focus on social inequality, social change and current issues. The main sociological theories are employed to examine the following areas: economy and work, government and politics, First Nations and Aboriginal issues, Quebec society, family, health and medicine, religion, and social change, particularly social movements, technology, urbanization and the environment.

**PSYC 1200 Psychology 2**
This course covers the concepts of memory, thinking and intelligence, emotion, motivation, theories of personality, life span development, health, stress and coping, psychological disorders, and approaches to treatment and therapy.
Course Descriptions (Option B)

TERM ONE

BIOL 1100  Biology 1  3.0
This course is the first half of the majors course in general biology, from organisms through ecosystems. Lectures examine the history and diversity of life through explorations of ecology, evolution, structure and function relationships, development and genetics, with many examples from British Columbia. An integrated lab/lecture format allows efficient incorporation of concepts of anatomy, physiology, and development with investigative skills. Laboratory and field activities also examine local ecosystems and biota, and develop scientific practice.

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

MATH 1120  Discrete Mathematics  3.0
This course introduces students to mathematical logic, mathematical induction, relations and functions, basic counting techniques, probability, graphs and trees, with an emphasis on applications in computer science.

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

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

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

**TERM TWO**

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

**PSYC 1100 Psychology 1**
3.0
This course introduces students to the discipline of psychology and provides an overview of the major areas and perspectives in the field. It is an overview of the history, systems and theories, research methods, evolution and genes, the brain and nervous system, body rhythms and states of consciousness, sensation and perception, learning theory, and behaviour.

**CMPT 1020 Introduction to Computer Programming 2**
3.0
This course builds upon the foundation set in CMPT 1010 using a systems-oriented language such as C or C++. Topics include a review of the basic elements of programming; introduction to object-oriented programming (OOP); techniques for designing and testing programs; use and implementation of elementary data structures and algorithms; introduction to embedded systems programming.

**MATH 1221 Applied Linear Algebra**
3.0
This course introduces students to linear equations, matrices, determinants, vector spaces and linear transformations and bases. The course also includes complex numbers, eigenvalues and eigenvectors; diagonalization as well as inner products and
orthogonality; least squares problems. Applications involving matrix and vector calculations are emphasized.

**ECON 1100  Microeconomics**  
This course is an introduction to the principles and tools of microeconomic analysis. Microeconomics provides students with the analytical perspective to think critically about how individuals and firms make economic decisions in a world of scarce resources. Students learn to apply basic principles of microeconomics to one's day-to-day decision making. This course in economics is designed to give students a working knowledge of the subject and to increase their understanding of the market economy, as well as their individual role within this system.

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Sociology 1 (SOCI 1100) - Introductory Sociology - This course introduces the discipline of sociology, its major social theories and research methods, to study social structure and social processes, with an emphasis on formal organizations, culture and identity, and social stratification. The main theories in sociology are employed to examine the following areas: socialization, organizations and bureaucracy, gender and sexuality, culture and mass media, deviance and crime, race and ethnicity, and social stratification and inequality in a Canadian and global context.

**SOCI 1200  Sociology 2: Canadian Society**  
Sociology 2 (SOCI 1200) - Canadian Society - This course examines Canadian society, its social institutions and processes, in historical and global context, with a focus on social inequality, social change and current issues. The main sociological theories are employed to examine the following areas: economy and work, government and politics, First Nations and Aboriginal issues, Quebec society,
family, health and medicine, religion, and social change, particularly social movements, technology, urbanization and the environment.

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

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

**BIOL 1200**  
**Biology 2**  
Biology 1200 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.

**ENGL 1100**  
**University Transfer English 1**  
This one-term composition course introduces students to different models of essay writing. It also trains students in the mechanics of writing (grammar), analysis of short prose, and research skills (including MLA documentation).
PSYC 1200  Psychology 2
This course covers the concepts of memory, thinking and intelligence, emotion, motivation, theories of personality, life span development, health, stress and coping, psychological disorders, and approaches to treatment and therapy.
Course Descriptions (Option C)

TERM ONE

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

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## TERM TWO

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

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**ECON 1200 Macroeconomics**  

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Program Content Guide, 10 September 2015
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**SOCI 1200 Sociology 2: Canadian Society**
Sociology 2 (SOCI 1200) - Canadian Society - This course examines Canadian society, its social institutions and processes, in historical and global context, with a focus on social inequality, social change and current issues. The main sociological theories are employed to examine the following areas: economy and work, government and politics, First Nations and Aboriginal issues, Quebec society, family, health and medicine, religion, and social change, particularly social movements, technology, urbanization and the environment.
Transcript of Achievement

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

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

Letter Grades

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

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

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

3. Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.
Curriculum Control Sheet

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

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

Curriculum Developer: _Andy Sellwood__________
Title: _Dept Head, Science__________

School/Centre: ___Access__________________________
Department: ___Science__________________________

E-mail: __asellwood@vcc.ca__________________________
Phone/Ext.: ___7293__________________________

A) DOCUMENTATION (select all that apply)

☒ Program Content Guide
Program Name(s): _University Transfer Computing Science and Software Systems Certificate______

Anticipated Start Date: Effective date January 2016

☒ Course name and number: _Biology 1 (BIOL 1100)__________________________ Credits: __4.0____
*All new or revised course numbers must be validated in advance with the Registrar’s Office

Course name and number: _Biology 2 (BIOL 120______________________ Credits: __4.0____

Course name and number: _Chemistry 1 (CHEM 1121)______________________ Credits: __4.0____

Course name and number: _Chemistry 2 (CHEM 1223)______________________ Credits: __4.0____

Course name and number: _University Transfer English 1 (ENGL 1100)_______ Credits: __3.0____

Course name and number: _Physics 1 (PHYS 1100)_______________________ Credits: __4.0____

Course name and number: _Physics 2 (PHYS 1200)_______________________ Credits: __4.0____

Course name and number: _Psychology 2 (PSYC 1200)_______ Credits: __3.0____

(Add additional lines if required)

B) DEVELOPMENT TYPE (select all that apply)

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

- **☐ 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.

- **☐ Revision to Program Content Guide (PCG)**
  **Major Revision** (check all that apply):
  - Program/Credential
  - Program Purpose
  - Program Admission Requirements

- **☐ Revision to Course Outline(s)**
  **Minor Revision** (check all that apply):
  - Program/Course Description
  - Recommended Student Characteristics
  - Course Sequencing

- **☐ Revision to 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: ____________________________________________

**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.
Curriculum Control Sheet

- Are there any expected costs as a result of this proposal?

Changes:

- English pre-requisite changed to ‘English 12 with a ‘C+’ or greater, or equivalent English Language Proficiency ([http://www.vcc.ca/applying/registration-services/english-language-proficiency-requirements/](http://www.vcc.ca/applying/registration-services/english-language-proficiency-requirements/)) (previously it said ‘English 12 with a C+ and English Language Proficiency which made no sense).

- Creation of three ‘Options’. One is for students hoping to transfer to SFU (Option A) and is identical to the current computing science and software systems certificate program other than the change mentioned below. The second option (Option B) is for students hoping to transfer to the UBC BSc in Computer Science. The third option (Option C) is for students hoping to transfer to the UBC BA in Computer Science.

- The SFU Applied Sciences manager of student affairs asked that we modify the language in the assured admission section (now under Option A). The new wording is: “Students must have an overall average GPA of 2.75 on the courses required for the pathway which are listed below (calculated based on the best attempt for each course) and an overall average of 2.75 (again, calculated based on the best attempt for each course) on all work combined in order to be considered for the 'assured admission' pathway. Students who have been previously required to withdraw from another institution would be considered ineligible for the 'assured admission' pathway as would students who were formerly in a Computing, Engineering or Mechatronics program at SFU.”

- Eight courses have been added to the certificate. All of these courses are already in existence at VCC. Psychology 2 has been added to Option A since SFU will accept it as an elective in the assured admission agreement. The other seven courses that have been added are needed for Options B and C.

The rationale for these changes is that 1) SFU requested the change in language for the assured admission and the change is reasonable, 2) Many students are interested in transferring to UBC computer science. SFU Applied Science has been consulted as mentioned. Patrice Belleville of the UBC Computer Science department has also been consulted. There are no expected costs.

D) FINAL REVIEW AND SIGN OFF

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

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

   ___________________________  ___________________________  ________________
   Print Name   Signature     Date

2. As Registrar or delegate I certify that:
Curriculum Control Sheet

a. Documentation meets the institutional standards for entry requirements, course numbering and credit calculation required for implementation once approved.

________________________   _________________________   _________________________
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.

________________________   _________________________   _________________________
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.

________________________   _________________________   _________________________
Print Name                  Signature                      Date
Curriculum Control Sheet

*** FOR EDUCATION COUNCIL OFFICE USE ***

<table>
<thead>
<tr>
<th>CURRICULUM COMMITTEE</th>
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<tr>
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<td>- ☐ Recommend significant changes, return to Department Leader</td>
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</table>
Course Name: Biology 1

Course Number: BIOL 1100

Number of Credits: 4.0

Effective Date: January 2016

Course Description:
This course is the first half of the majors course in general biology, from organisms through ecosystems. Lectures examine the history and diversity of life through explorations of ecology, evolution, structure and function relationships, development and genetics, with many examples from British Columbia. An integrated lab/lecture format allows efficient incorporation of concepts of anatomy, physiology, and development with investigative skills. Laboratory and field activities also examine local ecosystems and biota, and develop scientific practice.

Biology 1 and 2 can be taken concurrently or in either order.

Course Pre-requisites (if applicable):
Biology 11 (or BIOL 0861/0871 or equivalent), Biology 12 (or BIOL 0983/0993 or equivalent), Chemistry 11 (or CHEM 0861/0871 or equivalent), Precalculus 11 (or MATH 0861/0871 or equivalent), all with at least a C+.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

☒ No ☐ Yes (details below):
Course Learning Outcomes:
At the end of the course the student will be able to:
• Explain the origin of life on earth, and what sustains it.
• Discuss evolutionary processes to explain biological adaptations and the history and diversity of life.
• Apply knowledge of genetics and DNA and use them to help explain underlying mechanisms of evolution.
• Describe structure/function relationships in microbes, plants, and animals.
• Discuss life histories, including development, in plants and animals.
• Describe and analyze global and local ecosystems.
• Use biological data collecting skills, including finding and interpreting scientific literature, microscopy, field and laboratory observation and experimentation.
• Carry out a scientific investigation; design and perform experiments as part of a team; collect, statistically analyze and interpret data, and report findings.
• Apply scientific concepts and critical evaluation to practical experience as well as controversial societal issues.
• Effectively use terminology that defines concepts in structure and function, development, genetics and ecosystem and evolutionary 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
University Transfer Computing Science and Software Systems Certificate
## Evaluation/Grading System

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

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<td>Final Exam</td>
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<td>Quizzes/Tests</td>
<td>20</td>
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<td>Field Experience</td>
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<td>proposal, literature report, experiment</td>
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<td>Project</td>
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Total 100

## Learning Environment/Type

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

Total 120

## Resource Material(s):

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

Origin, History, and Diversity of Life
Structure and Function of Microbes, Plants, and Animals
Life Histories of Organisms (including development)
Ecosystems, Biological Communities, and Populations
Genetics
Mechanisms of Evolution
Biogeography and Speciation

VCC Education and Education Support Policies

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

FOR COMMITTEE USE ONLY

Approved by Curriculum Committee: |
Approved by Education Council: |
**Course Name:** Biology 2  

**Course Number:** BIOL 1200  
**Number of Credits:** 4.0  
**Effective Date:** January 2016

**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 and 2 can be taken concurrently or in either order.

**Pre-requisites (if applicable):**
Biology 11 (or BIOL 0861/0871 or equivalent), Biology 12 (or BIOL 0983/0993 or equivalent), Chemistry 11 (or CHEM 0861/0871 or equivalent), Precalculus 11 (or MATH 0861/0871 or equivalent), all with at least a C+.

**Co-requisites (if applicable):**
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
University Transfer Computing Science and Software Systems Certificate
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<td>Quizzes/Tests</td>
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Total 100%

**Learning Environment/Type**

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

Total 120

**Resource Material(s):**

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

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.

 approved by Curriculum Committee:  
approved by Education Council:  

FOR COMMITTEE USE ONLY

VCC-CD-20150901
**Course Name:** Chemistry 1  
**Course Number:** CHEM 1121  
**Number of Credits:** 4.0  
**Effective Date:** January 2016

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

**Course Pre-requisites (if applicable):**
Chemistry 12 (or CHEM 0983/0993) with a C+ or equivalent, Pre-calculus 12 with a C+; or MATH 1020 with a C; or Math 0983 and Math 0993 both with a minimum of a C+; or VCC Math Pre-calculus Test (MPT) with a 72%

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

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

No  □ Yes (details below):
Instructional Strategies:
The course will be a combination of lectures, discussion, research and presentation in a classroom and laboratory setting.

Course Learning Outcomes:
At the end of the course the students will be able to:
- Describe the electronic structure of atoms and the relationships between atomic structure and the periodic table.
- Use the periodic table to make predictions regarding the properties of elements and the nature of the forces present in simple chemical compounds.
- Explain the properties and reactivities of main group elements to illustrate energy and physical state transformations.
- Describe the nature of ionic and covalent chemical bonds, the relationship between chemical bonding and molecular properties and predict the properties of simple covalent molecules.
- Safely and efficiently perform various chemistry experiments. Identify and describe knowledge of common experimental techniques.
- Communicate scientific information and solve basic chemistry problems through conceptual and mathematical understanding of chemical theory.
- Analyze the connections between chemistry and other scientific disciplines through critical thinking and conceptualization.

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

University Transfer Arts Certificate
University Transfer Pathway to Health Sciences Certificate
University Transfer Science Certificate
University Transfer Engineering Certificate
University Transfer Computing Science and Software Systems Certificate
### Evaluation/Grading System

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<th>Percentage</th>
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<td>Final Exam</td>
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<tr>
<td>Lab Work</td>
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<td>10 labs</td>
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Total 100%

### Learning Environment/Type

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<th>Instruction Type</th>
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<tbody>
<tr>
<td>L - Classroom</td>
<td>120</td>
<td>classroom/lab</td>
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Total 120

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Chemistry Review (matter and measure; atoms, molecules and ions; mass relationships in chemical reactions; reactions in aqueous solution; gases)
Periodicity and Atomic Structure
Ionic Bonds and Some Main Group Chemistry
Covalent Bonds and Molecular Structure
Liquids, Solids and Phase Changes
The Main-Group Elements

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee: 
Approved by Education Council:
Course Name: Chemistry 2
Course Number: CHEM 1223
Number of Credits: 4.0
Effective Date: January 2016

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

School or Centre: School of Access
Year of Study: 1st Year Post-secondary
Course History: Revised Course
Name of Replacing Course (if applicable):

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

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
- No
- Yes (details below):
Instructional Strategies:
The course will be a combination of lectures, discussion, research and presentation in a classroom and laboratory setting.

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

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

University Transfer Arts Certificate
University Transfer Pathway to Health Sciences Certificate
University Transfer Science Certificate
University Transfer Engineering Certificate
University Transfer Computing Science and Software Systems Certificate
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<td>Final Exam</td>
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**Total 100**

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<tr>
<td>L - Classroom</td>
<td>120</td>
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</table>

**Total 120**

**Resource Material(s):**

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

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

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

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee:  
Approved by Education Council:
Course Name: University Transfer English 1

Course Number: ENGL 1100  
Number of Credits: 3.0  
Effective Date: January 2016

Course Description:
This one-term composition course introduces students to different models of essay writing. It also trains students in the mechanics of writing (grammar), analysis of short prose, and research skills (including MLA documentation).

School or Centre: School of Access

Year of Study: 1st Year Post-secondary

Course History: Revised Course

Course Pre-requisites (if applicable):
English 12 with a final grade of C+ *and* ENSK 0902 with a final grade of B, or English 12 with a final percentage of 76% or English 12 Provincial exam score of 72% or English 0981/0991 with a final grade of B+ or ONE of the following test scores: LPI 5/35; LET 4; ABE assessment with 60 in reading, 52 in writing, and 0991 on essay

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  
☒ No ☐ Yes (details below):
Instructional Strategies:
The course uses a combination of lectures, multimedia presentations, group work, class discussion, and library research.

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

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

University Transfer Arts Certificate
University Transfer Pathway to Health Sciences Certificate
University Transfer Science Certificate
University Transfer Engineering Certificate
University Transfer Computing Science and Software Systems Certificate
### Evaluation/Grading System

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
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### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes/Tests</td>
<td>20</td>
<td>Grammar test, summary</td>
</tr>
<tr>
<td>Other</td>
<td>25</td>
<td>In-class essays</td>
</tr>
<tr>
<td>Other</td>
<td>20</td>
<td>Literary analysis essay</td>
</tr>
<tr>
<td>Other</td>
<td>20</td>
<td>Research essay and MLA documentation</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
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### Learning Environment/Type

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

### 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:

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

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

FOR COMMITTEE USE ONLY

<table>
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<tr>
<th>Approved by Curriculum Committee:</th>
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</tr>
</thead>
</table>
Course Name: Physics 1

Course Number: PHYS 1100  Number of Credits: 4.0  Effective Date: January 2016

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

Course Pre-requisites (if applicable):
Physics 12 (or PHYS 0983/0993) with a C+ or equivalent, Pre-calculus 12 with a C+; or MATH 1020 with a C; or Math 0983 and Math 0993 both with a minimum of a C+; or VCC Math Pre-calculus Test (MPT) with a 72%.

Course Co-requisites (if applicable):
MATH 1100

PLAR (Prior Learning Assessment & Recognition)
☑ No ☐ Yes (details below):
**Instructional Strategies:**
Lecture periods will emphasize an activity-based learning environment. This environment will be created through student investigation activities (using probes and sensors for example), problem-solving worksheets, discussion of concepts in class and interactive demonstrations. Six or more laboratory activities will focus on the determination of physical relationships.

**Course Learning Outcomes:**
At the end of the course the student will be able to:
- Explain the properties of vectors and use them to solve mechanics problems.
- Apply a structured knowledge of concepts, such as kinematics, Newton's laws, the Conservation laws, Hooke's law, Simple Harmonic Motion, waves and the First Law of Thermodynamics, when solving related problems.
- Use a step-by-step problem solving strategy to tackle sophisticated problems.
- Use drawings and graphs to demonstrate understanding of basic calculus ideas.
- Perform appropriate data collection and analysis to investigate a physical relationship.
- Apply research skills such as measurement taking, uncertainty propagation, graphical analysis, statistics and formal report writing, when working in the lab.

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

University Transfer Arts Certificate
University Transfer Pathway to Health Sciences Certificate
University Transfer Science Certificate
University Transfer Engineering Certificate
University Transfer Computing Science and Software Systems Certificate
### Evaluation/Grading System

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</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
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<td>D</td>
</tr>
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</table>

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

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>30</td>
<td>Two midterms at 15% each</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Lab Work</td>
<td>30</td>
<td>Two formal lab reports plus a number of informal labs</td>
</tr>
<tr>
<td>Assignments</td>
<td>10</td>
<td></td>
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</table>

**Total** 100

### Learning Environment/Type

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

**Total** 120

### Resource Material(s):

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

Mechanics (vectors, kinematics, dynamics, work and energy, impulse and momentum, rotational motion, rigid-body equilibrium, fluids and elasticity, gravitation, oscillatory motion, waves, and sound)

Heat (thermal properties of matter, heat and thermodynamics)

Waves (travelling waves, sound and superposition)

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee: Approved by Education Council:
Course Name: Physics 2

Course Number: PHYS 1200  Number of Credits: 4.0  Effective Date: January 2016

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

Course History:
Revised Course

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

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

PLAR (Prior Learning Assessment & Recognition)  No  Yes (details below):
Instructional Strategies:
Lecture periods will emphasize an activity-based learning environment. This environment will be created through student investigation activities, problem-solving worksheets, discussion of concepts in class and interactive demonstrations. Four lab exercises will be based around topics such as wave optics, electricity and magnetism, and quantum physics. Six introductory engineering lab experiments will cover operating lab instruments such as linear power supplies, digital multi-meters, function generators and oscilloscopes.

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

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

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

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<tr>
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<th>Percentage</th>
<th>Evaluation Plan</th>
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<tbody>
<tr>
<td>Final Exam</td>
<td>30</td>
<td>Formal lab reports, informal labs and a project</td>
</tr>
<tr>
<td>Lab Work</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Assignments</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>30</td>
<td>At least two midterms</td>
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**Total** 100

### Learning Environment/Type

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

**Total** 120

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:
-Light and Wave Optics
-Optical Instruments
-Spectra and Quantization
-Electric forces and fields
-Gauss's law
-Current and Conductivity
-Electric Potential and Field
-DC Circuits
-Power Supplies and DMM
-Function Generators and Oscilloscopes
-Soldering and PCB design
-RC Frequency Response and Phase Difference
-RC Time Constant
-Magnetic Fields
-Electromagnetic Induction and AC circuits

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FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | Approved by Education Council: |
Course Name: Psychology 2
Course Number: PSYC 1200
Number of Credits: 3.0
Effective Date: January 2016

Course Description:
This course covers the concepts of memory, thinking and intelligence, emotion, motivation, theories of personality, life span development, health, stress and coping, psychological disorders, and approaches to treatment and therapy.

Psychology 1 and 2 can be taken concurrently.

Course Pre-requisites (if applicable):
English 12 (or ENGL 0981/0991) with a C+ or equivalent, (ENGL1101 or concurrent enrolment in ENGL 1101)

Course Co-requisites (if applicable):
Instructional Strategies:
The course uses a combination of lectures, demonstrations, video, group work, class discussion and library research.

Course Learning Outcomes:
At the end of this course students should be able to:
- Identify, observe and describe specific psychological processes and principles;
- Describe and discriminate between the various theories and models of memory and its components;
- Define stress and list and explain the major methods of coping with stress;
- Describe the components involved in the experience of emotion;
- Define thinking and intelligence;
- Define motivation and distinguish between intrinsic and extrinsic motivation;
- Discuss the impact of motivation on love, sex, food and work;
- List and discuss the major theories of personality and how to measure it;
- Explain the steps and stages in our lives;
- Describe the major perspectives on mental disorders and distinguish mental disorder from abnormal behaviour and from the legal definition of insanity;
- List and explain the goals and principles of the major approaches to treating psychological disorders;
- Describe and assess the biological, psychological, cultural, and social influences on behaviour;
- Critically analyze information about humans and their diversity;
- Discuss the connection and differences between culture, gender and biology;
- Utilize the eight guidelines (as presented in the textbook) of critical thinking in the study of psychology;
- Use the concepts covered in the course and apply it to their personal and social lives;
- Use the scientific method in observing and analyzing human behaviour.

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.

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<th>Evaluation Plan</th>
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<tbody>
<tr>
<td>Assignments</td>
<td>40</td>
<td>Written reports, library research, group work</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>40</td>
<td>2 midterm exams at 20% each</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
<td></td>
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</tbody>
</table>

Total 100

### Learning Environment/Type

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

Total 60

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:
Cognition
The nature of intelligence
Memory
Emotion
Stress and well being
Motivation: food and water, love and sex, and work development through the lifespan personality theory
Psychological disorders treatment and therapy

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

FOR COMMITTEE USE ONLY

Approved by Curriculum Committee:  
Approved by Education Council:
DECISION NOTE

10 November 2015

PREPARED FOR: Education Council

ISSUE: Changes to the University Transfer Engineering Certificate PCG

BACKGROUND:
Andy Sellwood presented this proposal. The proposal contains changes to the language regarding the “assured admissions” pathway to SFU. A program map has also been added to the PCG. The proposal also reports a course name and number change for UT English 1 from ENGL 1127 to ENGL 1100.

DISCUSSION:
The committee raised some concerns regarding Program Learning Outcome language and the rationale for the new rigour in the language for assured admission to SFU. Andy Sellwood stated this proposal is a response to new requirements from SFU regarding assured admission.

RECOMMENDATION:
Curriculum Committee recommends Education Council approve changes to the UT Engineering Certificate PCG

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

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

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

Curriculum Developer: _Andy Sellwood_________________ Title: _Dept Head, Science__________
School/Centre: ___Access________________________________ Department: ___Science___________
E-mail: ____asellwood@vcc.ca_______________________ Phone/Ext.: ___7293__________

A) DOCUMENTATION (select all that apply)

☐ Program Content Guide
  Program Name(s):  _University Transfer Engineering Certificate_____

  Anticipated Start Date: Effective date January 2016

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

(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?

Changes:

- English pre-requisite changed to ‘English 12 with a ‘C+’ or greater, or equivalent English Language Proficiency [http://www.vcc.ca/applying/registration-services/english-language-proficiency-requirements/]’ (previously it said ‘English 12 with a C+ and English Language Proficiency which made no sense).
- The SFU Applied Sciences manager of student affairs asked that we modify the language in the assured admission section (under Option A). The new wording is: “Assured admission under this pathway requires completion of the VCC Engineering Certificate. Students must have an overall average GPA of 2.75 on the courses required for the pathway which are listed below (calculated based on the best attempt for each course) and an overall average of 2.75 (again, calculated based
Curriculum Control Sheet

on the best attempt for each course) on all work combined in order to be considered for the 'assured admission' pathway. Students who have been previously required to withdraw from another institution would be considered ineligible for the 'assured admission' pathway as would students who were formerly in a Computing, Engineering or Mechatronics program at SFU. All credits must be obtained within sixteen months. In addition, for at least two of the terms at VCC students would need to meet a minimum course load of 12 credits. The following courses must be completed as part of this pathway and must be completed at VCC: MATH 1100, PHYS 1100, CHEM 1121, CMPT 1010, MATH 1200, PHYS 1200, CMPT 1020, MATH 1221, SCIE 1110, SCIE 1100 and SCIE 1180.” The biggest change here is that for the assured admission SFU wants all 11 required courses to be completed at VCC.

- The course numbering for UT English 1 has been changed from ENGL 1127 to ENGL 1100 (the outline was updated recently).

The rationale for the 2nd change is that SFU requested the change in language for the assured admission and the change is reasonable. SFU Applied Science has been consulted as mentioned. There are no expected costs.

D) FINAL REVIEW AND SIGN OFF

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

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

   __________________________ ___________________________ _____________________
   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.

   __________________________ ___________________________ _____________________
   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.

   __________________________ ___________________________ _____________________
   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.

________________________  ___________________________  _____________________
Print Name                  Signature                     Date
Curriculum Control Sheet

*** FOR EDUCATION COUNCIL OFFICE USE ***

CURRICULUM COMMITTEE  Date: _________________________

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

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

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

EDUCATION COUNCIL  Date: _________________________

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

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

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

Program Content Guide

Effective Date: Jan 2016
Purpose

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

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

Option A: (SFU Engineering Science transfer)

Assured SFU Engineering Degree 2nd year Admission Pathway

Assured admission under this pathway requires completion of the VCC Engineering Certificate. Students must have an overall average GPA of 2.75 on the courses required for the pathway which are listed below (calculated based on the best attempt for each course) and an overall average of 2.75 (again, calculated based on the best attempt for each course) on all work combined in order to be considered for the 'assured admission' pathway. Students who have been previously required to withdraw from another institution would be considered ineligible for the 'assured admission' pathway as would students who were formerly in a Computing, Engineering or Mechatronics program at SFU.

All credits must be obtained within sixteen months. In addition, for at least two of the terms at VCC students would need to meet a minimum course load of 12 credits. The following courses must be completed as part of this pathway and must be completed at VCC: MATH 1100, PHYS 1100, CHEM 1121, CMPT 1010, MATH 1200, PHYS 1200, CMPT 1020, MATH 1221, SCIE 1110, SCIE 1100 and SCIE 1180.

Competitive Engineering Degree 2nd year Admission Pathway

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

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

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

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

Program Learning Outcomes

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

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

Instructional Activities, Design and Delivery Mode

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

Program Duration

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

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

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

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

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

Credential

VCC University Transfer first year Engineering Certificate

Admission Requirements

All students must meet the general college entrance requirements.

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

Prior Learning Assessment & Recognition (PLAR)

None

Recommended Characteristics of Students

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

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

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

<table>
<thead>
<tr>
<th>Term Two</th>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MATH 1200</td>
<td>Calculus 2</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>PHYS 1200</td>
<td>Physics 2</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>CMPT 1020</td>
<td>Introduction to Computer Programming 2</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>MATH 1221</td>
<td>Applied Linear Algebra</td>
<td>3.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term Three</th>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCIE 1100</td>
<td></td>
<td>Engineering Technology and Society</td>
<td>3.0</td>
</tr>
<tr>
<td>SCIE 1110</td>
<td></td>
<td>Professional Communication</td>
<td>3.0</td>
</tr>
<tr>
<td>SCIE 1180</td>
<td></td>
<td>Introduction to Engineering Analysis</td>
<td>3.0</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Term One</th>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MATH 1100</td>
<td>Calculus 1</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>PHYS 1100</td>
<td>Physics 1</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>CHEM 1121</td>
<td>Chemistry 1</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>CMPT 1010</td>
<td>Introduction to Computer Programming 1</td>
<td>3.0</td>
</tr>
<tr>
<td>Term Two</td>
<td>MATH 1200</td>
<td>Calculus 2</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>PHYS 1200</td>
<td>Physics 2</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>CHEM 1223</td>
<td>Chemistry 2</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>MATH 1221</td>
<td>Applied Linear Algebra</td>
<td>3.0</td>
</tr>
<tr>
<td>Term Three</td>
<td>SCIE 1151</td>
<td>Engineering Graphics and Design</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>ENGL 1100</td>
<td>University Transfer English 1</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>PHYS 1170</td>
<td>Mechanics 1</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Program Total Credits:** 37.0
Course Descriptions (Option A)

TERM ONE

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

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

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

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

TERM TWO

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

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

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

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

**TERM THREE**

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

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

**SCIE 1180 Introduction to Engineering Analysis** 3.0
This course introduces students to problem modeling and simulation in engineering practice using one of the main engineering simulation tools - MATLAB. The course will present the basics of MATLAB programming, including MATLAB’s data types, flow control, writing external functions, etc. Using MATLAB, students will learn to implement and analyze various methods and techniques of data analysis applied to real-world examples from a range of engineering disciplines, such as signal and image processing, communications engineering, robotics, etc. At the same time, engineering examples will attempt to illustrate how the concepts from the first-year math courses (Calculus 1 and 2, Applied Linear Algebra) are actually used in engineering practice.
Course Descriptions (Option B)

TERM ONE

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

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

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

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

TERM TWO

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

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

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

**TERM THREE**

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 1100</td>
<td>University Transfer English 1</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>ENGL 1100</strong></td>
<td>University Transfer English 1</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>ENGL 1100</strong></td>
<td>University Transfer English 1</td>
<td>3.0</td>
</tr>
<tr>
<td>PHYS 1170</td>
<td>Mechanics 1</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>PHYS 1170</strong></td>
<td>Mechanics 1</td>
<td>3.0</td>
</tr>
<tr>
<td><strong>PHYS 1170</strong></td>
<td>Mechanics 1</td>
<td>3.0</td>
</tr>
</tbody>
</table>

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

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

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

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

Letter Grades

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

Program Content Guide, 17 March 2014
Grade Point Average (GPA)

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

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

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

## Course Number:
MDRT 1201  

## Number of Credits:
7.0  

## Effective Date:
January 2016

## Course Description:
This course gives students the theoretical knowledge required to work as entry-level Medical Device Reprocessing (MDR) Technicians. With an emphasis on quality assurance and patient and workplace safety, students are introduced to the role, context and function of the MDR Department and the responsibilities, duties and tasks of the MDR Technician. Students learn the principles of microbiology and infection prevention and control within the MDR Department and how to clean, disinfect, sort, inspect, assemble, wrap and pack, sterilize, and redistribute medical and surgical devices, and patient care equipment.

### School or Centre:
Centre for Continuing Studies

### Year of Study:
1st Year Post-secondary

### Course History:
Revised Course

### Course Pre-requisites (if applicable):
Admission to the Medical Device Reprocessing Technician Certificate Program

### Course Co-requisites (if applicable):
Medical Device Reprocessing Clinical (MDRT 1211)

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

n/a
Instructional Strategies:

Multiple strategies are used to achieve the learning outcomes including lectures, group activities, case studies, research, readings, and videos.

Course Learning Outcomes:

1. Explain the purpose of Medical Device Reprocessing (MDR), the role of the technician, and the importance of both to patient safety
2. Demonstrate professionalism in the MDR context
3. Perform MDR Technician duties responsibly and according to departmental guidelines
4. Apply principles and practices of infection prevention and control to medical device reprocessing
5. Identify occupational health and safety measure that ensure worker safety in MDR
6. Identify and group basic surgical instruments and apply this knowledge to practices in medical device reprocessing
7. Explain essential elements of medical device decontamination processes
8. Summarize the types and uses various levels of disinfection
9. Describe how to safely perform high level disinfection of medical devices
10. Explain how to prepare medical devices for further reprocessing
11. Describe the steps of the sterilization process
12. Recall the main types of low temperature sterilization methods and explain their features and limitations
13. Explain how to handle, store, and distribute clean and sterile supplies
14. Summarize key issues in reprocessing flexible endoscopes
15. Identify elements of a quality system that are part of routine MDR practices

Program Learning Outcomes:

1. Demonstrate responsibility and accountability of Medical Device Reprocessing (MDR) duties by performing duties in an ethical and legal manner to ensure patient safety and recognizing the importance of ongoing professional development
2. Use infection prevention and control measures in all areas of MDR clinical practice
3. Follow written work instructions and perform MDR tasks
4. Work safely, independently and collaboratively in an MDR Department
5. Safely and correctly operate a variety of equipment used in MDR
6. Communicate accurately with co-workers and customers to complete writing, speaking and listening tasks associated with MDR
7. Solve problems appropriate to the clinical assignment by drawing on knowledge from the field of MDR
Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>B- (70%)</td>
</tr>
</tbody>
</table>

Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>35</td>
<td>Case studies, group assignments</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>15</td>
<td>Quizzes</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20</td>
<td>Midterm exam covering the first half of the course</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
<td>Final exam covering the entire course</td>
</tr>
</tbody>
</table>

Total 100

Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - Continuing Studies Lecture/Practical</td>
<td>140</td>
<td></td>
</tr>
<tr>
<td>I - Internet/eLearning (Fully Online)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total 140

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.
1. MDRD Overview
2. Professional Practice in MDR
3. Infection Control and Safety
4. Surgical Instruments
5. Decontamination
6. Disinfection
7. Preparation and Packing
8. Sterilization (steam and low temperature)
9. Storage and Distribution
10. Flexible Endoscopes
11. Quality Assurance

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**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/

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To find out how this course transfers, visit the BC Transfer Guide at [www.bctransferguide.ca](http://www.bctransferguide.ca).

---

<table>
<thead>
<tr>
<th>FOR COMMITTEE USE ONLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved by Curriculum Committee:</td>
</tr>
</tbody>
</table>
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: Rebeccah Bennett, Claire Sauvé, Kevin Scott
Title: Medical Device Reprocessing Theory
School/Centre: Centre for Continuing Studies  Department: Health Sciences
E-mail: rbennett@vcc.ca  Phone/Ext.: 8674

A) DOCUMENTATION (select all that apply)

☐ Program Content Guide
  Program Name(s):  ________________________________

  Anticipated Start Date:

☐ Course name and number: __MDRT 1201_________  Credits: __7.0____
  *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
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 purpose of the change is to include an option of online learning for the MDRT Theory course, which is a portion of the MDRT certificate. This will make the Theory course, and the Certificate Program (once a student has completed the practicum as well), accessible to those living outside the Lower Mainland. The inclusion of the online theory portion has come at the request of the Program Advisory Committee (PAC), who have been consulted throughout the development. The Canadian Standards Association (CSA), who oversees standards of MDRT Education, has been consulted in the process and is in favour of an online learning option for the theory portion. The MDRT Instructors and the CID have been consulted throughout the process to help ensure that the Course Learning Outcomes can be met in the online format.
Curriculum Control Sheet

A summary of the proposed changes is included here:
- New template
- Change in wording of instructional strategies
  - Old wording: Classroom instruction, group discussions and activities, and case-studies.
  - New wording: Multiple strategies are used to achieve the learning outcomes including lectures, group activities, case studies, research, readings, and videos.
- Adjustment of Learning Environment/Type
  - Old wording: A – Continuing Studies Lecture / Practical 140 hours
  - New wording: A – Continuing Studies Lecture / Practical or I – Internet/eLearning (Fully Online) 140 hours

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)__________  __September 30, 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_________  __(signed via email)__________  __October 1, 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.

   ___Rebeccah Bennett_______  __(signed via email)__________  __October 1, 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.

__Michael Yue__________  _(signed via email)____________  __October 1, 2015________
Print Name   Signature   Date
Curriculum Control Sheet

*** FOR EDUCATION COUNCIL OFFICE USE ***

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<th>CURRICULUM COMMITTEE</th>
<th>Date: _________________________</th>
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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

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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