### Vancouver Community College
**Education Council**

**MEETING AGENDA**
*June 14, 2016, 3:30-5:30 pm, Room 5025 BWY-A*

<table>
<thead>
<tr>
<th>Item</th>
<th>Topic</th>
<th>Time</th>
<th>Speaker</th>
<th>Pre-reading materials</th>
<th>Action</th>
<th>Pages</th>
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<td>1.</td>
<td>Call to Order</td>
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<td>Todd Rowlatt</td>
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<td>2.</td>
<td>Adopt Agenda</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td>June 14, 2016 Agenda</td>
<td>Approval</td>
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<td>3.</td>
<td>Approve Past Minutes</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td>May 10, 2016 Minutes</td>
<td>Approval</td>
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<td>Enquiries &amp; Correspondence</td>
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<td>5.</td>
<td>Business Arising</td>
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<td></td>
<td>a) CS Non-Credit course outlines</td>
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<td>Gordon McIvor</td>
<td>Verbal Update</td>
<td>Information</td>
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<td>b) Partnership with Samsung</td>
<td></td>
<td>Kathryn McNaughton</td>
<td>Information Note</td>
<td>Information</td>
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<td>c) Program Review Summary</td>
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<td>Kathryn McNaughton</td>
<td>Information Note</td>
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<td>d) Post-Degree Diploma in Canadian Business Management</td>
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<td>Fred MacDonald</td>
<td>Proposal for New Program</td>
<td>Information</td>
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<td>Standing Committee Reports</td>
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<td></td>
<td>a) Curriculum Committee</td>
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<td>David Branter</td>
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<td>ii) Environmental Studies Certificate</td>
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<td>David Wells</td>
<td>Decision Note, PCG, course outlines</td>
<td>Decision</td>
<td>55-105</td>
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<td>b) Education Policy Committee</td>
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<td>Mike Tunnah</td>
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<td></td>
<td>i) Transfer Credit (new)</td>
<td></td>
<td>Dave McMullen</td>
<td>Information Note, Policy, Procedures</td>
<td>Information</td>
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<td>ii) D.6.1 Lending and Borrowing College Equipment</td>
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<td>Todd Rowlatt</td>
<td>Decision Note, Policy, Procedures</td>
<td>Decision</td>
<td>112-114</td>
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<td>iii) C.3.14 Curriculum Development and Approval Process</td>
<td></td>
<td>Todd Rowlatt</td>
<td>Decision Note, Procedures</td>
<td>Information</td>
<td>115-126</td>
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<td>c)</td>
<td>Appeals Oversight Committee</td>
<td>5 min</td>
<td>Debbie Sargent</td>
<td>Decision Note, Terms of Reference</td>
<td>Decision</td>
<td>127-129</td>
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<td>d)</td>
<td>Program Review and Renewal Committee</td>
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<td>Jo-Ellen Zakoor</td>
<td>Verbal Update</td>
<td>Information</td>
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<td>7.</td>
<td>Chair Report</td>
<td>5 min</td>
<td>Todd Rowlatt</td>
<td>Verbal Update</td>
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<td>8.</td>
<td>Member Reports</td>
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<td>Pending Items</td>
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<td>11.</td>
<td>Special meeting:</td>
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<td>Tuesday, June 28, 2:30-3:30, Room 5025, BWY</td>
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<td>Todd Rowlatt</td>
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<td>Regular Meeting:</td>
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<td>September 13, 2016, 3:30-5:30, Room 240 DTN</td>
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<td>12.</td>
<td>Adjournment</td>
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<td>Todd Rowlatt</td>
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<td>1.</td>
<td>Call to Order</td>
<td>The meeting was called to order at 3:30 p.m.</td>
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<td>2.</td>
<td>Adopt Agenda</td>
<td><strong>Motion:</strong> Moved by D. McMullen and seconded THAT the agenda be adopted as presented. All in favour. <strong>Motion carried.</strong></td>
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<td>3.</td>
<td>Approve Past Minutes</td>
<td><strong>Motion:</strong> Moved by L. Nusgart and seconded THAT the minutes of April 12, 2016 be adopted. Minor revisions were identified. All in favour of revised minutes. <strong>Motion carried.</strong></td>
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<td>Enquiries &amp; Correspondence</td>
<td>No enquiries</td>
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| 5.   | Business Arising                           | a) Follow-up from April EDCO meeting  

K. McNaughton spoke to the Information Note responding to questions on Contract Training activity posed by Education Council at the April meeting. There were no additional questions or comments.  

b) Indigenous Education & Community Engagement  

K. McNaughton spoke to the Information Note announcing the Department name change to Indigenous Education & Community Engagement from Aboriginal Education & Community Engagement. This item was presented as information.  

c) Academic Schedule  

B. Beacham spoke to the 2017-18 Academic Calendar (statutory holidays, college closure and term start and end dates) and Academic Schedule (comprehensive list of programs to be offered in 2017/18).  

Comments from Council:  
- Change “Terms when programs offered” to “Terms when programs start”  
- Add a footnote actual start date will vary depending on programs; students should check the website or Registrar Office for actual start date.  
- The Academic Calendar and Schedule will be posted on the website.  
- Change “Christmas Closure” to a non-religious terminology such as winter holidays  
- The Calendar combines spring and summer terms whereas the Schedule separates the terms. B. Beacham explained that not many programs are offered in the summer i.e. July/August but it was useful to have the summer term reflected in the Schedule for those
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<td>Schools such as the School of Arts &amp; Sciences that have programming over summer.</td>
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<td>- D. Sargent to confirm the intake terms for the Hospitality Management Degree Executive Cohort.</td>
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<td>- R. Cyr inquired how the information for the Academic Schedule was derived. B. Beacham advised that the Deans were asked to review the Schedule and confirm the information was accurate.</td>
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<td><strong>Motion</strong>: Education Council recommend the Board of Governors approve the 2017-18 Academic Schedule with the changes discussed.</td>
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<td>All in favour. <strong>Motion carried</strong>.</td>
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<td>d)</td>
<td>Culinary Arts Program Update</td>
<td>D. Innes updated Council on work done to-date, current activity and future plans for the Culinary Arts Program. The plan is to bring the updated curriculum to Curriculum Committee in June 2016. D. Innes spoke to the impact on service levels at JJs with the proposed changes to the Professional Cook 1 and 2 schedules.</td>
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<td>D. Innes and K. McNaughton spoke to the Post-Secondary Institutions Strategic Investment Funds (SIF). The Federal and Provincial governments are providing $2 billion for post-secondary institutions across Canada. BC portion of SIF funding is expected to be allocated on a per capita basis – approximately $250M – $300M. VCC has put forward three proposals – Baking and Culinary kitchens redesign; Automotive trades upgrades and classroom upgrades for UT programs. K. McNaughton will forward the presentation made to Operations Council.</td>
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<td>e)</td>
<td>Fashion Design &amp; Production Update</td>
<td>T. Rowlatt and D. Branter noted minor changes were made to the Fashion Design &amp; Production Certificate program in consultation A. Korens. A formal update will be provided to Council.</td>
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<td>6.</td>
<td>Committee Reports</td>
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<td>a)</td>
<td>Curriculum Committee</td>
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<td>i)</td>
<td>Certified Dental Assisting – Onsite</td>
<td>M. Rosko presented the proposals. The main changes are to the admission requirements to recognize the practice of allowing students who have taken the Dental Reception Coordinator program to ladder into the Certified Dental Assistant programs.</td>
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<td>ii)</td>
<td>Certified Dental Assisting – Distance program</td>
<td>M. Tunnah stated that the PLAR language in the PCG appears to be more reflective of Transfer Credit than PLAR. D. McMullen suggested the wording could be revised to include a statement that students may be eligible for transfer credit and/or PLAR.</td>
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<td>It was noted that the grading chart used in the PCG is not in line with the new Grading Policy.</td>
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<td><strong>Motion</strong>: Moved by D. Branter and seconded THAT Education Council approve the revised PCGs with the changes noted above for the Certified Dental Assistant programs.</td>
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<td>All in favour. <strong>Motion carried</strong>.</td>
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<td>iii)</td>
<td>Dental Reception Coordinator program</td>
<td>M. Rosko presented the proposal. The changes to the program arise from the changes to the Certified Dental Assisting programs and the introduction of a new course, Dental Radiography.</td>
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<td>Council noted the PLAR language needs to be revised (refer to comments in the Certified Dental Assisting programs).</td>
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<td><strong>Motion</strong>: Moved by D. Branter and seconded THAT Education Council approve the revised PCG and course outlines with the change noted above for the Dental Reception Coordinator program.</td>
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<td>All in favour. <strong>Motion carried</strong>.</td>
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<td>iv)</td>
<td>SIGN 3000</td>
<td>D. Wells spoke to the proposal. The changes involve redistribution of course content and course name.</td>
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<td><strong>Motion</strong>: Moved by D. Branter and seconded THAT Education Council approve the revised SIGN 3000 American Sign Language Level 3 course.</td>
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<td>All in favour. <strong>Motion carried</strong>.</td>
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<td>v)</td>
<td>Academic Foundations new courses: CRIM 1150, CRIM 1160, GEOG 1100, GEOG 1110, INDG 1100</td>
<td>D. Wells spoke to the proposal. It was noted that the Library has provided costing of library resources to support these new courses, and that the courses would likely not be able to run if the Library cannot support the information needs. This cost has been taken into consideration with setting the tuition fees.</td>
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<td><strong>Motion</strong>: Moved by D. Branter and seconded THAT Education Council approve the offering of the following five new UT courses Introduction to Criminology (CRIM 1150); The Canadian Legal System (CRIM 1160); Society, Space, Environment: Introducing Human Geography (GEOG 1100); Earth Systems (GEOG 1110); Introduction to First Nations and Indigenous Studies (INDG 1100)</td>
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| vi)  | Visual Communications Design Diploma | All in favour. **Motion carried.**

L. Espinoza spoke to the proposal.

**Comments:**
- Page 296 of the PCG remove bullet # 3 but keep content.
- For the advanced admission process, Council suggested including a statement similar to the language used for the Bachelor of Hospitality Management Executive Cohort program.
- Include the term “competitive selection basis” similar to Dental Hygiene.
- In the Practicum course (page 369) change industry interview as an assignment to student reflection report.

**Motion:** Moved by D. Branter and seconded THAT Education Council recommend to the Board to approve the changes to the Visual Communications Design Certificate (previously called Digital Design Diploma) and the new Visual Communications Design Diploma.

All in favour. **Motion carried.**

| d) Program Review and Renewal Committee | J. Zakoor noted that she had met with P. Fahim to identify tasks and information will be brought forward for the June Council meeting. T. Rowlatt reminded Council that membership needs to be established for this committee. |
| 7. | Chair Report | T. Rowlatt noted a special Board meeting would be held on May 11, 2016. The Finance & Audit Committee and the Board were working on rationalising their meeting dates. D. Branter noted that if there were no sufficient agenda items, Curriculum Committee might consider cancelling June and August meetings. Instead there may be a need for additional meetings in April/May/October. |
| 8. | Member Reports | None |
| 9. | Pending Items | None |
| 10. | Next meeting | June 14, 2016, 3:30-5:30, Room 5025, BWY |
| 11. | Adjournment | The meeting adjourned at 5:02 p.m. |
ATTENDEES:  | Todd Rowlatt  | Jo-Ellen Zakoor | Kathryn McNaughton | Dave McMullen  
            | Debbie Sargent| David Branter    | Janet Theny     | Mike Tunnah   
            | Leah Nusgart  | Nona Coles      | Elle Ting       | David Wells   
            | Rick Cyr      |                |                |               

REGRETS:  | Jan Weiten    | Taryn Thompson  | Paul Yeung        | Charly Jadranin 
          |                |                |                |               

GUESTS:   | Brian Beacham | Michelle Rosko  | Lorena Espinoza   |               
          |                |                |                |               

RECORDING SECRETARY:  | Pervin Fahim   |
INFORMATION NOTE

PREPARED FOR: Education Council

ISSUE: Memorandum of Agreement with Samsung Electronics Canada Inc.

Background:

The College has entered into an agreement with Samsung Electronics Canada Inc. to develop and deliver a technician training program specialised in Samsung appliance repair.

The three-year agreement (2016-2019) requires VCC to deliver two specific Samsung courses (Measurements & Instrumentation in Samsung Services and Samsung Systems & Controls). Upon completion of the training, graduates will receive a “Recognition of Achievement – Samsung Certificate Program” and a letter of recognition from VCC. The College is working towards offering the program starting September 2016 at the Broadway Campus. Both partners will be marketing the program with Samsung looking at actively promoting Samsung Certificate Program students and apprentices for field experience amongst Samsung-authorised service providers.

PREPARED BY:
Kathryn McNaughton
Vice President Academic, Students & Research
June 3, 2016
INFORMATION NOTE

PREPARED FOR: Education Council

ISSUE: Program Review Summaries for year ending March 31st 2014

Background:

Annual Program Review enables the College to better tailor curriculum to student needs. The focus is on the previous year to develop action plans to ensure program relevance, quality, and sustainability. The process includes review and analysis of program data and discussion of issues and concerns that need to be addressed along with development of an action plan to be vetted by appropriate administrators and reviewed by co-governing bodies as appropriate. Annual program reviews will also serve as a component of a program renewal cycle.

The Program Review process for year ending March 31, 2014 is complete. Departments had submitted their detailed reports and a summary report has been provided by the Vice President Academic in this package. All reports are available on the J:\COMMON\Program Reviews. A listing of programs that have submitted their Program Review reports is attached. This list also identifies when the program completed formal program renewal and external accreditation.

The Deans and Department Leaders spoke to each of their reviews in a series of meetings that were held between December 2015 and March 2016. The Ad-Hoc Program Review and Renewal consisting of Todd Rowlatt, David Branter, Jo-Ellen Zakoor (Chair), Moreah Hamend, Brian Beacham, Brett Griffiths, Judith McGillivray, Kathryn McNaughton and Pervin Fahim facilitated the meetings.

Judith McGillivray as interim VP Academic summarised the information from the Annual Program Review reports. The Summary Report highlights major initiatives underway and areas that need to be addressed in the programs. This Summary Report is being presented to Education Council for information.

SUMMARY:

As Program Reviews are an annual activity, the newly formed EDCO Program Review and Renewal Committee will work on the next Program Review cycle.

I would like to acknowledge the work of the Department Leaders, Deans, Institutional Research and the Ad-hoc Committee in this pilot process. The summary report is designed to consolidate the information Departments require to plan ahead to meet curricular changes, enhancements in education technology, facilities upgrades, professional development, formal program renewal, Program Advisory Committees’ participation and growth opportunities.
ATTACHMENT:
   1. Program Review and Renewal inventory
   2. Program Review Summary Report

PREPARED BY:

Kathryn McNaughton
Vice President Academic, Students & Research
June 7, 2016
VCC PROGRAM REVIEW SUMMARIES 2014

Background:

Annual Program Review enables the College to better tailor curriculum to student needs. The focus is on the previous year to develop action plans to ensure program relevance, quality, and sustainability. Annual program reviews will also serve as a component of a program renewal cycle. The Annual program review process includes: review and analysis of program data and discussion of issues and concerns that need to be addressed along with development of an action plan to be vetted by appropriate administrators and reviewed by co-governing bodies as appropriate.

Annual Program Reviews for year ending March 31st 2014 were completed for all VCC programs. A total of 65 reports were submitted and can be viewed on J:\COMMON\Program Reviews.

Judith McGillivray as interim VP Academic summarised the information from the Annual Program Review reports. This Summary Report highlights major initiatives underway and areas that need to be addressed in the programs. This Summary Report is being presented to Education Council for information.

CURRICULAR CHANGES

- The Pharmacy Technician Program has been alerted that it will have to include new competencies in the future and this will increase the length of the Program. They will seek CD funding.
- The OT/PT Assistant Program teaches 458 hours more than other BC programs yet has set its credits in a similar manner. With the new credit calculation policy this will have to be adjusted along with the potential to create a new credential (Advanced Diploma).
- The Health Care Assistant Programs will be revised in 2015 in response to a new provincial curriculum being instituted. CD funds will be needed.
- The Dean notes that the Health Care Assistant ESL program should not be offered on-line or part-time as students need to develop English language skills to ensure they are successful.
- The Dental Hygiene Program will require CD funding to continue the development of a Degree credential.
- The Dental Assisting Programs are under pressure to add more competencies to an already full curriculum as industry standards change. Discussions should occur with the Ministry of Health and Advanced Education regarding the need to lengthen the Program.
- The Drafting programs plan significant revisions for the Fall 2016.
- All of the Administrative Assistant Programs are undergoing revisions.
- The Continuing Studies Program ‘Event Planning’ was advised to change to ‘Wedding & Event Planning’.
• The ECE Foundation Program in Continuing Studies is considering the merits of restructuring the program to include at least one if not both of its two specializations.

• The Interior Design Program in Continuing Studies may decrease its time limit to complete from the current 5 year limit. In addition, further technology courses may be developed to keep up with 3D and Graphics software used in the industry. Additional courses that cover the Building Code as well as small business courses for those who freelance and project management courses would be useful.

• The Hair Design Program is currently undergoing an ITA driven update.

• Significant changes in the Drafting Programs will be coming forward to Education Council and its Curriculum sub-committee. Part of this redesign will be the establishment of formal pathways into the newly established engineering foundations program.

• The Jewellery Art & Design Program is undergoing select program changes including integrating design and art history courses with metal techniques courses and adding practical courses that increase employability on graduation. They are also adding some new skill sets to fill gaps such as fine gold smithing skills, production techniques, pricing and business skills for self-employment

• The Dance Program identifies that all course outlines are being updated as well as changes made to the PCG.

• The Culinary Arts Programs underwent a Review and proposed realignment in 2015. The status of if, when, and how some of the recommendations related to this project is not clear at this point.

• The ABE science courses are being re-articulated as part of a province-wide re-articulation.

• Two additional courses are in the process of being added to the first year engineering certificate (Engineering Graphics & Design and Mechanics)

• New biology and chemistry courses have been created for a ‘pre-health’ program.

• Biology 1200 is being updated.

• Changes are being made to Chemistry 1121/1223 in response to changes made in 1st year chemistry at UBC.

• The Retail & Hospitality Careers program is considering changing some time frames in their practicum courses.

• Two new courses are being developed in the programs for Visually Impaired (i-devices and adaptive technology).

PROGRAM RENEWALS

• Scope of practice of Denturists has increased over time so that the most current programs have lengthened in duration. VCC’s program was suspended for the Fall of 2015 in order to address a new national competency profile. In meeting these new competencies both George Brown College and Georgian College have
implemented a 3 year or 6 semester program. VCC’s current program is two years in length. Faculty hiring criteria will have to be reviewed to ensure new hires have the specialized knowledge required.

- The Dental Technician Program went through a Renewal process in 2012/13 to address changing standards in the field. The new program will be lengthened by 0.5 years. VCC needs Ministry approval to implement a new tuition structure to implement the program. Currently a request to raise tuition to $19,000 is awaiting the Deputy Minister’s approval. The current tuition is $6736.80. This request has so far been unsuccessful and the College will need to make a decision re continuing an outdated curriculum (graduates are not prepared for the theory and practical exams required for registration and many work as ‘assistants’ as a result).

- The Dental Reception Coordinator Program has quality issues and a lack of resources. This needs to be addressed.

- The Executive Assistant Program was last updated in 2008 and there is no evidence as to when their course outlines were updated. This program and the Administrative Assistant program should be renewed together. The Legal Assistant program also requires renewal.

- The Instructor Diploma Program is undergoing a renewal and will include the Online/Elearning Instruction course.

- The Continuing Studies program in ‘Fashion Arts’ is undergoing a renewal with a plan to relaunch in Fall 2016. Part of this renewal should include the negotiation of block transfer credit into select other institutions degree completion programs.

- When the Continuing Studies program ‘Makeup Artistry’ is renewed thought should be given to make it more competitive with private institutions. Several new courses will be launched in the interval to assess uptake.

- The CS program ‘Office Administration’ is waiting to relaunch a renewal. Given the number of students this program attracts this should be a priority for CS.

- The CS program ‘Paralegal’ is in need of renewal. Data related to quality of instruction is troublesome as is a downward trend in satisfaction and relevancy of topics covered. This program is one of VCC’s flagship programs and attracts a significant number of students. Part of a renewal process should include the potential to ladder into Royal Roads Criminal Justice degree program. In addition, the instructional skills of professionals hired to teach in the program needs to be supported.

- The Applied Music Degree is now ten years old and has been identified as in need of renewal. This is of particular importance as the Diploma Program design is under discussion to more firmly clarify and solidify VCC’s niche amongst those offering Music Programs in the province.

- The Administrative Assistant and the Executive Assistant programs should go through program renewal together to ensure there is a tighter thematic fit between the two programs thus giving the graduates of the Administrative
Assistant program a learning pathway for career advancement. The potential to also have the Executive Assistant program serve as an educational pathway for legal assistant graduates should be considered so that these graduates also have the potential to advance in their careers. The quality indicators support renewal of these programs. Given the importance of these programs to VCC and the labour market forecast, priority should be given to this renewal.

**PRACTICUM/EXPERIENTIAL LEARNING**

- The LPN program is facing increasing competition for clinical placements.
- Securing practicum placements for the OT/PT Assistant Program is an ongoing challenge.
- The Health Unit Co-coordinator program has reduced intakes by one cohort per year beginning in January 2016 to assist with practicum placements. This relates to 343 practicum placement requests being declined in 2014.

**ACCREDITATION NEEDS**

- The Denturist Program PAC advises the Program seek accreditation once the renewal process is complete.
- The Pharmacy Technician Program received accreditation until June 2019.
- The Occupational/Physical Therapist Program is accredited until November 2018.
- There are discussions with the Ministry of Health to introduce accreditation for Medical Lab Assistant Programs. VCC currently offers a shorter program than Camosun or Stenberg College; new standards may require program renewal.
- The Dental Hygiene Program received its accreditation in 2015 (7 year cycle). With the implementation of a Degree program, this process will have to be undertaken before its 7 year cycle is up.
- The BSN Program receives CRNBC approval and is seeking National Accreditation (CASN).
- The Practical Nursing Program is accredited until October 2018.
- The Certified Dental Assistant Program recent accreditation report has some recommendations the Dean is following up on. The biggest challenge will be the requirement for the College to secure clients for students. A second issue is the pressure of adding more competencies to an already full 10 month curriculum. These demands should be addressed with the Ministry in terms of program length and associated funding/tuition.
- Once the Drafting programs complete their curricular changes they will be seeking accreditation with ASTTBC (Applied Science Technologists & Technicians of BC). Such accreditation must be supported as it will give a competitive edge to VCC’s Drafting programs.

**Program Advisory Committees (PACs)**

- The Administrative Assistant Programs renewed their PACs.
• The Medical Lab Assistant Program has not had a PAC meeting since the new curriculum was implemented in May 2014. The Dean will follow up to ensure a meeting occurs in early 2016.
• The PACs need to be re-established and/or revitalized in the following Continuing Studies Programs:
  o Community Counseling Skills
  o Event Planning
  o Leadership
  o Leadership Business
  o Networking Technology
• Hair Design & Esthetics Programs’ Advisory Committees need to be re-established.
• Medical Office Assistant and Medical Transcriptionist PACs need to be revitalized.
• The Automotive Collision & Refinishing program needs to work more closely with its PAC and get ICBC involvement in discussion to attract more students.
• The Auto Paint & Refinishing program’s PAC needs to be reinvigorated.
• The Dean responsible for ASL & Deaf Studies is working towards having a joint meeting with Douglas College’s PAC to discuss emergent issues including the three-year program model as well as the historical separation of the programs between two institutions.
• The Visually Impaired programs need to revive their PAC.

CURRICULUM DEVELOPMENT FUNDING
• The Health suite of programs has been given CD funds over the past few years to address changes to increase interprofessional practice education. They identify a need for further funding to continue to develop material that can be used by all Health Programs.
• Curriculum Development funding will be required in the development of the Full Program Proposal for the Bachelor of Applied Science in Dental Hygiene.
• Also see areas highlighted throughout this summary.
• Extensive curriculum development work needs to be done in the Community Counseling Skills Program (CS). Their last renewal took place in 2009.
• The Fashion Merchandising Program in Continuing Studies has had little or no program review or development since its inception. The outlines were approved in 2004 as part of an omnibus motion for all CS Programs.
• The Continuing Studies Program ‘Leadership’ should give thought to developing online as well as blended courses as these delivery methods are particularly attractive to working professionals.
• An Instructor’s Manual needs to be completed for the Hair Design Program as many instructors are coming in from industry and need guidance to ensure program consistency and quality.
- The Automotive Collision & Refinishing program notes it needs to upgrade its curriculum to better suit ACE-IT students while still maintaining ITA standards.
- Thought should be given to development of on-line courses in select Trades programs to assist those apprentices whose employers are not releasing them to attend training.
- CD funds have been requested many times by the Career Awareness program. Their PCG was last updated in 2003.

DUEL CREDIT PROGRAMS
- The Health Care Assistant Program is piloting a dual credit program with the Vancouver School Board in 2015.
- The Trades programs have a number of partnerships with various School Districts (ACE -IT programs).

AFFILIATION AGREEMENTS/ADVANCED STANDING/TRANSFER
- Graduates of the Occupational/Physical Therapist Assistant Program are receiving advanced standing into Thompson Rivers University and the University of North Hampton, U.K.
- The Instructor Development Training Program has developed a number of partnerships, including transfer agreements with SAIT, the University of Victoria, the Justice Institute of BC and Northwest Community College. Follow up is needed to ensure these agreements have undergone formal Ed Co and BoG approval. The program is also in discussion with Qatar regarding an affiliation agreement. The program’s relationships with SFU and Camosun College need to be formalized. Finally, there is potential for a transfer agreement with Royal Roads University.
- Formalization of pathways between the CS Community Counseling Skills Program and graduate level education at UBC, SFU and the Adler Institute should be carried out.
- The Continuing Studies Programs in ECCE may wish to see if they can formally articulate an educational pathway into select degree program (eg Child & Youth Care) at other public post-secondary institutions.
- There is potential for graduates of the Interior Design Certificate Program in Continuing Studies to ladder into select Diploma Programs at BCIT and the Arts Institute.
- The Continuing Studies program ‘Leadership’ and Leadership Business have a formal articulation agreement with BCIT so that graduates can advance into their Leadership, Human Resource Management, and Business Management Programs.
- The Medical Device Reprocessing Technician Program is run in partnership with Vancouver Coastal Health, Providence Healthcare and Fraser Health Authority. There are also partnerships for distance offerings with Saskatoon Health Region,
McGill University Health Centre, and the College of New Caledonia in Prince George, BC.

- Once the Music Degree’s renewal is complete, articulations should be sought with select graduate schools for students who want to continue in their studies.
- The Hair Design Program is working with Selkirk College and Vancouver Island University to establish skills testing for the Red Seal exam to take place at the VCC salon.
- Formal articulation agreements need to be established between the Jewellery Art & Design Diploma Program and the Alberta College of Art & Design and Nova Scotia College of Art & Design for degree completion. Among the issues that will need to be addressed is the requirement for liberal studies electives in the Alberta program and how VCC’s program aligns with the 4 year program in Nova Scotia.
- The affiliation agreement between VCC and Arts Umbrella for the Dance Program should be formally reviewed yearly as the agreement indicates. Part of this review should include the fee VCC charges the Art Umbrella for doing all of the student registration and support work.

TECHNOLOGY NEEDS

- The OT/PT Assistant Program has to address the introduction of electronic charting. CD funds may need to be secured unless the projects in other Health areas can be used.
- The Nursing Unit Clerk Program requires a dedicated computer lab for 50% of each day.
- Nursing informatics software is needed in all the Labs used by this program area.
- The Music Programs require a well-equipped electronic/computer music studio.
- The Hospitality Programs require updating of the wireless classroom and an Apple TV.
- The Drafting program needs to license on-demand web tutorial services and a large screen digital display for program presentations.
- The Medical Transcriptionist program needs voice recognition software.
- There is need for more computer lab time for the Certified Dental Assistant Program.
- Technology needs have to be identified for the relaunch of the Fashion Arts Program (CS).
- Technology needs to be kept up to date in the Interior Design Program (CS) (PhotoShop, Viz render and Sketchup).
- The hardware in the A+ lab that supports the CS program Networking Technology is obsolete and resources need to be given to ensure changing industry needs are met.
- Wireless projectors in all classrooms that can be used with math software would be beneficial.
• It is becoming important to schedule more computer time for the Retail & Hospitality Careers program.
• The College should consider obtaining an institutional license for Rouzbe.
• For ASL & Deaf Studies incorporating video technology is a priority. They currently have outdated and minimal technology resources and will require increased use of computer labs as they address this issue. In addition, the computer lab will need to have film production capability and media software tools that allow interactive dialogue through video. The Program also needs to work with the Library to transfer their learning resources from VHS onto CDs.
• The Jewellery Art & Design Program will be adding CAD technology that needs to be supported.

CAPITAL NEEDS
• The Dental Clinic needs to develop a capital replacement plan as its equipment is aging and there is a lack of adequate space to support the suite of Dental Programs.
• More authentic dictation files and more anatomical models are needed in the Medical Transcriptionist program.
• The Medical Office Assistant program requires additional medical charts and anatomical models (these may be in storage at the Broadway Campus and should be checked before a new capital request is put in).
• A capital replacement plan for the Nursing Labs needs to be completed.
• A capital renewal plan for all Trades programs needs to be kept current.
• The Access programs have identified specific capital needs.
• The Food Services Career program has identified a number of capital needs.

STAFFING NEEDS
• There is an urgency to obtain increased support staff in the simulation lab in the BSN program.
• There is an identified need for more lab support in the Health Care Assistant Program
• There is a need for Program Assistants in the Hair Design & Esthetics programs to better support the Department Leader. Currently the two Program Assistants support the ‘business component’ of the Salon only.
• There is an identified need for a Program Assistant that can be shared between the Drafting Programs and the Digital Graphic Design Program.
• Given the number of students who will be enrolled in the Hospitality Programs a second Program Assistant is needed.

FACILITY NEEDS
• Regular hospital level cleaning of the dental clinic needs to be put into future budgets.
• Maintenance contracts to ensure beds and bedside tables are functional in all of the Health labs.
• The Hospitality Programs require restaurant renovation (e.g., Bistro) and an Executive classroom update.
• The Medical Office Assistant program needs a room with sinks for their clinical procedures course along with the storage of materials.
• The Administrative Assistant programs want the elevator area on the 6th floor renovated to create rooms to simulate actual work environments. This type of renovation would also support the need for a simulated office environment for the Continuing Studies ‘Office Administration’ program.
• Thought should be given to having a Creative Studio space (or Maker Space) available for students in the Interior Design Program in Continuing Studies to do their drawings and portfolio development.
• Office space for faculty and staff and storage space is not sufficient in the Salon that serves as the training centre for the Hair Design & Esthetics program.
• The Jewellery Art & Design Program needs to secure an alternative space that assists in addressing safety and health issues (separate room for casting, new polishing station with more effective dust collection systems, new casting centrifuge and new work stations).

PROFESSIONAL DEVELOPMENT NEEDS
• Instructors in the Dental Technology Program need to consider Education Leaves to return to industry to ensure their competency and currency level can support the new curriculum when it is implemented.
• The OT/PT Program requires funds to send one instructor to the annual national meeting.
• Faculty in the BSN program will have to be Masters prepared to meet accreditation standards. Education Leaves should be supported.
• Faculty in the Administrative Assistant programs have little opportunity to do professional training. Consideration of Education Leave should be given.
• Most instructors in Continuing Studies are industry professionals. This adds legitimacy and reputation to the programs. At the same time these individuals need more formalized support in relation to instruction and evaluation. A plan is being put in place for these individuals to access the Instructors’ Diploma Program with support from College resources.
• Support for faculty teaching in the 3rd and 4th year of the Hospitality Degree program needs to formally be put in place.
• Faculty in the Trades programs need to stay active in their trade. PD opportunities as well as Education Leaves need to be considered.

MARKETING
• Drafting Programs should have more formal support as they have a well thought out plan.
• Look at student data in developing marketing plan for the Business & Technical Writing Program (CS).
• Use student age data for various programs to best determine how to market to different segments of the population.

CONTINUING EDUCATION OPPORTUNITIES
• Dental Technicians require 30 credit hours of Continuing Education every 3 years. 24 credits need to be technically focused while 6 credits can be non-technical.
• There may be potential for designing bridging programs for Medical Lab Assistants who do not meet the eligibility criteria for registration/certification (once accreditation standards are introduced).
• LPNs require continuing professional education and there may be an opportunity for the College to provide this.
• There is the potential of developing, in co-operation with the Ministry of Health, a new clinical assessment service that would meet the needs of internationally trained nurses.
• The Dental Technology Program has developed a CS course (to assist graduates who do not pass the practical exam as an interim measure until the new curriculum is approved).

OTHER
• Work with AVED and the Ministry of Health to ascertain their support for moving some LPN seats into the BSN program and then assess these programs together to determine sustainability within College resources.
• Hiring criteria need to be developed for the Executive Assistant Program.
• The PDIP program’s credits are out of sync with the new policy for a Diploma level credential. The Program is concerned that if they raise credits this will impact tuition and thus enrolments. Given the 2% cap on tuition increase adjustments to credits could be made without also adversely affecting tuition.
• Ensure the cancellation policy was followed for the CS program ‘Health Care Interpreting’.
• Ensure the cancellation policy was followed for the CS program ‘Family Literacy’.
• Check if the Program Cancellation policy was followed for the CS Program ‘Court Interpreting’. The Dean may also want to re-evaluate if the Program could be restructured to make it more cost effective if it has not been formally cancelled.
• The CS program in Fashion Arts was formally cancelled and is being taught out.
• The use of the term ‘Associate Certificate’ by Continuing Studies needs to be addressed.
• Some Continuing Studies programs may be affected once the new Credit Calculation policy is put into place. The VPA is aware of these challenges and will work with CS and EDCO as to how to best approach reasonable solutions.

• If the number of International students recruited into the Hair Design & Esthetics program remains high the need for more language assistance, revision of written material and preparing students to write the ITA exam needs to be addressed.

• A new business plan for the Salon needs to be done. This needs to include budget for repairs, training materials, teaching kits, along with the need for video cameras to monitor inventory as theft is becoming an issue.

• The College needs to work with the Access programs to develop more formal systems and supports for students with learning and other disabilities. In particular, the turnaround time for getting students assessed effects their progress in courses.

• Resources for ASL & Deaf studies are scarce at a provincial and national level. Only VCC, Douglas College and George Brown College offer similar programs. The Dean and VPA will follow up with BC Colleges to advocate for provincial resources, including any assistance BC Campus may provide.

INSTITUTIONAL RESEARCH

• Additional data sets need to be included in the ‘Knowledge and Skills Gained’ and ‘Meeting Objective for Enrolling’ – expand to include ‘mainly met objective for enrolling’ and ‘knowledge and skills useful in addition to ‘very useful’ and ‘completely met objective for enrolling’

• Number of respondents and mode are often useful in interpreting select data sets and Department Leaders should be able to access this subset of data.

• For the Practical Nursing Program the data related to preparation for further study may be confusing to new graduates. A better indicator may be to review how returning LPNs do in the BSN program.

• The question related to preparation for further studies may not be appropriate for the Certified Dental Assistant Program.

• How best to capture the data related to the effectiveness and uptake on the various types of delivery in the Instructors Diploma Program needs to be developed.

• How best to gather data on the two areas of focus in the Community Counseling Skills Program needs to be discussed with CS.

• How to differentiate diploma from degree graduates and foundation degree from executive cohort graduates needs to be done for the Hospitality programs.

• In the Automotive Service Technician program, the data related to being in a training related job needs to differentiate between apprentices and Foundation students to better understand the availability of securing an apprenticeship after completing the Foundation program.
• Is it possible to differentiate hourly wage for Foundation graduates (Automotive Service Technician) from apprentices at various levels and after securing their Red Seal designation?
• In all Trades programs data related to success on the Certificate of Qualification at various levels as well as on the Interprovincial or Red Seal Exam needs to be added.
• Future Program Reviews need to differentiate between the newly harmonized curriculum and its specializations in the Heavy Mechanical Trades area and the ‘teach-out’ of the current program(s).
• Is there a way to differentiate between the Adult Basic Education offerings (e.g., Fundamental versus College and Career Access (self-paced and fact-to-face))?
• The Dean and Department Leaders need to provide comments on data related to enrolment trends for Access programs.
• The Dean (Access programs) is looking at data in the Self-Paced or CCAC program to see if there are prime times when more students attend classes in order to maximize offerings.
• For Access programs, the Dean is working with IR to review longitudinal trends in demand and enrolment data that can illuminate student progression through and between courses as well as track month-to-month registrations to better focus recruitment efforts and course scheduling.
• The type of data the Access programs require is different than what is in the current Program Review.
• The programs for students with cognitive learning differences do their own graduate follow up and course evaluations.
• At both national and provincial levels there is sparse data related to how students with cognitive learning differences fare after high school. VCC may be a forerunner in developing a data base that can be used to support further program development.
• The programs in the Community and Career Education area found the new format for the program review awkward. One issue identified was inadequate space to respond.
• Most students in the Visually Impaired programs take individual courses rather than a program. How best to gather data given this needs to be discussed.

FIRST NATIONS
• There are opportunities to work with First Nations Health Authority to develop educational offerings and pathways.
• The Health suite of programs reserves two seats for First Nations students in all of its programs.
TUITION/FEES

- The Board of Governors agreed to an increase in tuition that closely matches other provincially funded LPN programs when this program changed from certificate to diploma.
- VCC’s Pharmacy Technician Program charges $2694.72 in tuition. This contrasts with Okanagan College’s tuition of $7669.65 and Selkirk College’s tuition of $4993.20. Address when program is lengthened to include new competencies.
- The OT/PT program teaches 458 hours more than Capilano University. Currently Capilano University charges $7991.22 for their program while VCC charges $5800.
- VCC charges $2021.04 for the Medical Lab Assistant Program while Camosun College charges $5455 in tuition.
- The Ministry has agreed to a tuition increase beginning in 2015 for the current Dental Hygiene Diploma program.
- See comments under Program Renewal for Dental Technology Program.
- When the new Denturist Program is developed tuition will need to be addressed. Currently VCC charges $3368.40 plus texts/supplies and tool kits/material fees. George Brown College has set its tuition at $16,817 plus text/supplies and Georgian College has set tuition at $13,976.78 plus text/supplies.
- Trend data in the ECCE programs need to be monitored given the tuition changes. The salary earned after graduation is between $17-$19 per hour.
- Student loan defaults should be monitored in the Hair Design and Esthetics program as students pay over $9000 in tuition, kits/texts and ancillary fees yet earn $10-$13 an hour on graduation. There has also been a decrease in the percentage of graduates who are in training related jobs after completion.

POTENTIAL FOR OR NEW PROGRAMS IN PROGRESS

- There are discussions occurring at the provincial level regarding the creation of another level of support worker in the field that would be between a Medical Lab Assistant and a Lab Technician. The development of such a program would give graduates a further opportunity to advance in the Allied Health field.
- The Dental Hygiene Program is being redeveloped as a Bachelor of Applied Science in Dental Hygiene. Both the Ministry of Health and the Ministry of Advanced Education are supportive of this change.
- In the Continuing Studies program ‘Networking Technology’ there is much potential to expand this program into a Diploma. If this route is taken block transfer agreements into degree completion programs should also be considered.
- In the Continuing Studies program ‘Office Administration’ a separate option for ESL learners should be considered if there is sufficient demand.
- Two new certificate programs are being proposed to link with SFU’s Bachelor of Environment program and Health Sciences program.
• The Community and Career Education programs are working with the Pacific Family Autism Center to develop a program for students with more severe cognitive learning differences.

AREAS THAT REQUIRE CLOSER MONITORING
• The Nursing Unit Clerk Program (now Health Care Co-coordinator) faced some major challenges recently and plans have been put in place to address multiple concerns with quality indicators. Course evaluations should take place and noted in subsequent Program Reviews until trend data can better ascertain whether the planned changes are working.

• Select satisfaction levels in the seven areas of Skill Development and Knowledge & Skills Gained need to be monitored closely in the Dental Reception Co-coordinator Program. The Dean indicates that select issues have been addressed with Facilities and a second printer has also been secured for the program.

• The Interior Design Program (CS) needs to be monitored. Some of the outcome issues may be addressed with more stability in personnel.

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

• It is quite difficult to sort out AVED, School District, ITA and International student projection numbers for enrolment planning purposes in the Hair Design & Esthetics programs.

• The Medical Office Assistant and Medical Transcriptionist Programs began revising their PCG’s and courses in late 2014. Subsequent Program Reviews need to monitor quality indicators closely as graduates were not satisfied generally with the programs. If trend data does not improve the programs should go through formal renewal. The programs may also wish to create a common core between the two programs as there is duplication of learning outcomes housed in stand alone courses. Finally, the development of select online courses and a course that supports the graduate of the Medical Transcriptionist as an independent business operator should be developed.

• Assess how international students are doing in the Hospitality Programs given the drop in the IELTS entrance score.

• A number of initiatives have been put in place to address serious student concerns identified in 2014 in the Digital Graphic Design program. See the Program Review to monitor how successful these have been.

• In the Automotive Service Technician program students rate organization quite low (55% in 2014 and as low as 39% in 2011).
# Program Review and Renewal Inventory

**08/06/2016**

<table>
<thead>
<tr>
<th>Department</th>
<th>Annual Program Review completed for year ending Mar 31, 2014</th>
<th>Internal Program Renewal / External Accreditation Year completed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Continuing Studies</strong></td>
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<tr>
<td>Building Manager</td>
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<td>Counselling Skills / Addiction Skills</td>
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<td>Skin &amp; Body Therapy</td>
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<td>Visual Communications Design (formerly Digital Graphic Design)</td>
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<td>College Foundation - Humanities</td>
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<td>UT Science</td>
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<td>Renewal - 2011</td>
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<td>Visually Impaired</td>
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<td><strong>Health Sciences</strong></td>
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<td>Continuing Care - Acute Care Skills</td>
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<td>Health Care Assistant ESL</td>
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<td>X</td>
<td>Accreditation - 2015</td>
</tr>
<tr>
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<td>X</td>
<td>Expiry of accreditation - 2022</td>
</tr>
<tr>
<td>Dental Technology</td>
<td>X</td>
<td>Renewal - 2008, 2013</td>
</tr>
<tr>
<td>Dental Reception Coordinator</td>
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<tr>
<td>Denturist</td>
<td>X</td>
<td>Internal Renewal under process</td>
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<tr>
<td>Denturist</td>
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<td>Expiry of accreditation - 2005</td>
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<tr>
<td>Denturist</td>
<td>X</td>
<td>Expiry of accreditation - 2015</td>
</tr>
<tr>
<td>Medical Lab Assistant</td>
<td>X</td>
<td>Renewal - 2011</td>
</tr>
<tr>
<td>Health Unit Coordinator (formerly Nursing Unit Coordinator)</td>
<td>X</td>
<td>Renewal - 2013</td>
</tr>
<tr>
<td>Occupational/ Physical Therapist Assistant</td>
<td>X</td>
<td>Accreditation - 2012</td>
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<tr>
<td>Occupational/ Physical Therapist Assistant</td>
<td>X</td>
<td>Expiry of accreditation - 2018</td>
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<tr>
<td>Pharmacy Technician</td>
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<td>Accreditation - 2014</td>
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<td>Expiry of accreditation - 2019</td>
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<td>Department</td>
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<td>Internal Program Renewal / External Accreditation Year completed</td>
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<td>Provincial Instructors Diploma</td>
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<td>Administrative Assistant</td>
<td>X</td>
<td>Renewal - 2011</td>
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<tr>
<td>Asian Culinary Arts</td>
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<td></td>
</tr>
<tr>
<td>Baking &amp; Pastry Arts</td>
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<td>Culinary Arts</td>
<td>undergoing renewal</td>
<td>Renewal - 2016</td>
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<tr>
<td>Executive Assistant</td>
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<td>Renewal - 2011</td>
</tr>
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<td>Hospitality Management Degree</td>
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<td>Renewal - 2012</td>
</tr>
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<td>Hospitality Management Diploma</td>
<td>X</td>
<td>Renewal - 2012</td>
</tr>
<tr>
<td>Legal Administrative Assistant</td>
<td>X</td>
<td>Renewal - 2011</td>
</tr>
<tr>
<td>Medical Office Assistant</td>
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<td>Renewal - 2011</td>
</tr>
<tr>
<td>Medical Transcriptionist</td>
<td>X</td>
<td>Renewal - 2013</td>
</tr>
</tbody>
</table>
Post-Degree Diploma in Canadian Business Management

September 1, 2017
PART 1: CONCEPT PAPER

Department Leader:
Curriculum Developer / Faculty: Fred MacDonald
Dean: Gordon McIver
Proposal Date: ________________________________

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

A. Purpose and Context

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.

This program is being designed for international students who already hold a bachelor’s degree in any discipline and are interested in business studies in a Canadian context. The Post-Degree Diploma in Canadian Business Management provides students with a solid foundation in business management and prepares them for employment in Canada. Students will be prepared to seek employment in the areas of business, finance and administration.

This program will provide students with the knowledge, skills and experience necessary to manage the human, physical and financial resources and complex strategic and practical management issues that are present in today’s business environment. This diploma will be delivered in four terms of study over two academic years.

Graduates of the Post-Degree Diploma in Canadian Business Management will be able to:

- Communicate effectively and respectfully as business professionals
- Work with others to solve problems and manage projects
- Apply core leadership competencies in the business sector
- Evaluate financial information and financial implications related to business decisions to support the goals of a business enterprise
- Improve business procedures by applying up to date principles of operations management
- Apply critical thinking and problem solving techniques to make sound management decisions and recommendations
- Manage cross culturally with adaptability, flexibility, openness and confidence
- Manage basic human relations issues in a business setting
- Evaluate the impact of various economic, legal, cultural, political and geopolitical systems on business and leadership
- Act in an ethical and socially responsible manner within the legal framework of the Canadian business sector
- Employ sustainable decision-making and practices in their work as business professionals
Explain how this program adheres to principles and priorities as indicated in the College’s strategic, educational or ministerial planning documents.

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

This program is being designed to support the continued success of the college by addressing VCC’s Key Success Drivers during the development of the program.

Educational Quality: This program will provide a learning experience that is built on programming relevant to today’s business world and will assist students with a direct transition into the workplace.

Operational Excellence: This program will help to substantially increase the business programming available at VCC. This will help move the college into a position where more new programs can be developed and offered to the community.

Financial Stability and Sustainability: This program is being prepared with a carefully planned budget forecast. The projected returns from international tuition will help to contribute to the institution’s financial stability.

Reputation Management: By working with International Education staff from the outset, this program development process has received input to ensure that the diploma offered will be a welcome addition to VCC’s portfolio of international programs. The program will help boost VCC’s reputation as an institution that delivers quality international programming.

Business Development: This program is being developed with input from faculty and managers across the institution. They share a common desire to create relevant and sustainable business programming for VCC.

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

VCC has a suite of existing business program in Continuing Studies that offer a certificate credential. The Hospitality department has a significant number of business courses that are delivered as part of both the Hospitality diploma and degree. The School of Arts and Sciences is interested in using existing business courses and developing new courses that can be included as options for students pursuing an Associate of Arts degree that is in the initial planning stages at VCC.

The development of the Post-Degree Diploma in Canadian Business Management will open up new opportunities for greater collaboration across all schools on campus and help create larger critical mass of business teaching expertise at VCC. New courses are being developed that can be used as electives in a new Associate Degree or to help build a new business diploma for domestic students in the future.

B. Program Need

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

There are no public colleges offering a Post-Degree Business Diploma in the downtown core of Vancouver. The business training market is downtown Vancouver is primarily served by private colleges and universities that appear to be thriving.
What evidence is there of student demand for the program?

The International Education Department at VCC has solid connections with international recruiters who can supply full cohorts of students for this program. Through the BC Jobs Plan, and BC’s International Education Strategy, the province is committed to promoting BC as a high-quality education destination and increasing international student enrolment.

The Metro Vancouver regional district reports that 30,000 people arrive in Metro Vancouver from other countries every year. Statistics Canada reports that sixty-five percent of Metro’s population was born outside the city and they predict that this number will grow with increased immigration. VCC is very well positioned to serve this growing number of newcomers to the city. (Vancouver Sun, April 30, 2016)

What evidence is there of labour market, professional or community demand for graduates?

During the 10 year period from 2014 to 2024, approximately 300,000 business, finance administration and management jobs will be open in BC. The majority of these openings will be in the lower mainland region and nearly one-third of these jobs will be filled by new arrivals to the province. (BC 2024 Labour Market Outlook) These statistics support the need for additional business training in the region.

C. Competitive Analysis

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?

A number of post-degree business programs are being delivered in the lower mainland by public institutions including Douglas College, Langara College and Capilano University. In the private college sector, the Ascenda School of Management offers a post-degree diploma in general management. (see Table below)

These schools all appear to be competing for the same international students in the lower mainland. The programs vary in focus. Some offer a specialization such as accounting, finance or marketing. Several programs offer students the opportunity to engage with students in co-op placements or work practicums. The average length of programs offered is two years and all schools are charging at least $500 per credit hour in tuition.

One of Langara’s programs is the least expensive overall at $23,730. This lower rate appears possible because the program offers only 42 credit hours of instruction and places students in the workplace for final term of the two-year program. Capilano offers the shortest overall time frame by compressing the program, including a work term, into 16 months.

The new VCC program is designed to provide general business training rather than focusing on a specialization area. Students will have the opportunity to engage with industry during a two-month practicum that is being designed for the final term of the program.
A review of the 2015 BC Business Chairs’ Articulation and Transfer minutes provides some interesting insights into how the individual schools are doing in the international market. These are notes from the meeting’s roundtable discussion:

Langara College – Have successfully launched two post-degree diplomas. 72 international students. Running two cohorts in Business Management. Hopefully welcoming 3 cohorts on the fall

Capilano University – International program increased to two intakes.

Selkirk College – 100% increase in international business students. First grads of new Post Degree in Business. Post-Degree Diploma in Accounting is picking up with international students.

BCIT – Very large focus on international students

Ascenda School of Management – Have seen growth in the last few years.....95% of students are international.
SIMILAR POST-DEGREE BUSINESS PROGRAMS IN THE LOWER MAINLAND

<table>
<thead>
<tr>
<th>Institution</th>
<th>Credential</th>
<th>Program name</th>
<th>Credits</th>
<th>Length</th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Douglas College</td>
<td>Post-Degree Diploma</td>
<td>Accounting Studies, Finance</td>
<td>60</td>
<td>2 years</td>
<td>$520 per</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>credit $31,200</td>
</tr>
<tr>
<td>Langara College</td>
<td>Post-Degree Diploma</td>
<td>Accounting,</td>
<td>60</td>
<td>2 years</td>
<td>$565 per</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>credit $33,950</td>
</tr>
<tr>
<td>Langara College</td>
<td>Post-Degree Diploma</td>
<td>Accounting + Co-op</td>
<td>66</td>
<td>2 years + Co-op</td>
<td>$565 per</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>credit $37,245</td>
</tr>
<tr>
<td>Langara College</td>
<td>Post-Degree Diploma</td>
<td>Business Administration, Marketing Management</td>
<td>42</td>
<td>2 years</td>
<td>$565 per</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>(3 terms plus 1 work term)</td>
<td>credit $23,730</td>
</tr>
<tr>
<td>Capilano University</td>
<td>Post-Baccalaureate Diploma</td>
<td>North American Business Management Applied</td>
<td>45</td>
<td>16 months on an accelerated schedule</td>
<td>$550 per credit plus surcharges $28,075</td>
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<tr>
<td>Ascenda School of</td>
<td>Post-Graduate Diploma</td>
<td>General Management</td>
<td>60</td>
<td>2 years</td>
<td>$500 per</td>
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<tr>
<td>Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>credit $30,000</td>
</tr>
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</table>

Is there an existing articulation committee for this program? Is this committee recognized by the British Columbia Council on Admissions & Transfer (BCCAT)?

Curricular matters related to BC post-secondary business diplomas are shared and discussed at BCCAT's Business and Commerce Articulation Committee

Is this concept supportable and sustainable with existing and/or available resources?
VCC has the space and equipment required to start this program. New curriculum resources must be developed to support the program. Once established, this program will be sustainable and make a positive budget contribution to VCC.

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?

The program will be delivered in a cohort model.

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

The program will normally be completed in two academic years. (four terms)

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

E. Student Profile

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?

This program is being designed to attract international students who are graduates of recognized undergraduate degree programs. These students will be recruited by the VCC Office of International Education with the assistance of overseas recruitment agents. We are recommending that students have a strong foundation in mathematics to help them cope with the demands of the program.

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 do not meet the program requirements will be encouraged to enroll in ESL or academic upgrading classes available at VCC.

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?

This program is intended specifically for international students, should it become available to domestic students the program will hold two seats for First Nations applicants. Those with disabilities and/or other underrepresented groups are welcome in this program and will be referred to the appropriate VCC support service area to identify the needed services to support student success. Faculty and administration will respond to perceived inequalities if they arise.

F. Quality

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

Students will be carefully screened for admission by the International Education Department. This new program will be assigned a Continuing Studies Program Coordinator who will work closely with program faculty and the International Department.
to monitor student progress and resolve issue that may affect student progress, retention or completion. The program and faculty will be evaluated on an ongoing basis to ensure that program competencies are being delivered and that quality is being maintained in the program.

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

The program has a two-month work practicum in the final term where students will be placed with local businesses.

*List all accreditations, affiliations or articulations for this program.*

*Is there an existing PAC/CEG for this program? What are your plans for engaging in discussion with industry?*

A Business Program Advisory Committee has been formed to advise the program. The inaugural meeting of the committee was held on May 5, 2016. Members of the committee have agreed to provide input on the design and structure of the program and to support the practicum placement of students.

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

There are already some faculty members available in the college who have the education and experience required to teach in the program. An appropriate Master’s degree and relevant industry experience will be the hiring requirements for new faculty who are engaged to teach in the program.

**G. Admission and Delivery**

*Provide admission requirements, including language proficiency levels and assessment scores.*

The admission requirement is an undergraduate degree from an accredited university. If the degree was not granted by a university in an English speaking country, applicants will be required to have an IELTS score of 6.5 (6.0 band), or TOEFL 80 (20 minimum)

*Identify pathways that assist in meeting these requirements.*

Applicants who do not meet the language requirements will be encouraged to enroll in ESL classes at VCC.

*Identify potential courses, if any, which could be developed to assist in meeting these requirements.*

*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).*

This program will be delivered full-time during the day. Some courses may be designed as a mixed-mode of delivery to allow some flexibility for students but since this is an overseas cohort, the full-time day model will allow students the opportunity to bond together as a unit. In a number of the courses students will be required to work together in teams on class assignments and the full-time model will facilitate this.
Will the structure of the program allow for multiple entry and exit points? If there are multiple entry points, please specify requirements for each.

The program is being designed to follow a traditional academic year with a September start date. With a cohort model, it is not anticipated that the program will have additional entry points during the year.

Does this program include Prior Learning Assessment and Recognition (PLAR) as per policy D.3.5 Prior Learning Assessment & Recognition or Flexible Admissions as per policy ???

No, due to the difficulty involved with assessing overseas coursework, PLAR will not be available to students enrolled in this diploma.

Provide an outline of course sequence, demonstrating any leveling from lower to advanced courses. This is particularly important for diploma and degree programs.

Year 1

**Fall Semester**
- MGMT 1001 – Business Mathematics (45 hours; 3 credits)
- MGMT 1002 – The Canadian Economy (45 hours; 3 credits)
- MGMT 1003 - Principles of Management (45 hours; 3 credits)
- MGMT 1004 – Intro to Workplace Communications (45 hours; 3 credits)
- MGMT 1005 – Organizational Behaviour (45 hours; 3 credits)

**Winter Semester**
- MGMT 1006 – Fundamentals of Marketing (45 hours; 3 credits)
- MGMT 1007 – Financial Accounting (45 hours; 3 credits)
- MGMT 1008 – Organizational Communications (45 hours; 3 credits)
- MGMT 1009 – Business Systems Analysis and Design (45 hours; 3 credits)
- MGMT 1010 – Business Sustainability and the Environment (45 hours; 3 credits)

Year 2

**Fall Semester**
- MGMT 2011 – Managerial Accounting (45 hours; 3 credits)
- MGMT 2012 – Human Resources Management (45 hours; 3 credits)
- MGMT 2013 – Management Skills for Supervisors (45 hours; 3 credits)
- MGMT 2014 – Principles of Corporate Finance (45 hours; 3 credits)
- MGMT 2015 – Entrepreneurship (45 hours; 3 credits)

**Winter Semester**
- MGMT 2016 – Strategic Management (45 hours; 3 credits)
MGMT 2017 – Canadian Business Law (45 hours; 3 credits)
MGMT 2018 – Business Ethics (30 hours; 2 credits)
MGMT 2019 – Preparation for the Canadian Workplace (15 hours, 1 credit)
MGMT 2020 – Workplace Practicum (eight weeks, 6 credits)

**H. Consultation (refer to Appendix A, Consultations)**

*With whom have you consulted internally regarding this proposal? What were the results of these consultations? Provide names, dates, and summary of feedback*

**I. Phase In/Phase Out Plan**

*For existing programs that are being substantially changed (and are therefore treated as ‘new programs’ in development), describe in detail the phase in/phase out of new/old versions of the program (teach outs):*
PART 2: IMPLEMENTATION PLAN

This document outlines associated resources required to adequately implement the proposed curriculum.

It is submitted to Education Council to provide advice to the Board of Governors on the implementation of the program, and to the Finance and Audit Committee to provide advice to the Board of Governors on a fee structure.

NON-RECURRING COSTS (provide accurate estimates)

<table>
<thead>
<tr>
<th>Academic non-recurring start-up costs</th>
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</thead>
<tbody>
<tr>
<td>Item</td>
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<tr>
<td>Program development</td>
</tr>
<tr>
<td>Faculty development</td>
</tr>
<tr>
<td>Staff development</td>
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<td><strong>Sub-total</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Capital Costs (Equipment, Renovations, Facilities, Library, Technology)</th>
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<td>Item</td>
</tr>
<tr>
<td>Software purchase</td>
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<tr>
<td>library</td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item</td>
</tr>
<tr>
<td>Academic Non-Recurring</td>
</tr>
<tr>
<td>Capital Costs</td>
</tr>
</tbody>
</table>
Ongoing Operating Costs (provide accurate estimates)

See attached documents from VCC Finance

<table>
<thead>
<tr>
<th>Item</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>Faculty</td>
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<td></td>
<td></td>
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<td></td>
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<tr>
<td>Required service courses</td>
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<td></td>
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<td></td>
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<tr>
<td>Administrative Support</td>
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</tr>
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<td>Student Services</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Marketing</td>
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<tr>
<td>IT Support</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
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<td></td>
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<tr>
<td>Lab operating costs - Salary</td>
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</tr>
<tr>
<td>Other (Marketing, Facilities)</td>
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<tr>
<td><strong>Sub-total</strong></td>
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<td></td>
<td></td>
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<tr>
<td><strong>Grand Totals</strong></td>
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</tbody>
</table>
PART 3: BUSINESS CASE

This document outlines the sources of revenue for the program. It is submitted to the Fees Advisory Committee and the Board Finance and Audit Committee to provide advice to the Board of Governors on a fee structure. This document is then submitted to the Board of Governors, to be reviewed alongside the Implementation Plan and approved curriculum, to make a final decision on the fees and implementation of the program.

REVENUE

What is the source of funding for this program?

International tuition.

TUITION AND FEES

<table>
<thead>
<tr>
<th>Item</th>
<th>Num 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></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

SIGN OFF

Dean/Director: _________________________________
VP Academic: _________________________________
VP Finance: _________________________________
I. Appendix A. Consultation

Cathy Snyder Lowe, International Student Admissions and Services Manager and Angela Liang, International Marketing and Recruitment Manager, International Education Department. March 31, and April 19, 2016.

Discussions related to student demand, immigration requirements and study permits for international students, English language requirements, program length, cohort size, tuition pricing and support for students experiencing challenges during the program. Cathy and Angela stressed that sufficient lead time will be required to ensure that international students enrolling in the program are able to meet all their requirements for entry into Canada.

Brett Griffiths and Elle Ting, Instructional Associates, Centre for Instructional Development. April 5 and 12, 2016.

Brett and Elle provided advice and guidance regarding the design and development of learning outcomes, assessments, content and learning activities. They also provided guidance on the curriculum mapping process that will be required to further develop the program curriculum.

Irene Young, Former Vice President, Business Development.

Provided overall direction for the development of the program during weekly meetings throughout the development process until May, 2016.

Gordon McIver, Dean, Continuing Studies.

Provided ongoing support and resources to assist with the development of this program and the formation of the Business Program Advisory Committee. Provided input for a review of the program’s proposed outcomes and course sequencing.

Jennifer Gossen, Program Coordinator, Continuing Studies.

Jennifer provided a review of all current Continuing Studies Business programming at the college. She shared her curriculum resources and the experience gained during the development of previous post-degree diplomas and assisted with the development of the Business Program Advisory Committee.

Claire Sauve, Program Coordinator, Continuing Studies.

Claire provided advice on the development of learning outcomes and provided input on faculty operating costs.

Michael Tittel, Department Head, Hospitality Management. April 7, 2016

Michael shared the Hospitality Management Department’s experience with the delivery of a diploma and degree program to international students. He offered to share department resources to support the new diploma and suggested that term instructors in Hospitality might be available to teach in the new program. He continued to offer support and guidance throughout the development process.
David Wells, Dean School of Arts and Sciences. April 5, 2016

David reviewed the curriculum development work that had been done by his school on accounting courses and suggested that this material might be shared with the new diploma program.


Stefan reviewed projected start-up and capital cost projections and provided an analysis of the ongoing operating budget for the program.

Susan Boras, VCC Hospitality Instructor and Human Resources Consultant. May 4, 2016

Susan reviewed and critiqued the proposed program’s outcomes and made suggestions regarding the proposed content of the Human Resources and Organizational Behaviour courses.

Sonia Gawlick, VCC Continuing Studies Instructor, May 5, 2016

Sonia has reviewed and critiqued the proposed program outcomes and joined the Business Program Advisory Committee.

Al Petrone, VCC Hospitality Instructor and former CEO of Bristol Group.

Al has reviewed and critiqued the proposed program outcomes and joined the Business Program Advisory Committee.

Sally Gibson, Hospitality Program Instructor and former Chair, Hospitality Department, May 17, 2016

Sally reviewed the concept paper, suggested edits for the text, and provided advice and guidance on the curriculum approval process, and program implementation.

Brian Rohl, Hospitality Program instructor and General Manager of Coast Coal Harbour Hotel, May 18, 2016

Brian reviewed the concept paper and provided feedback on the overall direction of the program.

Hassan Kayambashi, Hospitality Program Instructor, May 20, 2016

Hassan reviewed and critiqued the concept paper. He provided detailed written suggestions for the content and sequencing of the Accounting, Finance, and Management courses.

Laurie Barnes, Hospitality Instructor and Sales and Marketing Director, May 25, 2016

Laurie reviewed the concept paper and provided suggestions on how to structure the recruitment and orientation of new students. She also suggested that competencies related to business ethics be embedded in all courses.

Mari Paz Vera, Coordinator, Library Services, May 11, 2016

Mari Paz has reviewed the proposed course matrix for the new program. She will prepare an analysis of existing library resources and identify new database or print resources that will be required to support the new program. She advised that a budgetary contribution will be
required from the program to support the initial startup costs and ongoing acquisition needs for new library resources.

Jerry Guspie, Director of Facilities, May 12, 2016

The program will require one classroom with a capacity for twenty students in the first year of operation. Two classrooms will be required on an ongoing basis when the second year of the program becomes operational. Jerry advised that space to run the program would be available at the downtown campus.

Surinder Aulakh, Director of Security, May 13, 2016

Surinder advised that the proposed program will not place additional demands on security personnel as long as it is scheduled to run during normal college operating hours.

Craig McGuigan, Director of Student Services, May 13, 2016

Based on VCC’s current experience with an international student population, Craig believes that the addition of forty new international students will not place significant new demands on Student Services’ staff.

Kate Gates, Acting Department Head and Maija Wiik, Counselling Department, May 26, 2016

Kate and Maija reviewed the concept paper and provided suggestions to assist with the orientation and integration of these new international students. They stressed the importance of having the Counselling Department involved in an overall student orientation as soon as the students begin their classes.

Peter Gregorowicz, Interim Chief Information officer, May 17, 2016

Peter reviewed his department’s procedures that have been established to consider the information technology needs of new programs. As soon as the curriculum is ready for this program, IT staff will review it to determine if any new software or hardware will be required to support the new diploma.

Brian Beacham, Director, Institutional Research, June 1, 2016

Brian provided detailed feedback on the concept paper and offered to provide additional research related to the labour market for business graduates.

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

Northern Lights College

Northern Lights College shared curriculum materials from their Post-Degree Diploma in Business Management to assist VCC in this program development process.
PREPARED FOR:      Education Council

ISSUE:             New credential: First Year University Transfer Environmental Studies Certificate

BACKGROUND:
This concept paper is an amalgamation of three concept papers all relating to the First Year University Transfer Environmental Studies Certificate. They are coming to Education Council simultaneously with the curriculum proposal as work on this new credential began before the new curriculum development policy and procedures took effect. It was deemed appropriate, however, to bring a Concept paper to the Board and fulfill the requirements of the new policy if not the timelines.

DISCUSSION:
Curriculum Committee members viewed the curriculum documents at the 19 April meeting and the proposal for the program was discussed.

RECOMMENDATION:  Education Council recommends the Board approve the new credential: First Year University Transfer Environmental Studies Certificate

Prepared by:
David Branter
Chair, Curriculum Committee
PART 1: CONCEPT PAPER

A. 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 First-year University Transfer Environmental Studies Certificate provides students with the opportunity to explore options and demonstrate success at the first-year level of university studies. Students will gain transfer credits for access into second year of the SFU Bachelor of Environment program majors, either through assured admission access or competitive entry. A graduate with a first-year University Transfer Environmental Studies Certificate has reliably demonstrated to a first-year university level the ability to:

   1. Incorporate critical thinking into global interdisciplinary processes and decision making.
   2. Demonstrate collaboration by participating in research projects and laboratories.
   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 public individuals, professionals in industry/NGOs, scientists, and politicians.
   5. Utilize accepted research process and abilities in all professional enquires communications, and scholarship.
   6. Demonstrate scientific and quantitative methodology as well as analytical skills for entrance into second year science courses.
   7. Demonstrate problem-solving in biology, math, geography, global environmental change, management, and leadership.

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

This program is a specifically identified initiative within the 2016/17 Consolidated Goals, Objectives and Initiatives document for the College. This program contributes to Goal 1.1 – Deliver a superior student educational experience. The program is one of the identified Initiatives under the specific Goal 1.1.1. – Conduct needs assessment and determine viability and potential of NEW programs that meet community need, provide pathways, take into consideration the labour market skills gap, and are relevant.
3. Identify how the program supports VCC’s mission, core values, and strategic objectives?

This program directly serves the College’s mission by providing excellent programs that prepare learners for ongoing education. This transfer program has been constructed with the intent for students to transfer into the Faculty of the Environment at SFU. All the courses included within this transfer Certificate are or will be transferable to a wide range of public post-secondary institutions in this province. In creating cohort-like university transfer options in collaboration with receiving institutions such as SFU, VCC is contributing to the identified college value of student success by preparing students to be successful at their receiving institution. In addition to supporting the College success driver of Educational Quality, this program is also supporting the reputational management success driver by improving student recruitment and retention. Finally, this transfer certificate continues to build on the collaborative relationship that has been established with Simon Fraser University.

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

This program supports many existing University Transfer courses that are offered at the College. As the sections created are not dedicated exclusively to the Transfer Certificate, enrolment in the discrete course offerings is supported by a range of Certificate enrolment, general UT enrolment. These courses will also form an important part of the Associate of Arts and Associate of Science credential that is being planned, and which is an important part of the Consolidated Goals, Objectives and Initiatives document for the College.

B. Program Need

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

This program is intended to fill an emerging gap in the area of University Transfer. Many of the former two-year Colleges in the Province have either become Teaching Universities or have moved increasingly towards the delivery of Degree programs. At the same time, the Research Universities are more focused on graduate programs, professional programs and upper year undergraduate course offerings. They are not equipped to optimally support lower level undergraduate students and so have experienced levels of attrition over their first two years that results in sub-standard utilization rates at the upper levels of degree programs. BCCAT research has also shown that less well prepared sequential students have somewhat lower rates of retention at University as opposed to a two-year transfer college.

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

In 2015-16 there were 2350 registrations in University Transfer courses, representing a 13% increase over the previous year. Enrolment in Science and Math University Transfer courses has increased 65% over the past 5 years. Surveys were conducted in March of this year with students enrolled in University Transfer courses. There were more than 450 responses gathered to this survey and more than 50% indicated interest in taking additional Science and Humanities courses at VCC, should they be made available. With more than 4000 registrants annually, VCC has the largest number of students in Academic upgrading of any public post-secondary. Approximately two-thirds of those students are going elsewhere for their post-secondary programming. The conversion rate of adult upgrading students to VCC post-secondary students should be around 50%, which would suggest a significant opportunity to convert a greater number of our upgrading students into post-secondary students at VCC. Surveys were conducted of both the existing University Transfer students at VCC, as well as student in the College Foundations program areas.
7. What evidence is there of labour market, professional or community demand for graduates?

The British Columbia 2022 Labour Market Outlook projects a steadily increasing labour market over the next 7 years, especially concentrated in the lower mainland. Professional, Scientific and Technical Services are one of the three largest industries in the Lower Mainland. The BC Jobs Plan 4-Year Progress Update (December 2015) notes Technology and the Green Economy as one of eight sectors on which the BC Jobs Plan was constructed. In terms of community demand, feedback from a recent gathering of high school counsellors from the lower mainland indicated a strong demand for University Transfer programming for their students. This seems consistent with recent BCCAT analysis on the movement of sequential students from schools in immediate proximity to VCC. The analysis included movement from four high schools in East Vancouver and the VSB continuing education programming. In all cases, VCC is post-secondary institute most proximate to these schools. A little less than 100 sequential students came to VCC from these schools, while approximately 900 students went to either Douglas College, Kwantlen Polytechnic University, Langara College or BCIT. In many cases these students would have been able to obtain some of the required educational programming at VCC. Additional University Transfer programming will strengthen our ability to meet the needs of those sequential learners.

C. Competitive Analysis

8. 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?

This is the only assured entry Transfer Certificate into SFU’s Faculty of the Environment of which we are aware. There are a number of other institutions that offer similar courses that can be used for transfer into SFU. Douglas College, Kwantlen Polytechnic University and Langara College all offer a mix of courses similar to the ones outlined in the Transfer Certificate.

9. Is there an existing articulation committee for this program? Is this committee recognized by the British Columbia Council on Admissions & Transfer (BCCAT)?

Articulation committees within the University Transfer area are usually on a course or discipline basis. Articulations committees exist for all of individual disciplines identified within this Transfer Certificate. The articulation committee for Environmental Programs is probably the most closely aligned to the program level outcomes for this Transfer Certificate. All are supported by BCCAT.

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

Approximately 50% of the credits that comprise this Transfer Certificate come from existing courses that are currently being delivered and receive a block fund allocation within the enrolment plan. The newly created courses comprising the remaining credits have also been included within the annual enrolment plan, along with the related block fund allocation. In addition, tuition has been set for these new courses at a more financially sustainable level than existing University Transfer courses. Existing courses that comprise this Transfer Certificate will be delivered by regular and term faculty within the Department budget. All new courses will be delivered by term faculty, better ensuring their sustainable delivery. As mentioned, the new courses do attract a block fund allocation within the Department budget.

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

This is both a cohort and open-access program. All of the discrete courses required for the Certificate are open access in nature, and it is possible for a student to assemble the components required for the credential without declaring their intention, so long as the meet criteria outlined for this Transfer Certificate. We are working to ensure that declared Transfer Certificate students are given priority or assured access to the required new courses.
created to satisfy this credential. The flexible staggering of course delivery will also better enable students starting in the Winter term to complete the Transfer Certificate requirements within the 16 months window required for assured admittance to SFU.

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

The expected length of the program is 12 months, spread over three full semesters (Fall, Winter and Spring/Summer). The maximum allowable time for completion, in order to be eligible for assured admission, is 16 months. We are reviewing our ability to issue the credential without the assured admission component for students opting to complete this program on a part-time basis.

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

We are projecting an annual enrolment in this program of between 8 and 12 students. As the Faculty of the Environment at SFU continues to build, this number may gradually increase.

D. Student Profile

14. 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?

The target students for this Transfer Certificate will be sequential students coming out of the K-12 system in the Lower Mainland, and predominantly Vancouver, Burnaby and Richmond. This is a largely untapped market for VCC. In addition to this population of students we will also target existing UT students who have not declared a firm post-secondary objective, and the body of students completing upper level academic pre-requisites in our adult upgrading program areas.

15. 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?

The Department Leaders for the relevant University Transfer areas are also the Department Leaders for the College Foundations areas providing the pre-requisites needed to gain entry into University Transfer programming. For students that are missing one or more of the pre-requisites we will explore open access of those courses for which they do meet the entry requirements simultaneous to enrolling these students in the necessary remedial level upgrading courses. This simultaneous entry point will provide the best chance for students to complete the credential within the 16 month time limit. For students with slightly higher remedial requirements, we can explore a remedial focused Fall term, followed by a program commencement in the Winter term.

Abundant remedial options are available at the Advanced (grade 11) and Provincial (grade 12) levels, both in a class-based term driven setting, and within a self-paced environment. We also have a credit-based pre-requisite course in Mathematics (MATH 1020 – Pre-Calculus) and are exploring the development of other credit-based pre-requisite courses in Biology, Chemistry, Physics and English. Advising services can work with individual students to develop a plan to address remedial needs in as expedient a manner as possible. Finally, these students would have access to a wide range of student support services available at the College.

16. 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?

This program will address equity by the mix of programming available to satisfy program requirements. The provision of elective options will enable a wider mix of students to assemble the requirements for this credential.
The inclusion of INDG 1100, Introduction to Indigenous and First Nations Studies will better ensure that program content reflects an Indigenous andragogy. In general, this program area is not known for an equity group imbalance.

E. Quality

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

All of the existing courses have solid foundations, both in terms of faculty expertise, but also in terms of institutional supports such as those available at the Library and Learning Centre. Many of the new courses are also within areas of expertise of existing regular faculty, many of whom have been engaged in the development of the courses. The Library and Learning Centre has also been engaged to ensure resources and supports are in place for students in this Certificate program.

Program design has been done to maximize the opportunities of students to successfully complete the credential. The 35 credits are spread out over three semesters, allowing for a slightly reduced course load. Additionally, many of the course offerings are coordinated so as to allow for a course to be repeated without jeopardizing prerequisite requirements or program time-limits. In general cohort delivery has a lower attrition level then open access course offerings.

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

Beyond limited field trips and field experiences, this program does not incorporate work experience, practicum or clinical practice opportunities.

19. List all accreditations, affiliations or articulations for this program.

There are no formal affiliations beyond the guaranteed transfer agreement with the Faculty of the Environment at SFU. VCC has an Institution-Wide Affiliation Agreement with NEC Native Education College. There are also no accreditation requirements for this University Transfer Certificate. All discrete courses offered as part of the Transfer Certificate are, or will be articulated with their respective Articulation Committees.

20. Is there an existing PAC/CEG for this program? What are your plans for engaging in discussion with industry?

There is not existing PAC/CEG for this program area. There has not typically been PACs for the University Transfer area, but we are exploring their introduction as Transfer Certificates become established.

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

Current faculty are qualified to deliver all existing courses along with the new courses in Ecology and Environmental Science. Hiring areas have been established for Geography and Political Science, and the hiring area for Indigenous and First Nations Studies in progress. The Introduction to Indigenous and First Nations Studies course has been licensed from NEC Native Education College, with whom we have an affiliation agreement. Faculty have been hired for the development of Geography courses.

F. Admission and Delivery

22. Provide admission requirements, including language proficiency levels and assessment scores.

All students must meet the general college entrance requirements for all three options.
- Grade 12 graduation, or equivalent.
VANCOUVER COMMUNITY COLLEGE
PROPOSAL FOR NEW PROGRAM

- English 12 with a final percentage of 76% (in class and Provincial) or English 12 Provincial exam score of 72% (Provincial exam mark only) or English 12 with a final grade of C+ and VCC Writing Skills 12 (ENSK 0902) with a final grade of B, or English 0981/0991 with a final grade of B+ or ONE of the following test scores:
  - ABE assessment with 60 in reading, 52 in writing, and 0991 on essay
  - LPI 5/35
  - LET 4
- Biology 11 and 12 each with a C+, or VCC Biology 0861/0871 and Biology 0983/0993 both with a C+, or equivalent
- Chemistry 11 with a C+, or VCC Chemistry 0861/0871 with a C+, or equivalent

For option C (BSc – Environmental Science):
- Precalculus 12 with a B or:
  o VCC Math 0983/0993 with a B, or
  o VCC Math 1020 with a C, or,
  o VCC Math Precalculus Test (MPT) with a 72%.
  o Chemistry 12 with a C+, or VCC Chemistry 0883/0893 with a C+ or equivalent

For options A&B
- Precalculus 11 with a C or VCC Math 0861/0871 both with a C

23. Identify pathways that assist in meeting these requirements.

Pathways have been identified within the admission requirements in the way of adult upgrading options available at VCC (English 0981/0991, English Skills 0902, Biology 0861/0871, Biology 0983/0993, Chemistry 0861/0871, Chemistry 0983/993, Math 0983/0993 and Math 1020)

24. Identify potential courses, if any, which could be developed to assist in meeting these requirements.

We are exploring the possibility of developing credit-based pre-requisite courses in the Science and Humanities areas similar to what are available at many public post-secondary institutions. These courses typically suffice as addressing remedial gaps in pre-requisite education.

25. 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 the program will allow for full-time, part-time and evening delivery methods at this point in time, although it should be noted that in order to access the assured entry pathway, full-time enrolment will be necessary. We are in the process of identifying and developing mixed-mode options for some University Transfer courses, along with Friday/Saturday delivery options.

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

The structure of the program will allow for entry points in both the Fall and Spring terms. The ordering of the courses would be the primary change in completion for this route. Students could also commence in the Winter Term, but would not be able to complete all requirements within the 16 month window required for the assured admission pathway. They would need to enter via competitive entry.

27. Does this program include Prior Learning Assessment and Recognition (PLAR) as per policy D.3.5 Prior Learning Assessment & Recognition or Flexible Admissions as per policy?

There is no PLAR identified at this time. We will continue to explore options for granting PLAR to components of this Transfer Certificate.
28. Provide an outline of course sequence, demonstrating any leveling from lower to advanced courses. This is particularly important for diploma and degree programs.

G. Consultation (refer to Appendix A, Consultations)

29. With whom have you consulted internally regarding this proposal? What were the results of these consultations? Provide names, dates, and summary of feedback.

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<tr>
<th>INTERNAL CONSULTATIONS</th>
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<td>X Department Support Staff</td>
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<td>X Other Department(s)</td>
<td>April 21, 2016 (Mathematics Department Meeting)</td>
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<td></td>
<td>April 29, 2016 (Humanities Department Meeting)</td>
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<td><strong>EDUCATIONAL AND STUDENT SERVICES</strong></td>
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<td>April 21, 2016 (Toni Gladstone), April 21, 2016 (Colin Sanderson)</td>
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<td>X Centre for Instructional Development</td>
<td>April 21, 2016 (Brett Griffiths and Elle Ting)</td>
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<td>X Counselling &amp; Disability Services (CDS)</td>
<td>April 21, 2016 (Linda Duarte)</td>
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<td>X Financial Aid</td>
<td>April 21, 2016 (Sherry Pidperyhora)</td>
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<td>X Learning Centre</td>
<td>March 22, 2016 (Emily Simpson)</td>
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<td>X Library</td>
<td>April 19, 2016 (Virginia Adams)</td>
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<td>X Registrar’s Office / Advising / Recruitment</td>
<td>April 6, 2016 (Raymond Kaan)</td>
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<td>X VCC International and Immigrant Education</td>
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<td><strong>FINANCIAL AND OPERATING</strong></td>
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<td>Initial email sent out March 10, 2016, reminder email sent out April 21, 2016. No response as of yet.</td>
</tr>
<tr>
<td>X Facilities</td>
<td>Initial email sent out March 10, 2016, reminder email sent out April 21, 2016. David Wells emailed April 8, 2016. No response as of yet to either party.</td>
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<tr>
<td>X Finance</td>
<td>Marlene Kowalski in consultation with David Wells, March 23rd</td>
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<td>Initial email sent out March 10, 2016, reminder email sent out April 21, 2016. David Wells emailed April 8, 2016. No response as of yet to either party.</td>
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</table>
30. With whom have you consulted externally regarding this proposal? What were the results of these consultations? Provide names, dates, and summary of discussions.

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<td>PSIPS</td>
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</table>

H. Phase In/Phase Out Plan

31. For existing programs that are being substantially changed (and are therefore treated as ‘new programs’ in development), describe in detail the phase in/phase out of new/old versions of the program (teach outs):

N/A

PART 2: IMPLEMENTATION PLAN

This document outlines associated resources required to adequately implement the proposed curriculum. It is submitted to Education Council to provide advice to the Board of Governors on the implementation of the program, and to the Finance and Audit Committee to provide advice to the Board of Governors on a fee structure.

1. NON-RECURRING COSTS (provide accurate estimates)

   Academic non-recurring start-up costs

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<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
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<td>Faculty development</td>
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<tr>
<td>Staff development</td>
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<td>Sub-total</td>
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<td>10,000</td>
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   Capital Costs (Equipment, Renovations, Facilities, Library, Technology)

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<th>Item</th>
<th>Yr 1</th>
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<tr>
<td>Sub-total</td>
<td></td>
<td></td>
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<td>10,000</td>
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   Sub-total                            |      |      |      |      | 20,000|

* Shared among Environmental Science Transfer, Global Environmental Systems Transfer and Environmental Resource Management Transfer
2. ONGOING OPERATING COSTS (provide accurate estimates)

For Environmental Resource Management Transfer and Global Environmental Systems Transfer:

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<tr>
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<th>Yr 2</th>
<th>Yr 3</th>
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<td><strong>Sub-total</strong></td>
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<td><strong>208,401</strong></td>
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</tr>
<tr>
<td><strong>Grand Totals</strong></td>
<td><strong>222,272</strong></td>
<td><strong>204,295</strong></td>
<td><strong>206,338</strong></td>
<td><strong>208,401</strong></td>
<td><strong>821,305</strong></td>
</tr>
</tbody>
</table>

For Environmental Sciences Transfer:

<table>
<thead>
<tr>
<th>Item</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>Faculty</td>
<td>134,785</td>
<td>136,133</td>
<td>137,494</td>
<td>138,869</td>
<td>547,281</td>
</tr>
<tr>
<td>Required service courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative Support</td>
<td>19,699</td>
<td>19,896</td>
<td>20,095</td>
<td>20,296</td>
<td>79,986</td>
</tr>
<tr>
<td>Student Services</td>
<td>11,065</td>
<td>11,175</td>
<td>11,287</td>
<td>11,400</td>
<td>44,297</td>
</tr>
<tr>
<td>Marketing</td>
<td>9,850</td>
<td>9,948</td>
<td>10,048</td>
<td>10,148</td>
<td>39,993</td>
</tr>
<tr>
<td>IT Support</td>
<td>8,506</td>
<td>8,591</td>
<td>8,677</td>
<td>8,764</td>
<td>34,539</td>
</tr>
<tr>
<td>Library</td>
<td>7,675</td>
<td>7,752</td>
<td>7,829</td>
<td>7,908</td>
<td>31,163</td>
</tr>
<tr>
<td>Lab operating costs - Salary</td>
<td>18,840</td>
<td>19,028</td>
<td>19,219</td>
<td>19,411</td>
<td>76,498</td>
</tr>
<tr>
<td>Other (Marketing, Facilities)</td>
<td>7,163</td>
<td>7,235</td>
<td>7,307</td>
<td>7,380</td>
<td>29,086</td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td><strong>217,583</strong></td>
<td><strong>219,758</strong></td>
<td><strong>221,956</strong></td>
<td><strong>224,176</strong></td>
<td><strong>882,843</strong></td>
</tr>
<tr>
<td><strong>Grand Totals</strong></td>
<td><strong>237,583</strong></td>
<td><strong>219,758</strong></td>
<td><strong>221,956</strong></td>
<td><strong>224,176</strong></td>
<td><strong>902,843</strong></td>
</tr>
</tbody>
</table>

PART 3: BUSINESS CASE

This document outlines the sources of revenue for the program.
It is submitted to the Fees Advisory Committee and the Board Finance and Audit Committee to provide advice to
the Board of Governors on a fee structure. This document is then submitted to the Board of Governors, to be
reviewed alongside the Implementation Plan and approved curriculum, to make a final decision on the fees and
implementation of the program.

1. REVENUE
   What is the source of funding for this program?

This program will receive block funding allocation for discrete University Transfer courses included within the
credential. Block funding is determined by Finance based on Ministry funding bands. The remainder of the funding
required for delivery will come from student tuition for these same courses. The fees for the existing courses are
already established and any increases to these tuition rates are capped at 2% as per legislative directives. The new
courses required for this Transfer Certificate have already passed through Finance and Audit Committee and
recommendations will proceed to the Board of Governors for June.
2. **TUITION AND FEES**

For Environmental Resource Management Transfer:

<table>
<thead>
<tr>
<th>Item</th>
<th>Number 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>11</td>
<td>91524</td>
<td>93354</td>
<td>95222</td>
<td>97126</td>
<td>377226</td>
</tr>
<tr>
<td>Base Fund Allocation</td>
<td></td>
<td>165000</td>
<td>165000</td>
<td>165000</td>
<td>165000</td>
<td>660000</td>
</tr>
</tbody>
</table>

For Environmental Sciences Transfer:

<table>
<thead>
<tr>
<th>Item</th>
<th>Number 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>11</td>
<td>88740</td>
<td>90515</td>
<td>92325</td>
<td>94172</td>
<td>365751</td>
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<tr>
<td>Block Fund Allocation</td>
<td></td>
<td>165000</td>
<td>165000</td>
<td>165000</td>
<td>165000</td>
<td>660000</td>
</tr>
</tbody>
</table>

For Global Environmental Systems Transfer:

<table>
<thead>
<tr>
<th>Item</th>
<th>Number 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>11</td>
<td>87293</td>
<td>89039</td>
<td>90820</td>
<td>92636</td>
<td>359788</td>
</tr>
<tr>
<td>Base Fund Allocation</td>
<td></td>
<td>165000</td>
<td>165000</td>
<td>165000</td>
<td>165000</td>
<td>660000</td>
</tr>
</tbody>
</table>

3. **SIGN OFF**

Dean/Director: ________________________________

VP Academic: ________________________________

VP Finance: ________________________________
DECISION NOTE

7 June 2016

PREPARED FOR: Education Council

ISSUE: Proposal for a new credential: First Year University Transfer Environmental Studies Certificate

BACKGROUND:
This proposal, presented by Jacqueline Shehadeh at the 19 April 2016 Curriculum Committee meeting, involves a certificate with three possible destinations at SFU. Two majors within the SFU Bachelor of Environment (BEnv) degree and one major within the SFU Bachelor of Science (BSc) degree. As with other VCC UT transfer certificates there are possible assured admission and competitive admission entry pathways into the SFU majors for VCC students who graduate with this credential.

Many existing courses form the requirements for the certificate but eight new courses are included in the proposal as well. Three of these new courses were approved at the 10 May 2016 Education Council meeting. Course Outlines for the other five are included in the proposal documents in the meeting package.

DISCUSSION:
Curriculum Committee members viewed these documents at the 19 April meeting package and the proposal for the program was discussed. The committee did not specifically discuss the new courses in detail. Further, the discussion regarding the program was curtailed due to the length of the meeting and apparent committee exhaustion. The committee agreed that the chair should monitor the changes to documents requested by the committee. This has been done and with the five new courses some changes need to be made as recommended by Curriculum Committee chair. Education Council may wish to request further changes to the course outlines.

RECOMMENDATION: Curriculum Committee recommends Education Council approve the curriculum for a new credential: First Year University Transfer Environmental Studies Certificate

Prepared by:
David Branter
Chair, Curriculum Committee
Curriculum Development Approval Form

Use this form to outline revisions to existing curriculum or to describe the development of new curriculum. Complete one form for each submission to Curriculum Committee.

**PROGRAM/COURSE NAME(S):** First-year University Transfer Environmental Studies Certificate

**ANTICIPATED START DATE:** September 2016

Curriculum Developer: Jacqueline Shehadeh, Wayne Avery, Costa Karavas
Title: Department Heads
School/Centre: School of Arts and Sciences
Departments: Humanities/Mathematics/Science
E-mail: jshehadeh@vcc.ca Phone/Ext.: 604-871-7000 ext. 7293

A) DEVELOPMENT TYPE (select all that apply)

- [X] NEW PROGRAM
  Program has never been offered before at VCC or program has undergone significant and extensive changes to its PCG and/or course outlines, where these changes impact the nature or overall direction of a program.

- [X] NEW COURSE(S)
  Course has never been offered before at VCC either as a standalone course or as part of a new or existing program; or is a replacement course.
  This course replaces: ________________________________

- [ ] CHANGE TO A PROGRAM AND/OR COURSE
  (select all that apply)
  - Program/Credential
  - Prior Learning Assessment and Recognition (PLAR)
  - Program Admission Requirements
  - Program Learning Outcomes (Indicate outcome number(s): __________)
  - Grading system (*at variance with policy C.1.1 Course/Program Grading*)
  - Program duration/maximum allowable time for completion
  - Program GPA requirements
  - Program/Course Credit Hours
  - Course Evaluation Plan (*at variance with policy C.1.1 Course/Program Grading*)
  - Course sequencing (*that impacts the year the course is offered in*)
  - Other: ________________________________

- [ ] MINOR REVISION TO A PROGRAM AND/OR COURSE
  (select all that apply)
  - Program/Course Description
  - Program Purpose
  - Recommended Student Characteristics
  - Course Sequencing (*that does not impact* year the course is offered in)
  - Course Name/Number
  - Course Pre-requisite(s)/Co-requisite(s)
  - Course Learning Outcomes
  - Course Evaluation Plan (*within policy C.1.1 Course/Program Grading*)
  - Instructional Delivery Mode
  - Language (e.g., Typos, Spelling Errors, etc.)
  - Other: ________________________________
B) ATTACHED DOCUMENTATION

× Program Content Guide

× Course Outline(s)

All new, revised or replacement courses *must be approved in advance* with the Registrar’s Office.

Course name and number: GEOG 1100
Course name and number: GEOG 1110
Course name and number: INDG 1100
Course name and number: GEOG 2241
Course name and number: EVSC 1100
Course name and number: BIOL 2204
Course name and number: POLI 1100
Course name and number: REMA 1100

C) RATIONALE

1. 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.

This curriculum development project will increase VCC enrolment, complement current course offerings, and create additional pathways in VCC's university transfer program. This will also strengthen our relationship with SFU as a transfer institution.

Students will increase readiness for degree-level study, gain advanced standing into specified university programs through signed articulation (transfer) agreements, and gain transfer credits for access into the second year of the SFU environmental programs: Environmental Resource Management, Global Environmental Systems, Environmental Science, or other post-secondary programs.

The eight courses which need to be developed include:
- GEOG 1100; Society, Space, Environment: Introducing Human Geography (3 credits)
- GEOG 1110; Earth Systems (3 credits)
- INDG 1100; Introduction to First Nations and Indigenous Studies (3 credits)
- GEOG 2241; Social Geography (3 credits)
Curriculum Development Approval Form

- EVSC 1100; Introduction to Environmental Science (3 credits)
- BIOL 2204; Introduction to Ecology (3 credits)
- POLI 1100; Introduction to Political Science (3 credits)
- REMA 1100; Global Change (3 credits)

VCC already offers many courses required for the certificate program including
- BIOL 1100; Biology 1 (4 credits)
- BIOL 1200; Biology 2 (4 credits)
- ENGL 1100; University Transfer English (3 credits) OR ENGL 1101; English (3 credits)
- SOCI 1100; Introductory Sociology (3 credits)
- ECON 1100; Microeconomics (3 credits)
- MATH 1111; Introduction to Statistics (3 credits)
- MATH 1100; Calculus 1 (3 credits)
- CHEM 1121; Chemistry 1 (4 credits)
- CHEM 1223; Chemistry 2 (4 credits)
- MATH 1200; Calculus 2 (3 credits)
- PHYS 1100; Physics 1 (4 credits)

Quality of the VCC certificate will be maintained by the provincial university transfer articulation and oversight by SFU faculty.

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

A curriculum development proposal was approved in March 2016. Costs of developing the three GEOG courses will be funded by the curriculum development proposal. Faculty assigned duty time will be used for the remaining courses.
## D) CONSULTATION CHECKLIST

(Select all that apply) See Appendix A for consultations guidelines.

### INTERNAL CONSULTATIONS

<table>
<thead>
<tr>
<th>Department/Group</th>
<th>Feedback (Include date received)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCHOOLS</strong></td>
<td></td>
</tr>
<tr>
<td>X Faculty/Department</td>
<td>April 6, 2016 (Science Department Meeting)</td>
</tr>
<tr>
<td>X Department Support Staff</td>
<td>April 27, 2016 (Monica Hegberg)</td>
</tr>
</tbody>
</table>
| X Other Department(s) | April 21, 2016 (Mathematics Department Meeting)  
                          April 29, 2016 (Humanities Department Meeting) |
| **EDUCATIONAL AND STUDENT SERVICES** |                                  |
| X Aboriginal Education and Community Engagement (AECE) | April 21, 2016 (Toni Gladstone), April 21, 2016 (Colin Sanderson) |
| X Assessment Centre | April 17, 2016 (Rachel Warick) |
| X Centre for Instructional Development | April 21, 2016 (Brett Griffiths and Elle Ting) |
| X Counselling & Disability Services (CDS) | April 21, 2016 (Linda Duarte) |
| X Financial Aid | April 21, 2016 (Sherry Pidperyhora) |
| X Learning Centre | March 22, 2016 (Emily Simpson) |
| X Library | April 19, 2016 (Virginia Adams) |
| X Registrar’s Office / Advising / Recruitment | April 6, 2016 (Raymond Kaan) |
| X VCC International and Immigrant Education | April 21, 2016 (Cathy Snyder Lowe) |
| **FINANCIAL AND OPERATING** |                                  |
| X Communications and Marketing | Initial email sent out March 10, 2016, reminder email sent out April 21, 2016. No response as of yet. |
| X Facilities | Initial email sent out March 10, 2016, reminder email sent out April 21, 2016. David Wells emailed April 8, 2016. No response as of yet to either party. |
| X Finance | Marlene Kowalski in consultation with David Wells, March 23rd |
| X Information Technology (IT) | April 21, 2016 (Peter Gregorowitz) |
| X Institutional Research (IR) | Initial email sent out by David Wells April 8, 2016; No response as of yet. |
| X Safety and Security | Initial email sent out March 10, 2016, reminder email sent out April 21, 2016. David Wells emailed April 8, 2016. No response as of yet to either party. |

### EXTERNAL CONSULTATIONS

<table>
<thead>
<tr>
<th>Consultations</th>
<th>Feedback (Include date received)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAC/CEG</td>
<td></td>
</tr>
<tr>
<td>X Affiliation, Articulation and/or Accreditation bodies</td>
<td>Simon Fraser University – April 15, 2016 (Susan Rhodes)</td>
</tr>
<tr>
<td>PSIPS</td>
<td></td>
</tr>
</tbody>
</table>
### Curriculum Development Approval Form

#### E. Implementation Information

**THE FOLLOWING MUST BE COMPLETED FOR NEW PROGRAMS AND NEW COURSES**

<table>
<thead>
<tr>
<th>Course Identifier:</th>
<th>Subject Code:</th>
<th>Course #:</th>
<th>Credits:</th>
<th>Effective Term:</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 1100</td>
<td>GEOG</td>
<td>1100</td>
<td>3</td>
<td>September 2016</td>
</tr>
</tbody>
</table>

2. College Code: UT Level: 01
   Division Code: 2016 Major: UTES

3. Course Identifier:
   Subject Code: GEOG
   Course #: 1110
   Credits: 3
   Effective Term: September 2016

4. College Code: UT Level: 01
   Division Code: 2016 Major: UTES

5. Course Identifier:
   Subject Code: GEOG
   Course #: 2241
   Credits: 3
   Effective Term: September 2016

6. College Code: UT Level: 01
   Division Code: 2016 Major: UTES

7. Course Identifier:
   Subject Code: INDG
   Course #: 1100
   Credits: 3
   Effective Term: September 2016

8. College Code: UT Level: 01
   Division Code: 2016 Major: UTES
9. Course Identifier:

<table>
<thead>
<tr>
<th>Subject Code:</th>
<th>Course #:</th>
<th>Credits:</th>
<th>Effective Term:</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVSC</td>
<td>1100</td>
<td>3</td>
<td>September 2016</td>
</tr>
</tbody>
</table>

10. College Code: _UT__________________ Level: _01_______________
Division Code: _2018__________________ Major: _UTES_______________

11. Course Identifier:

<table>
<thead>
<tr>
<th>Subject Code:</th>
<th>Course #:</th>
<th>Credits:</th>
<th>Effective Term:</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL</td>
<td>2204</td>
<td>3</td>
<td>September 2016</td>
</tr>
</tbody>
</table>

12. College Code: _UT__________________ Level: _01_______________
Division Code: _2018__________________ Major: _UTES_______________

13. Course Identifier:

<table>
<thead>
<tr>
<th>Subject Code:</th>
<th>Course #:</th>
<th>Credits:</th>
<th>Effective Term:</th>
</tr>
</thead>
<tbody>
<tr>
<td>REMA</td>
<td>1100</td>
<td>3</td>
<td>September 2016</td>
</tr>
</tbody>
</table>

14. College Code: _UT__________________ Level: _01_______________
Division Code: _2016__________________ Major: _UTES_______________

15. Course Identifier:

<table>
<thead>
<tr>
<th>Subject Code:</th>
<th>Course #:</th>
<th>Credits:</th>
<th>Effective Term:</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI</td>
<td>1100</td>
<td>3</td>
<td>September 2016</td>
</tr>
</tbody>
</table>

16. College Code: _UT__________________ Level: _01_______________
Division Code: _2016__________________ Major: _UTES_______________

**COMPLETED BY FINANCE:**

17. Which of the following fee structure applies?
18. Finance Org Code: ___________________

19. Tuition for all courses:  Domestic: ___________________  International: ___________________

20. College Initiative fee to be charged?  ☐ Yes  ☐ No

21. Student Society fees?  ☐ Yes  ☐ No

COMPLETED BY INSTITUTIONAL RESEARCH:

22. FTE Divisor: _______________________

23. Classification Code: _________________

24. Taxonomy: _________________________
E) FINAL REVIEW AND SIGN OFF

Approval verifies that each signatory has carried out the responsibilities assigned under the Curriculum Development and Approval Policy.

1. **As Department Leader I certify that:**
   a. Faculty in the department (and School, if appropriate) 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.
   c. The curriculum meets institutional standards and the educational needs of students.

<table>
<thead>
<tr>
<th>Jacqueline Shehadeh, Wayne Avery, Costa Karavas</th>
<th>May 3, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Date</td>
</tr>
</tbody>
</table>

2. **As Dean/Director I certify that:**
   a. Documentation meets the standards of the College, and all policies and procedures have been adhered to; and
   b. Resources required to offer and support the course/program have been assessed. If additional resources are needed, steps to secure the needed resources have been initiated.

<table>
<thead>
<tr>
<th>David Wells</th>
<th>via email</th>
<th>April, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
<td>Sign off</td>
<td>Date</td>
</tr>
</tbody>
</table>
First-year University Transfer Environmental Studies Certificate

Program Content Guide

Effective Date: Sept 2016
Purpose

The First-year University Transfer Environmental Studies Certificate provides students with the opportunity to explore options and gain success at the first-year level of university studies. Students will gain transfer credits for access into second year of the SFU Bachelor of Environment program majors: Environmental Resource Management and Global Environmental Systems, and the SFU Bachelor of Science Environmental Science major. It prepares students for a diversity of other university or post-secondary programs of their choice. Students who have completed all program requirements must contact the Registrar’s Office to apply for graduation. For second-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 for access into the second year of the SFU environmental programs: Environmental Resource Management (A), or Global Environment Systems (B), Environmental Science (C), or other post-secondary programs (D) as follows:

Option A: SFU Bachelor of Environment (BEnv) Degree major: Environmental Resource Management second-year transfer

Assured Admission Pathway

Assured admission under this pathway requires completion of the VCC Environmental Studies Certificate with a VCC GPA of 2.75 (calculated based on the best attempt for each course). All credits must be obtained within sixteen months. In addition, for at least two of the terms at VCC students must meet a minimum course load of 12 credits. The following courses must be completed as part of this pathway: MATH 1111, BIOL 1100, BIOL 1200, BIOL 2204, ENGL 1100 or 1101, INDG 1100, GEOG 1100, GEOG 1110, GEOG 2241, EVSC 1100, and one of: SOCI 1100, ECON 1100, or POLI 1100.

The following core courses must be taken at VCC: BIOL 1100, BIOL 1200, INDG 1100, GEOG 1100, GEOG 1110, EVSC 1100, BIOL 2204. Other (non-core) courses in the certificate taken at post-secondary institutions other than VCC may be transferred to VCC and used towards completion of the VCC/SFU pathway certificate, providing those courses transfer independently to SFU and receive the same credit at SFU as does the VCC pathway course.

Competitive Admission Pathway

VCC students who do not meet the assured admission pathway criteria will be considered for entry to the SFU environment programs using the existing college transfer criteria for SFU admission (currently 24 credits of transferable course work plus meeting the GPA set for that term of admission), plus program-specific requirements.
Applicants from both pathways must meet the general SFU English language and quantitative admission requirements.

Option B: SFU Bachelor of Environment (BEnv) degree major: Global Environmental Systems second-year transfer

Assured Admission Pathway

Assured admission under this pathway requires completion of the VCC Environmental Studies Certificate with a VCC CGPA of 2.75 (calculated based on the best attempt for each course). All credits must be obtained within sixteen months. In addition, for at least two of the terms at VCC students must meet a minimum course load of 12 credits. The following courses must be completed as part of this pathway: MATH 1111, BIOL 1100, BIOL 1200, BIOL 2204, ENGL 1100 or 1101, GEOG 1100, GEOG 1110, GEOG 2241, EVSC 1100, REMA 1100, and one of: SOCI 1100, ECON 1100, or INDG 1100.

The following core courses must be taken at VCC: BIOL 1100, BIOL 1200, GEOG 1100, GEOG 1110, GEOG 2241, EVSC 1100, REMA 1100, BIOL 2204. Other (non-core) courses in the certificate that are taken at post-secondary institutions other than VCC may be transferred to VCC and used towards completion of the VCC/SFU pathway certificate, providing those courses transfer independently to SFU and receive the same credit at SFU as does the VCC pathway course.

Competitive Admission Pathway

VCC students who do not meet the assured admission pathway criteria will be considered for entry to the SFU Environment programs using the existing college transfer criteria for admission (currently 24 credits of transferable work plus meeting the GPA set for that term of admission), plus program-specific requirements.

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

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

Option C: SFU Bachelor of Science (BSc) Degree major – Environmental Science second-year

Assured Admission Pathway

Assured admission under this pathway requires completion of the VCC Environmental Studies Certificate with a VCC CGPA of 2.75 (calculated based on the best attempt for each course). All credits must be obtained within sixteen months. In addition, for at least two of the terms at VCC students must meet a minimum course load of 12 credits. The following courses must be completed as part of this pathway: MATH 1100, MATH 1200, BIOL 1100, BIOL 1200, ENGL 1100 or 1101, BIOL 2204, GEOG 1110, EVSC 1100, REMA 1100, CHEM 1121, CHEM 1223, and one of MATH 1200 OR PHYS 1100.
The following core courses must be taken at VCC: BIOL 1100, BIOL 1200, BIOL 2204, GEOG 1110, EVSC 1100, REMA 1100. Other (non-core) courses in the certificate that are taken at post-secondary institutions other than VCC may be transferred to VCC and used towards completion of the VCC/SFU pathway, providing those courses transfer independently to SFU and receive the same credit at SFU as does the VCC pathway course.

**Competitive Admission Pathway**

VCC students who do not meet the assured admission pathway criteria will be considered for entry to the SFU Environmental Science programs using the existing college transfer criteria for admission (currently 24 credits of transferable work plus meeting the GPA set for that term of admission), plus program-specific requirements.

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

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

**Option D:**

Other Post-secondary Program transfer options

**Program(s) Learning Outcomes**

A graduate with a first-year University Transfer Environmental Studies Certificate has reliably gained the ability to:

1. Incorporate critical thinking into global interdisciplinary processes and decision making.
2. Collaborate with peers by participating in research projects and laboratories.
3. Critically interpret literature and 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 public individuals, professionals in industry/NGOs, scientists, and politicians.
5. Utilize accepted research process and abilities in all professional enquiries, communications, and scholarship.
6. Assimilate scientific and quantitative methodology as well as analytical skills for entrance into second year science courses.
7. Apply problem-solving techniques in biology, math, geography, global environmental change, management, and leadership.

**Instructional Activities, Design and Delivery Mode**

The courses are presented using a variety of instructional strategies, resources and activities including lectures, laboratories, field trips, demonstrations, guest speakers, case studies, and 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 exams and/or practical exams.

**Credential**

VCC first-year University Transfer first year Environmental Studies Certificate

Successful completion of a minimum of 35 credits (Option A) or 35 credits (Option B) or 37/38 credits (Option C) 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.

**Admission Requirements**

All students must meet the general college entrance requirements for university transfer courses for all three options.

- Grade 12 graduation, or equivalent.
- English 12 with a final grade of B+ or ONE of the following test scores:
  - ABE assessment with 60 in reading, 52 in writing, and 0991 on essay
  - Language Proficiency Exam (LPI) written within last two years, with a 4 score overall, 5 score minimum in English usage and a minimum score of 26 in composition. For admission to most courses, you need a score of at least 26 on the essay section of the test (24 for admission to English 1101).
  - VCC English Language Assessment (ELA) written within the last 12 months, with a score of 145 overall and a minimum score of 16/20 on the essay portion of the composition section.
  - Langara English Test (LET) written within last two years with a 4 score overall.
  - International English Language Testing System (IELTS) written within the last 12 months. Academic version with a minimum 6.5 score overall and no score less than 6.0.
  - Test of English as a Foreign Language (TOEFL) written within the last 12 months with an 82 score overall on the Internet-based test and minimum scores of 21 in reading and listening and minimum scores of 20 in writing and speaking.

- Biology 11 and 12 each with a C+, or VCC Biology 0861/0871 and Biology 0983/0993 both with a C+, or equivalent
- Chemistry 11 with a C+, or VCC Chemistry 0861/0871 with a C+, or equivalent
For options A and B (BEnv – Environmental Resource Management and Global Environmental Systems respectively)
- Precalculus 11 with a C or VCC Math 0861/0871 both with a C

For option C (BSc – Environmental Science):
- 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%.
  - Chemistry 12 with a C+, or VCC Chemistry 0883/0893 with a C+ or equivalent

Prior Learning Assessment & Recognition (PLAR)
None

Recommended Characteristics of Students
- 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: BEnv - Environmental Resource Management)

Successful completion of a minimum of 35 credits of first-year university transfer courses articulated to SFU courses as per the British Columbia Council on Admission and Transfer Guide (BCCAT) is required for completion of the certificate. Credit distribution in the following courses is required:

<table>
<thead>
<tr>
<th>Term</th>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>BIOL 1100</td>
<td>Biology 1</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>ENGL 1100 or ENGL 1101</td>
<td>English 1</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>GEOG1100</td>
<td>Society, Space, Environment: Introducing Human Geography</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>GEOG 1110</td>
<td>Earth Systems</td>
<td>3.0</td>
</tr>
<tr>
<td>Two</td>
<td>BIOL 1200</td>
<td>Biology 2</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>INDG 1100</td>
<td>Introduction to First Nations and Indigenous Studies</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>GEOG 2241</td>
<td>Social Geography</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>EVSC 1100</td>
<td>Introduction to Environmental Science</td>
<td>3.0</td>
</tr>
<tr>
<td>Three</td>
<td>BIOL 2204</td>
<td>Introduction to Ecology</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>MATH 1111</td>
<td>Introduction to Statistics</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>SOCI 1100 or ECON 1100 or POLI 1100</td>
<td>Sociology 1 OR Economics 1, OR Political Science 1</td>
<td>3.0</td>
</tr>
</tbody>
</table>

Program Total Credits: 35.0
Course Credits (Option B: BEnv - Global Environmental Systems)

Successful completion of a minimum of 35 credits of first-year university transfer courses articulated to SFU courses as per the British Columbia Council on Admission and Transfer Guide (BCCAT) is required for completion of the certificate. Credit distribution in the following courses is required:

<table>
<thead>
<tr>
<th>Term</th>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>BIOL 1100</td>
<td>Biology 1</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>ENGL 1100 or ENGL 1101</td>
<td>English 1</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>GEOG 1100</td>
<td>Society, Space, Environment: Introducing Human Geography</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>GEOG 1110</td>
<td>Earth Systems</td>
<td>3.0</td>
</tr>
<tr>
<td>Two</td>
<td>BIOL 1200</td>
<td>Biology 2</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>SOCI 1100 or ECON 1100 or INDG 1100</td>
<td>Sociology 1 OR Economics 1 OR First Nations and Indigenous Studies</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>GEOG 2241</td>
<td>Social Geography</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>EVSC 1100</td>
<td>Introduction to Environmental Science</td>
<td>3.0</td>
</tr>
<tr>
<td>Three</td>
<td>BIOL 2204</td>
<td>Introduction to Ecology</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>REMA 1100</td>
<td>Global Change</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>MATH 1111</td>
<td>Introduction to Statistics</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**Program Total Credits:** 35.0
Course Credits (Option C: BSc – Environmental Science)

Successful completion of a minimum of 38 credits of first-year university transfer courses articulated to SFU courses as per the British Columbia Council on Admission and Transfer Guide (BCCAT) is required for completion of the certificate. Credit distribution in the following courses is required:

<table>
<thead>
<tr>
<th>Term</th>
<th>Course #</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term One</td>
<td>BIOL 1100</td>
<td>Biology 1</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>ENGL 1100 or ENGL 1101</td>
<td>English 1</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>GEOG 1110</td>
<td>Earth Systems</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>PHYS 1100</td>
<td>Physics 1</td>
<td>4.0</td>
</tr>
<tr>
<td>Term Two</td>
<td>BIOL 1200</td>
<td>Biology 2</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>MATH 1100</td>
<td>Calculus 1</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>CHEM 1121</td>
<td>Chemistry 1</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>EVSC 1100</td>
<td>Introduction to Environmental Science</td>
<td>3.0</td>
</tr>
<tr>
<td>Term Three</td>
<td>BIOL 2204</td>
<td>Introduction to Ecology</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>REMA 1100</td>
<td>Global Change</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>CHEM 1223 or MATH 1200</td>
<td>Chemistry 2 OR Calculus 2</td>
<td>4.0/3.0</td>
</tr>
</tbody>
</table>

**Program Total Credits:** 38.0/37.0
Course Descriptions (Option A – Environmental Resource Management)

**TERM ONE**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1100</td>
<td>Biology 1</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>GEOG 1100</td>
<td>Society, Space, Environment: Introducing Human Geography</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>This course introduces students to human geography - the study of how humans shape their world, considered from spatial and environmental perspectives. The course addresses the concepts, methods, techniques and applications of geographic analysis and how human geographers employ these approaches to investigate and understand the cultural, ecological, political, and economic dimensions of human societies. More specifically, the course focuses on the processes that produce spatial patterns of human activities by examining the links between the global and local, the unevenness of political and economic development, interactions between society and nature, processes of urbanization, and the geographies of culture. The overall purpose of this course is to provide students with the foundation for more advanced course work in geography as well as other social science disciplines. In doing so, it explores both quantitative and qualitative methods as well as theoretical perspectives.</td>
<td></td>
</tr>
<tr>
<td>GEOG 1110</td>
<td>Earth Systems</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>This course examines the important elements of the global environment, emphasizing interactions between the atmosphere, hydrosphere, lithosphere and biosphere. Major topics include the global energy system, atmospheric and oceanic processes, hydrologic, tectonic and biogeochemical cycles, geomorphic processes and landforms, essential ecological concepts, as well as world soil and vegetation patterns. The tools and methods of study applied in the discipline of physical geography and the relationships of human-environment interactions are also considered.</td>
<td></td>
</tr>
<tr>
<td>ENGL 1100</td>
<td>English 1</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>English 1100 is an introduction to modern fiction and non-fiction with particular emphasis on the short story form. In addition, the course stresses the basics of grammar, various forms of writing, research skills and encourages students to develop and express a critical response to fiction in general.</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
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</tr>
<tr>
<td>ENGL 1101</td>
<td>English 1</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>English 1101 concentrates on editing and proofreading, note-taking and summary writing. Composition deals with the general analysis essay and short paragraph compositions responding to short literary topics. Out-of-class essays are given both for practice and credit. Time is also set aside for refining grammar, stylistic devices, organization, documentation and SAT vocabulary. The skills of recognition, understanding, and application of literary terminology are practiced.</td>
<td></td>
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<tr>
<td>TERM TWO</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 1200</td>
<td>Biology 2</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>GEOG 2241</td>
<td>Social Geography</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>This course examines the spatial and environmental bases of societies, from historical and cultural perspectives, and explores the major theoretical concepts and empirical contexts of social geography: space and society, the body, the home, community, institutions, the street, the city, the rural, the nation, and the resort.</td>
<td></td>
</tr>
<tr>
<td>INDG 1100</td>
<td>Introduction to First Nations and Indigenous Studies</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>This course examines the political and social significance of being Aboriginal in Canada. Students will study the history and culture of Indigenous peoples through anthropology, political science, history, sociology, and legal studies. Where possible, the course draws on First Nations writings and contrasts First Nations and non-First Nations perspectives.</td>
<td></td>
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</tbody>
</table>
### EVSC 1100 Introduction to Environmental Science 3.0
This course introduces students to the approach used by environmental scientists to assess the health of Earth’s systems, evaluate impacts of various land and ecosystem management practices and identify solutions to environmental problems. Earth systems (lithosphere, hydrosphere, biosphere and atmosphere) and cycles (rock, water, carbon, nitrogen, etc.) are examined briefly as context. Then underlying, fundamental physical and biological processes of environmental problems are examined. The course will cover environmental ethics, conservation movements, environmental policy and the concept of sustainability. As well, ecological principles will be examined in the context of conservation, restoration, resource management, and energy sources.

### TERM THREE

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIOL 2204</td>
<td>Introduction to Ecology</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>This course introduces abiotic and biotic environmental relationships and dynamics; ecological concepts; population dynamics, variation, adaptation and evolution. Topics include distribution of organisms, food chain and food web dynamics, energy and matter flow and cycles. Additional topics include species interactions such as competition, predation and symbiosis, and behavioural ecology.</td>
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<tr>
<td>MATH 1111</td>
<td>Introduction to Statistics</td>
<td>3.0</td>
</tr>
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<td></td>
<td>This course introduces the fundamental ideas of statistics that can be applied to any discipline. Topics include: collection, organization, and presentation of data, inference estimation, hypothesis testing, correlation and regression. The course is designed to analyze real-life data using statistical methods. A statistical software program will be used to facilitate the understanding of statistical concepts and analysis of data sets.</td>
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</tr>
<tr>
<td>SOCI 1100</td>
<td>Sociology 1</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>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.</td>
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</tr>
<tr>
<td>Course Code</td>
<td>Course Name</td>
<td>Credits</td>
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<tr>
<td>ECON 1100</td>
<td>Microeconomics</td>
<td>3.0</td>
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<tr>
<td></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>POLI 1100</td>
<td>Introduction to Politics and Government</td>
<td>3.0</td>
</tr>
</tbody>
</table>
|             | This course introduces the study of politics and government and will explore the major concepts, methods, approaches and issues in political science, as well as the primary components of government structure and the political process. The course also prepares students for further study in political science by providing conceptual and analytical (quantitative and qualitative) tools appropriate to the field by looking at three particular dimensions:  
  1. Political behaviour;  
  2. Political institutions; and  
  3. Political outcomes |
## Course Descriptions (Option B – Global Environmental Systems)

### TERM ONE

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1100</td>
<td>Biology 1</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>This course is the first half of the majors course in general biology,</td>
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<tr>
<td></td>
<td>from organisms through ecosystems. Lectures examine the history</td>
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<tr>
<td></td>
<td>and diversity of life through explorations of ecology, evolution,</td>
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<tr>
<td></td>
<td>structure and function relationships, development and genetics, with</td>
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<tr>
<td></td>
<td>many examples from British Columbia. An integrated lab/lecture</td>
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<td></td>
<td>format allows efficient incorporation of concepts of anatomy,</td>
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<td></td>
<td>physiology, and development with investigative skills. Laboratory and</td>
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<td></td>
<td>field activities also examine local ecosystems and biota, and develop</td>
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<td></td>
<td>scientific practice.</td>
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</tr>
<tr>
<td>GEOG 1100</td>
<td>Society, Space, Environment: Introducing Human Geography</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>This course introduces students to human geography - the study of</td>
<td></td>
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<tr>
<td></td>
<td>how humans shape their world, considered from spatial and</td>
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<td></td>
<td>environmental perspectives. The course addresses the concepts,</td>
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<td></td>
<td>methods, techniques and applications of geographic analysis and</td>
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<td></td>
<td>how human geographers employ these approaches to investigate</td>
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<td></td>
<td>and understand the cultural, ecological, political, and economic</td>
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<td></td>
<td>dimensions of human societies. More specifically, the course focuses</td>
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<td>on the processes that produce spatial patterns of human activities by</td>
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<td>examining the links between the global and local, the unevenness of</td>
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<td></td>
<td>political and economic development, interactions between society</td>
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<td>and nature, processes of urbanization, and the geographies of</td>
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<td></td>
<td>culture. The overall purpose of this course is to provide students with</td>
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<tr>
<td></td>
<td>the foundation for more advanced course work in geography as well</td>
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<tr>
<td></td>
<td>as other social science disciplines. In doing so, it explores both</td>
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<td></td>
<td>quantitative and qualitative methods as well as theoretical</td>
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<tr>
<td></td>
<td>perspectives.</td>
<td></td>
</tr>
<tr>
<td>GEOG 1110</td>
<td>Earth Systems</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>This course examines the important elements of the global</td>
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<td></td>
<td>environment, emphasizing interactions between the atmosphere,</td>
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<td></td>
<td>hydrosphere, lithosphere and biosphere. Major topics include the</td>
<td></td>
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<tr>
<td></td>
<td>global energy system, atmospheric and oceanic processes,</td>
<td></td>
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<tr>
<td></td>
<td>hydrologic, tectonic and biogeochemical cycles, geomorphic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>processes and landforms, essential ecological concepts, as well as</td>
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<td></td>
<td>world soil and vegetation patterns. The tools and methods of study</td>
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<td></td>
<td>applied in the discipline of physical geography and the relationships</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of human-environment interactions are also considered.</td>
<td></td>
</tr>
<tr>
<td>ENGL 1100</td>
<td>English 1</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>English 1100 is an introduction to modern fiction and non-fiction with</td>
<td></td>
</tr>
<tr>
<td></td>
<td>particular emphasis on the short story form. In addition, the course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>stresses the basics of grammar, various forms of writing, research</td>
<td></td>
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<tr>
<td></td>
<td>skills and encourages students to develop and express a critical</td>
<td></td>
</tr>
<tr>
<td></td>
<td>response to fiction in general.</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>ENGL 1101</td>
<td>English 1</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>English 1101 concentrates on editing and proofreading, note-taking and summary writing. Composition deals with the general analysis essay and short paragraph compositions responding to short literary topics. Out-of-class essays are given both for practice and credit. Time is also set aside for refining grammar, stylistic devices, organization, documentation and SAT vocabulary. The skills of recognition, understanding, and application of literary terminology are practiced. The seminars and workshops are devoted to using appropriate terminology in oral and written contexts, and to refining composition skills.</td>
<td></td>
</tr>
</tbody>
</table>

**TERM TWO**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1200</td>
<td>Biology 2</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>SOCI 1100</td>
<td>Sociology 1</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>ECON 1100</td>
<td>Microeconomics</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>INDG 1100</td>
<td>Introduction to First Nations and Indigenous Studies</td>
<td>3.0</td>
</tr>
<tr>
<td>EVSC 1100</td>
<td>Introduction to Environmental Science</td>
<td>3.0</td>
</tr>
<tr>
<td>GEOG 1100</td>
<td>Society, Space, Environment: Intro to human geography</td>
<td>3.0</td>
</tr>
<tr>
<td>GEOG 2241</td>
<td>Social Geography</td>
<td>3.0</td>
</tr>
</tbody>
</table>

**INDG 1100 Introduction to First Nations and Indigenous Studies**

This course examines the political and social significance of being Aboriginal in Canada. Students will study the history and culture of Indigenous peoples through anthropology, political science, history, sociology, and legal studies. Where possible, the course draws on First Nations writings and contrasts First Nations and non-First Nations perspectives.

**EVSC 1100 Introduction to Environmental Science**

This course introduces students to the approach used by environmental scientists to assess the health of Earth’s systems, evaluate impacts of various land and ecosystem management practices and identify solutions to environmental problems. Earth systems (lithosphere, hydrosphere, biosphere and atmosphere) and cycles (rock, water, carbon, nitrogen, etc.) are examined briefly as context. Then underlying, fundamental physical and biological processes of environmental problems are examined. The course will cover environmental ethics, conservation movements, environmental policy and the concept of sustainability. As well, ecological principles will be examined in the context of conservation, restoration, resource management, and energy sources.

**GEOG 1100 Society, Space, Environment: Intro to human geography**

This course introduces students to human geography - the study of how humans shape their world, considered from spatial and environmental perspectives. The course addresses the concepts, methods, techniques and applications of geographic analysis and how human geographers employ these approaches to investigate and understand the cultural, ecological, political, and economic dimensions of human societies. More specifically, the course focuses on the processes that produce spatial patterns of human activities by examining the links between the global and local, the unevenness of political and economic development, interactions between society and nature, processes of urbanization, and the geographies of culture. The overall purpose of this course is to provide students with the foundation for more advanced course work in geography as well as other social science disciplines. In doing so, it explores both quantitative and qualitative methods as well as theoretical perspectives.

**GEOG 2241 Social Geography**

This course examines the spatial and environmental bases of societies, from historical and cultural perspectives, and explores the major theoretical concepts and empirical contexts of social geography: space and society, the body, the home, community, institutions, the street, the city, the rural, the nation, and the resort.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 2204</td>
<td><strong>Introduction to Ecology</strong></td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>This course introduces abiotic and biotic environmental relationships and dynamics; ecological concepts; population dynamics, variation, adaptation and evolution. Topics include distribution of organisms, food chain and food web dynamics, energy and matter flow and cycles. Additional topics include species interactions such as competition, predation and symbiosis, and behavioural ecology.</td>
<td></td>
</tr>
<tr>
<td>MATH 1111</td>
<td><strong>Introduction to Statistics</strong></td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>This course introduces the fundamental ideas of statistics that can be applied to any discipline. Topics include: collection, organization, and presentation of data, inference estimation, hypothesis testing, correlation and regression. The course is designed to analyze real-life data using statistical methods. A statistical software program will be used to facilitate the understanding of statistical concepts and analysis of data sets.</td>
<td></td>
</tr>
<tr>
<td>REMA1100</td>
<td><strong>Global Change</strong></td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>This course examines global environmental change and its causes from a social science perspective, historically and at the present time. Population growth, an increasing ecological footprint and changes in ideology, social organization, economy and technology will be critically reviewed. New ways of thinking in natural and social science will be considered in relation to specific issues such as land, soil and food; energy, raw materials and solid waste; air pollution and transportation; water, oceans and fisheries; climate change; forestry and biodiversity; urbanization, and alternative futures.</td>
<td></td>
</tr>
</tbody>
</table>
## Course Descriptions (Option C – Environmental Science)

### TERM ONE

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 1100</td>
<td>Biology 1</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>GEOG 1110</td>
<td>Earth Systems</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>This course examines the important elements of the global environment, emphasizing interactions between the atmosphere, hydrosphere, lithosphere and biosphere. Major topics include the global energy system, atmospheric and oceanic processes, hydrologic, tectonic and biogeochemical cycles, geomorphic processes and landforms, essential ecological concepts, as well as world soil and vegetation patterns. The tools and methods of study applied in the discipline of physical geography and the relationships of human-environment interactions are also considered.</td>
<td></td>
</tr>
<tr>
<td>ENGL 1100</td>
<td>English 1</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>English 1100 is an introduction to modern fiction and non-fiction with particular emphasis on the short story form. In addition, the course stresses the basics of grammar, various forms of writing, research skills and encourages students to develop and express a critical response to fiction in general.</td>
<td></td>
</tr>
<tr>
<td>ENGL 1101</td>
<td>English 1</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>English 1101 focuses on editing and proofreading, note-taking and summary writing. Composition deals with the general analysis essay and short paragraph compositions responding to short literary topics. Out-of-class essays are given both for practice and credit. Time is also set aside for refining grammar, stylistic devices, organization, documentation and SAT vocabulary. The skills of recognition, understanding, and application of literary terminology are practiced. The seminars and workshops are devoted to using appropriate terminology in oral and written contexts, and to refining composition skills.</td>
<td></td>
</tr>
</tbody>
</table>
**PHYS 1100  Physics 1**

This course is the first half of a standard 1st year calculus-based physics course (PHYS 1200 is the second half). The course covers 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.

**TERM TWO**

**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.

**MATH 1100  Calculus 1**

This course is designed to provide students with a fundamental knowledge 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.

**CHEM 1121  Chemistry 1**

This course emphasizes the basic principles of structural chemistry, with application to the chemistry of the elements. The course introduces quantum mechanics, organic chemistry, polymers, biopolymers and the importance of chemistry to society. 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. Both the lab and lecture portions need to be passed in order to pass the course. It is also suitable as an elective course.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EVSC 1100</td>
<td>Introduction to Environmental Science</td>
<td>3.0</td>
</tr>
<tr>
<td>TERM THREE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BIOL 2204</td>
<td>Introduction to Ecology</td>
<td>3.0</td>
</tr>
<tr>
<td>REMA 1100</td>
<td>Global Change</td>
<td>3.0</td>
</tr>
<tr>
<td>CHEM 1223</td>
<td>Chemistry 2</td>
<td>4.0</td>
</tr>
</tbody>
</table>

**EVSC 1100 Introduction to Environmental Science**

This course introduces students to the approach used by environmental scientists to assess the health of Earth’s systems, evaluate impacts of various land and ecosystem management practices and identify solutions to environmental problems. Earth systems (lithosphere, hydrosphere, biosphere and atmosphere) and cycles (rock, water, carbon, nitrogen, etc.) are examined briefly as context. Then underlying, fundamental physical and biological processes of environmental problems are examined. The course will cover environmental ethics, conservation movements, environmental policy and the concept of sustainability. As well, ecological principles will be examined in the context of conservation, restoration, resource management, and energy sources.

**TERM THREE**

**BIOL 2204 Introduction to Ecology**

This course introduces abiotic and biotic environmental relationships and dynamics; ecological concepts; population dynamics, variation, adaptation and evolution. Topics include distribution of organisms, food chain and food web dynamics, energy and matter flow and cycles. Additional topics include species interactions such as competition, predation and symbiosis, and behavioural ecology.

**REMA 1100 Global Change**

This course examines global environmental change and its causes from a social science perspective, historically and at the present time. Population growth, an increasing ecological footprint and changes in ideology, social organization, economy and technology will be critically reviewed. New ways of thinking in natural and social science will be considered in relation to specific issues such as land, soil and food; energy, raw materials and solid waste; air pollution and transportation; water, oceans and fisheries; climate change; forestry and biodiversity; urbanization, and alternative futures.

**CHEM 1223 Chemistry 2**

The second course of the CHEM 1121/1223 two-course sequence emphasizes the basic principles of chemical kinetics, 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. Both the lab and lecture portions need to be passed in order to pass the course. Chemistry 2 is designed for students seeking a degree or diploma in a field of science, technology, or health, among others. It is suitable as an elective course.
<table>
<thead>
<tr>
<th>MATH 1200</th>
<th>Calculus 2</th>
<th>3.0</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>This course is designed to provide students with a fundamental knowledge 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; slope fields; numerical approximations; linear differential equations and applications; polynomial approximations; Taylor series, power series and calculus with parametric curves and polar coordinates.</td>
<td></td>
</tr>
</tbody>
</table>
Transcript of Achievement

The evaluation of learning outcomes for each student is prepared by the instructor and reported to the Student Records Department at the completion of semesters.

The transcript typically shows a letter grade for each course. The grade point equivalent for a course is obtained from letter grades as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Point Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td></td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>76-79</td>
<td></td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>72-75</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>68-71</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>64-67</td>
<td></td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>60-63</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>55-59</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>50-54</td>
<td>Minimum Pass</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td>Failing Grade</td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td>70 or greater</td>
<td>Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
</tr>
<tr>
<td>U</td>
<td>60-63</td>
<td>Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td>N/A</td>
</tr>
<tr>
<td>IP</td>
<td></td>
<td>Course in Progress</td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>Withdrawal</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Course Standings

| R     | Audit. No Credit | N/A |
| EX    | Exempt. Credit granted | N/A |
| TC    | Transfer Credit  | N/A |

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.

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

This document is not to be copied or transmitted in any form without the consent of VCC ©
Course Name: Introduction to Ecology

Course Number: BIOL 2204  Number of Credits: 3.0  Effective Date: September 2016

Course Description:
This course introduces abiotic and biotic environmental relationships and dynamics, ecological concepts, population dynamics, variation, adaptation and evolution. Topics include distribution of organisms, food chain and food web dynamics, energy and matter flow and cycles. Additional topics include species interactions such as competition, predation and symbiosis, and behavioural ecology.

School or Centre: School of Arts and Sciences
Year of Study: 2nd Year Post-secondary

Course History: New Course

Course Pre-requisites (if applicable):
Biology 1100 and Biology 1200

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  ☒ No  ☐ Yes (details below):
**Instructional Strategies:**
The course will have lectures, clicker questions, in class discussions and participation activities. Tutorials will include case studies, independent written assignments, and group discussions.

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

1. Explain patterns observed in nature by applying fundamental ecological theories.
2. Communicate clearly about ecological systems and processes by applying appropriate ecological terminology.
3. Describe the contributions of important ecologists and the historical development of the discipline in order to understand contemporary ecological issues in a modern context.
4. Critically evaluate primary ecological literature and interpret case studies in the context of ecological theory.
5. Formulate solutions to modern ecological problems by applying ecological theory.
6. Navigate spreadsheets in Excel, calculate means and standard errors, construct appropriate graphs, and describe trends in ecological data.
7. Find electronically, read for comprehension, and critically analyze primary scientific papers on a specific ecological topic.
8. Develop and present a research proposal (including a review of literature, statement of hypothesis and predictions, appropriate research methodology, and anticipated results) on an ecological topic.

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

- University Transfer Environmental Studies Certificate
- University Transfer Science Certificate
## Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>D</td>
</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>Midterm Exam</td>
<td>40%</td>
<td>Two midterm exams</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
<td>Participation in in-class activities</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
<td>Final exam</td>
</tr>
<tr>
<td>Assignments</td>
<td>30%</td>
<td>Two written assignments</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>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:

- Overview of modern ecology in an historical context
- Models predicting population distribution and abundance
- Island biogeography
- Biotic and abiotic effects on species distribution and dispersal
- Population ecology including demographics, growth, and metapopulations
- Interactions between species including competition and predation

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: | April 19, 2016 | Approved by Education Council: |  |
# Introduction to Environmental Science

**Course Number:** EVSC 1100  
**Number of Credits:** 3.0  
**Effective Date:** September 2016

**Course Description:**
This course introduces students to the approach used by environmental scientists to assess the health of Earth’s systems, evaluate impacts of various land and ecosystem management practices and identify solutions to environmental problems. Earth systems (lithosphere, hydrosphere, biosphere and atmosphere) and cycles (rock, water, carbon, nitrogen, etc.) are examined briefly as context. Then underlying, fundamental physical and biological processes of environmental problems are examined. The course will cover environmental ethics, conservation movements, environmental policy and the concept of sustainability. As well, ecological principles will be examined in the context of conservation, restoration, resource management, and energy sources.

## Course Pre-requisites (if applicable):
Admission to University Transfer program at VCC; Biology 11 and 12 each with a C+, or VCC Biology 0861/0871 and Biology 0983/0993 both with a C+, or equivalent; Chemistry 11 with a C+ or VCC Chemistry 0861/0871 with a C+ or equivalent.

## Course Co-requisites (if applicable):
Instructional Strategies:
The course will have lectures and tutorials, including class participation activities, case studies, and literature research activities. Also, the class will include a series of videotaped talks from prominent researchers in the field of environmental science.

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

1. Formally define environmental science and how it differs from environmental activism.
2. Describe the lithosphere, hydrosphere, biosphere and atmosphere.
3. Explain the processes of cycles including rock, water, carbon and nitrogen.
4. Define the fundamental physical and biological processes underlying environmental problems.
5. Understand the development of scientifically rigorous assessment and solutions to environmental problems.

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

University Transfer Arts Certificate
University Transfer Computing Science and Software Systems Certificate
University Transfer Environmental Studies Certificate
University Transfer Science Certificate
**Evaluation/Grading System**

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if ‘Other’:</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>D</td>
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</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>40</td>
<td>Two midterm exams at 20% each</td>
</tr>
<tr>
<td>Participation</td>
<td>5</td>
<td>Participation in class activities and tutorials</td>
</tr>
<tr>
<td>Assignments</td>
<td>20</td>
<td>Written assignments</td>
</tr>
<tr>
<td>Project</td>
<td>10</td>
<td>In class presentation</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
<td>Final Exam</td>
</tr>
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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>60</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td></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:

- Land use effect on watersheds
- Hydroelectric development effects on river systems
- Global warming impact on Earth’s hydrosphere.
- Threats to drinking water supplies at local and global scales
- Prediction and modeling in environmental problem solving
- Anthropogenic effects on the global carbon cycle
- The effect of expanding human populations and climate change on biodiversity
- Influence of climate change on the size and age composition of biological populations
- Restoring degraded environmental systems

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FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | April 19, 2016 | Approved by Education Council: |
Course Name: Social Geography

Course Number: GEOG 2241  Number of Credits: 3.0  Effective Date: September 2016

Course Description:
This course examines the spatial and environmental bases of societies, from historical and cultural perspectives, and explores the major theoretical concepts and empirical contexts of social geography: space and society, the body, the home, community, institutions, the street, the city, the rural, the nation, and the resort.

School or Centre: School of Arts and Sciences

Year of Study: 2nd Year Post-secondary

Course History: New Course

Course Pre-requisites (if applicable):
GEOG 1100

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  ☒ No  ☐ Yes (details below):
Instructional Strategies:
Lectures, labwork, and multimedia presentations.

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

1. Synthesize the concepts, techniques and theories of social geography.
2. Communicate effectively orally, graphically, in writing and using quantitative methods.
3. Describe the development of social geography and explain the alternative paradigms of social geography.
4. Explain the concept of the spatial structuring of social differences and inequalities.
5. Apply the concepts, methods and theories to different scales of geographic analysis.
6. Describe and analyze the arrangements and patterns of different types of groups within a given society.
7. Evaluate the most relevant issues and needs confronting different groups within a given society.
8. Describe and analyze the concepts and spatial patterns of social transformation through the collection, interpretation and presentation of relevant geographic data.

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

University Transfer Arts Certificate
University Transfer Computing Science and Software Systems Certificate
University Transfer Environmental Studies Certificate
## Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if ‘Other’:</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>D</td>
</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>Final Exam</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20</td>
<td></td>
</tr>
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<td>Assignments</td>
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Total 100

## Learning Environment/Type

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</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:

- Traditions in social geography
- Different paradigms within social geography
- Social geography and everyday life
- Restructuring society and space
- The body as surface, the body as project, Cartesian dualism
- Neighbourhood and community - social construction of space, restructuring society and space
- Public and private space - urban morphology, cities, homeless and housing
- Urban life - social interaction and social networks
- Place and power - public institutions and private life, urban governance, social justice
- Fear, crime, and disorder
- "Race" and ethnicity - discrimination, segregation, colonies
- Spaces of hope - social activism and civic responsibility, advocacy

VCC Education and Education Support Policies

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

The policies are located on the VCC web site at:

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

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

FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | April 19, 2016 | Approved by Education Council: |  |
**Course Name:** Introduction to Politics and Government  
**Course Number:** POLI 1100  
**Number of Credits:** 3.0  
**Effective Date:** September 2016

**Course Description:**
This course introduces the study of politics and government and will explore the major concepts, methods, approaches and issues in political science, as well as the primary components of government structure and the political process. The course also prepares students for further study in political science by providing conceptual and analytical (quantitative and qualitative) tools appropriate to the field by looking at three particular dimensions:
1. Political behaviour;
2. Political institutions; and
3. Political outcomes

**School or Centre:**  
School of Arts and Sciences

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

**Course History:**  
New Course

**Course Pre-requisites (if applicable):**  
Admission to University Transfer program at VCC.

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

**PLAR (Prior Learning Assessment & Recognition):**  
☒ No ☐ Yes (details below):
Instructional Strategies:
Lectures, class and group discussion, and library research.

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

1. Identify various areas of specialization in political science and the general scope and methods of the discipline at an introductory level;
2. Define selected concepts such as government, law, power, democracy, state, society, freedom, and equality;
3. Explain the basic features of political ideologies such as liberalism, conservatism, and socialism;
4. Explain patterns of voting behaviour and party competition, and how electoral systems influence voters and parties;
5. Identify and describe the executive, legislative, and judicial branches of government;
6. Explain how different institutional designs of democracy work;
7. Explain basic political processes such as elections and interest articulation, aggregation, and communication;
8. Describe how political science explains policy outcomes;
9. Identify further studies in subfields such as political theory, Canadian government, international relations and world politics, comparative politics, among others.

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

University Transfer Arts Certificate
University Transfer Computing Science and Software Systems Certificate
University Transfer Environmental Studies Certificate
University Transfer Science Certificate
Components and Weighting of the Assessment/Evaluation Plan:

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<th>Evaluation Plan</th>
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Learning Environment/Type

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<tr>
<td>Total</td>
<td>60</td>
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</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.
- Thinking like a Political Scientist: politics, government, power, influence, coercion, state, authority, civil society, and democracy, and the rudimentary methods of political science; great political thinkers in liberalism, conservatism, socialism, environmentalism, and feminism.
- Analysing Political Behaviour: the role and evolution of electoral systems, interest groups, and political parties and the relationship of these processes to voting behaviour.
- Analysing Political Institutions: the role and functions of the legislative, executive, and judicial branches; survey of various political regimes.
- Assessing Political Outcomes: the function of the civil service and the role of other decisional actors in terms of policy formulation and implementation.

VCC Education and Education Support Policies

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

The policies are located on the VCC web site at:

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

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

FOR COMMITTEE USE ONLY

<table>
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<th>Approved by Curriculum Committee:</th>
<th>April 19, 2016</th>
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<td>Approved by Education Council:</td>
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Course Name: Global Change

Course Number: REMA 1100  Number of Credits: 3.0  Effective Date: September 2016

Course History:
New Course

Course Description:
This course examines global environmental change and its causes from a social science perspective, historically and at the present time. Population growth, an increasing ecological footprint and changes in ideology, social organization, economy and technology will be critically reviewed. New ways of thinking in natural and social science will be considered in relation to specific issues such as land, soil and food; energy, raw materials and solid waste; air pollution and transportation; water, oceans and fisheries; climate change; forestry and biodiversity; urbanization, and alternative futures.

School or Centre: School of Arts and Sciences

Year of Study: 1st Year Post-secondary

Course Pre-requisites (if applicable):
Admission to University Transfer program at VCC.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  ☒ No  ☐ Yes (details below):
Instructional Strategies:
The course will include lecture, tutorials, assignments and a term project.

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

1. Define and explain some major global environmental issues, their causes, and consequences.
2. Critically evaluate the strengths and drawbacks of ways for dealing with these issues.
3. Apply course concepts to real-world environmental problems-
4. Challenge society's assumptions regarding environmental issues, and understand/develop personal values
5. Address global change issues.

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

University Transfer Arts Certificate
University Transfer Computing Science and Software Systems Certificate
University Transfer Environmental Studies Certificate
Evaluation/Grading System

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Components and Weighting of the Assessment/Evaluation Plan:

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<td>Written assignments</td>
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<td>Project</td>
<td>10</td>
<td>In class presentation</td>
</tr>
<tr>
<td>Final Exam</td>
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<tr>
<td><strong>Total</strong></td>
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Learning Environment/Type

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<td>60</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
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</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:
- Population growth
- Climate change
- Food security
- Water resources
- Energy use
- Waste
- Pollution
- Ideologies and socio-political organizations
- Ecological footprint
- Cost-benefit analysis
- Valuation of ecosystem services
- Sustainability

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

The policies are located on the VCC web site at:
http://www.vcc.ca/about/governance--policies/policies/

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

FOR COMMITTEE USE ONLY

Approved by Curriculum Committee: April 19, 2016
Approved by Education Council: 
PREPARED FOR: Education Council

ISSUE: New Transfer Credit policy and procedures

BACKGROUND:
VCC recognizes that students may have completed course work at another institution or through various means that result in transfer credit opportunities. This policy is reflective of the mobile nature of students through the BC post-secondary system.

DISCUSSION:
We discussed that the procedures must outline the process by which students apply for transfer credit where they meet the pre-established standards through British Columbia Council on Admissions and Transfer (BCCAT). If no transfer credit appears in the BC Transfer guide this policy and procedures discuss steps to take to see if a transfer credit can be granted. For further ease of use we’ve listed the procedures depending on which jurisdiction the transfer credit request is originating from.

RECOMMENDATION:
Education Policy Committee provides NEW Transfer Credit policy and procedures to Education Council for information and recommends it be posted for community feedback.

Prepared by:
Mike Tunnah
Chair, Education Policy Committee
CONTEXT AND PURPOSE

VCC (the College) recognizes that students may have successfully completed course work at another formally recognized educational institution and/or through a professional organization or other agency and/or by recognized foreign credential assessment and/or by formal recognition of course equivalency in a VCC approved course outside the program area. Credit for such learning will be formally acknowledged and noted on a student’s formal transcript.

SCOPE AND LIMITS

Under the College & Institute Act Section 25(1) Joint approval of the Board of Governors and the Education Council is required concerning the following matters: curriculum evaluation for determining whether courses or programs, or course credit, from another institution, university or other body are equivalent to courses or programs or course credits, at the institution, or if courses or programs, or course credits from one part of the institution are equivalent to courses or programs or course credit in another part of the institution.

This policy applies to all current or prospective VCC students requesting equivalency of completed course work.

STATEMENT OF POLICY PRINCIPLES

1. VCC will, when requested by a student and in accordance with established articulation agreements and/or affiliation agreements and/or foreign credential assessment and/or approved course equivalency in a VCC course outside the program area grant credit for a course successfully completed.

2. Only transferable courses with a passing grade equated to the VCC grading system can be applied towards the requirements for a VCC credential. Some programs may require a higher grade than a Pass grade.
3. The College will be guided by the Principles and Guidelines for Transfer endorsed by the British Columbia Council on Admissions & Transfer (BCCAT) and published in the British Columbia Transfer Guide.

4. Transfer credit in combination with PLAR will not exceed a maximum of 75% of a program. Individual programs may set different maximum standards.

5. Receiving transfer credit(s) may impact a student’s course load and affect their full-time program status and eligibility for financial support or scholarships and awards.

6. Courses transferred from another institution are not included in the calculation of the institutional grade point average (GPA). However, the transfer of credits and the transfer of GPA become part of the students permanent record at VCC.

RELATED POLICIES & LEGISLATION

LEGISLATION
College and Institute Act

POLICIES
C.1.1 Grading, Progression and Withdrawal Policy
C.1.3 Granting of Credentials Policy
C.2.1 International Education Enrolment Policy
C.2.2 Eligibility for Domestic Fees
D.3.5 Prior Learning Assessment & Recognition Policy
D.3.6 Admissions Policy
D.3.8 Criminal Record Check Policy
D.3.10 Aboriginal Education Enrolment Policy
D.4.1 Students with Disabilities Policy
NEW Flexible Admissions Policy

RELATED PROCEDURES
Refer to the Transfer Credit Procedures
PROCEDURES

Policy No.  New
Title Transfer Credit
Approving Jurisdiction Education Council
Policy Sponsor Vice President Academic, Students and Research
Last Revised/Replaces
Effective Date May 13, 2016
Signed by

DEFINITIONS

Advanced Placement Program: Transfer credit and/or advanced standing will be granted to students who complete certain Advanced Placement program/courses in High School. All Advanced Placement (AP) programs/courses are considered for admission in combination with an approved high school graduation credential. Examples of advanced placement courses include ACE IT (Accelerated Credit Enrolment in Industry Training) program. Students who successfully complete an ACE IT program earn credit towards a High School program and first level of apprentice training. Credit is granted in these instances and students need not make up the credits to receive a VCC credential. Transferability of Advanced Placement courses will be approved by the Education Council and the Board of Governors and appear in the Program Content Guide (PCG).

BC Transfer Guide: Many credit courses offered at recognized post-secondary institutions in BC have been evaluated for equivalency by British Columbia Council on Admissions and Transfer (BCCAT). These equivalencies are published in the BC Transfer Guide.

Prior Learning Assessment and Recognition (PLAR): is assessment by valid and reliable means and by a qualified specialist, of what an individual has learned outside of courses and programs at VCC. Assessment will normally result in credit (assigned or unassigned) being granted to satisfy the graduation requirements of a program offered by the College.

Transfer Credit: refers to the granting of credit for a course successfully completed at another formally recognized educational institution and/or through a professional organization or other agency and/or by recognized foreign credential assessment and/or by formal recognition of course equivalency in a VCC approved course outside the program area. Credit for such learning will be formally acknowledged and noted on a student’s formal transcript.
PROCEDURES

1. Students are responsible for initiating the transfer credit process
2. Students must complete a transfer credit request form available from the Registrar’s Office
3. Deadlines for transfer credit applications will be established by each program and be listed on the college website
4. Department Leaders will have discretion for overriding the deadline should a student be admitted after.

If courses are from a BC institution:

5. Once an official transcript has been forwarded in a sealed envelope directly from the issuing institution to VCC, or via electronic transcript exchange service where applicable, the transfer credit will be assessed by the Office of the Registrar, if the course has been assessed already and appears in the BC Transfer Guide.
6. If a course has previously been assessed and a record of this exists within the Registrar’s Office, the credit will be granted.
7. In the event the course is not in the BC Transfer Guide, course outlines must be provided by the student to determine if transfer credit is suitable.
8. The outlines must be from the year and/or semester in which the courses were taken and be evaluated by faculty with expertise in the area.
9. Course outlines must include the following information: comprehensive description of material covered, number of hours of instruction per week, length of term, texts used and grading profile for each course.

If courses are from outside BC but within Canada:

10. Students should submit an official transcript from the sending institution in a sealed envelope. In addition, course outlines from the year and/or semester in which the courses were taken should also be submitted. It is strongly recommended that students submit all required documentation as soon as possible.
11. If a course has previously been assessed and a record of this exists within the Registrar’s Office, the credit will be granted.
12. Course outlines must include the following information: comprehensive description of material covered, number of hours of instruction per week, length of term, text used and grading profile for each course.

If courses are from outside Canada:

13. Please forward an official transcript to VCC. In the event the transcript is from outside North America, we will return the original copy.
14. Transcripts should be in the official language of the country where the institution is based. Students must provide an authenticated English language translation of the transcript.

15. Course outlines must also be provided and should include the following information: comprehensive description of material covered, number of hours of instruction per week, length of term, text used and grading profile for each course.

16. Students must also provide an authenticated English language translation of associated course descriptions.
PREPARED FOR: Education Council

ISSUE: D.6.1 Lending and Borrowing of College Equipment policy and procedures

BACKGROUND: The college lends and allows students and employees to borrow college equipment for college related use.

DISCUSSION: This policy stipulates the conditions under which students and employees can borrow and use college equipment. The language in this policy is broad enough that it can be used across all college departments for various types of equipment. After community feedback the policy was amended to be more generic and allow lending departments to set their own guidelines for the use of college equipment.

RECOMMENDATION:
MOVE that Education Council recommends the Board of Governors approve D.6.1 Lending and Borrowing of College Equipment policy and procedures.

Prepared by:
Mike Tunnah
Chair, Education Policy Committee
POLICY

Policy No.  D.6.1  Lending and Borrowing College Equipment
Title
Approving Jurisdiction  Board of Governors
Policy Sponsor  Vice President, Academic, Students, and Research
Last Revised/Replaces  September 14, 2004 (formerly Off Campus College Related Use of College Equipment)
Effective Date
Signed by

CONTEXT AND PURPOSE
This Policy and related procedures governs the borrowing of College equipment by students and employees at Vancouver Community College (VCC; the College). VCC departments can choose to allow students and employees to borrow equipment from their department. Departments would inform the borrower of the terms of use. Equipment is loaned in such a way to reduce the risk to the College from loss or damage.

SCOPE AND LIMITS
This policy applies to VCC students and employees.

STATEMENT OF POLICY PRINCIPLES
1. To support the education, research, and activities of students and employees at the College, departments can make equipment available to be borrowed.
2. The equipment is loaned primarily for College-related use, such as in- and out-of-classroom learning, study, or presentations.
3. Departments will establish written terms of use for their loaner equipment, available to a borrower prior to lending the equipment.
4. The borrower will take due care to ensure the safety and condition of the item(s).
5. The borrower is responsible for becoming familiar with the proper operation of the equipment.

RELATED POLICIES & LEGISLATION
Policies:
A.3.6 Standards of Employee Conduct and Conflict of Interest
B.3.3 Rental of College Facilities
B.5.2 Appropriate and Responsible Use of Education and Information Technology
D.1.5 Use of Library Resources
D.4.2 Student Grievance
D.4.3 Student Code of Conduct (Non-Educational Matters)

RELATED PROCEDURES
Refer to D.6.1 Lending and Borrowing College Equipment Procedures.
DEFINITIONS

Borrowing: The short term loan of a piece of equipment. This does not include equipment that is provided to students or employees as part of their course of study or employment.

Employee: A person who is currently employed by VCC on a full-time, part-time, contract, or temporary basis.

Student: A person who is currently registered in full-time or part-time credit or non-credit programs or courses offered by VCC.

PROCEDURES

1. Departments can choose to lend equipment to students and/or employees of the College.
2. If departments decide to lend equipment, they will prepare written terms of use. These terms of use should, at a minimum, include the following information:
   a. Who is allowed to borrow the equipment (i.e. only students in their department, all students, only employees).
   b. The length of time the equipment can be borrowed.
   c. Any penalty that is applied if the equipment is returned late, damaged, or lost.
3. The loaning department will ensure that terms of use are available and accessible prior to lending equipment.
4. For costly equipment, departments must maintain a record of borrowing that includes the borrower’s name, contact information, and length of time borrowed.
5. The Dean/Director of the loaning department will make any final determinations around disputes regarding penalties such as late fines or replacement cost.
   a. Students may appeal the decision by the Dean/Director under the College’s Policy D.4.2 Student Grievances.

RELATED POLICY:
Refer to D.6.1 Lending and Borrowing College Equipment Policy.
INFORMATION NOTE

June 8, 2016

PREPARED FOR: Education Council
ISSUE: C.3.14 Curriculum Development and Approval process policy and procedures

BACKGROUND:
This policy has been in use since the end of October 2015. Since being in use there has been some confusion around the role of the Board of Governors during the new program development process.

DISCUSSION:
The primary intent of the revisions are to ensure that the Board of Governors involvement in new program development is more clearly defined. The previous wording caused confusion over what stage of development new programs were at when they were presented to the Board. The main revision is that the Education Council Chair will provide an information note to the Board of Governors instead of providing a full proposal for a new program at the early stage of development. The program would still go for formal Education Council advice and final Board approval at the end of the process.

RECOMMENDATION:
Education Policy Committee provides C.3.14 Curriculum Development and Approval process policy to Education Council for information and recommends it be posted for community feedback.

Prepared by:
Mike Tunnah
Chair, Education Policy Committee
POLICY

C.3.14 Curriculum Development and Approval Process Policy

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<td>Vice President, Academic, Students and Research</td>
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<td>Last Revised/Replaces</td>
<td>October 28, 2016</td>
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<td>Effective Date</td>
<td>June 29, 2016</td>
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<td>Signed by</td>
<td>Chair, Board of Governors</td>
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CONTEXT AND PURPOSE
The programs and courses of Vancouver Community College (VCC; the College) make up the curriculum (systems of organized learning experiences) through which the College meets the needs of the community for education and training, and maximized student mobility and success. VCC strives to achieve its mission, goals and objectives through the programs and courses it offers.

SCOPE AND LIMITS
This policy applies to all developers of curriculum at Vancouver Community College, and establishes the requirements for the development of new curriculum, and the revision of existing curriculum.

STATEMENT OF POLICY PRINCIPLES

1. VCC is committed to the establishment and use of systematic practices and procedures for the development of curriculum that
   a. engages relevant stakeholders;
   b. is transparent; and
   c. aligns with the College’s governance processes.

2. VCC will ensure that all curriculum
   a. is consistent with the College’s mission, goals, educational priorities and plans;
   b. meets the College's standards of excellence;
   c. is based on community needs;
   d. supports student success; and
   e. promotes responsible use of College resources.

3. Meaningful consultation is critical to ensure high quality curriculum and a smooth approval and implementation process.

4. The development of curriculum is guided by needs as expressed by the communities served by VCC as well as demand from existing and prospective students.
5. Curriculum development is guided by Provincial Ministry guidelines, professional and industry association requirements, accreditation bodies and credentialing policies at other postsecondary institutions with which the College may wish to articulate.

6. The Program Content Guide and Course Outlines are official contracts with students and therefore are legal in nature and can be contested through VCC appeal processes and/or by law.

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, (RSBC 1996) Chapter 52

Policies:
C.1.1 Course/Program Grading
C.1.3 Granting of Credentials
C.1.4 Assignment of Credits to Courses
C.3.1 Program Advisory Committees
C.3.2 Program Review and Renewal
C.3.3 Criteria for Development or Cancellation of Programs Leading to Certificates, Diplomas or Degrees
C.3.5 Programs Offered Under Service Contract
C.3.8 Criminal Records Check
C.3.9 Degree Standards
C.3.10 Affiliation Agreements
D.3.6 Admissions

RELATED PROCEDURES
Refer to Curriculum Development and Approval Process Procedures.
**DEFINITIONS**

**Consultation:** The process to ensure that in the development of curriculum, deliberate feedback is sought from internal and external stakeholders, and thoughtful feedback is received and considered in a timely manner. Deans/Directors and Department Leaders are responsible for ensuring appropriate consultation takes place.

**Course Outline:** The official document that contains the essential features of a course as outlined in an approved template. Such a template generally includes the course name and number, credits, course description, admission requirements, course learning outcomes, grading standard, and information regarding student evaluation methods. Course Outlines fall within the jurisdiction of the Education Council under both its sole powers as well as its advisory role to the Board of Governors.

**Curriculum:** The instructional or learning plan of a program or course. Curriculum comprises learning objectives or outcomes, teaching and learning methodology, and strategies or methods for evaluating student learning. At VCC, the key curriculum documents are the Program Content Guide and the Course Outline.

**Curriculum Development Approval Form:** The document used to track the governance approval process for new and revised curriculum.

**Curriculum Developer:** The lead in creating/revising the curriculum for a program or course and the main person preparing the curriculum documentation. This is typically an instructor or Department Leader.

**Degree Quality Assessment Board (DQAB):** An independent advisory board appointed by the Minister of Advanced Education that oversees the quality assurance process for degree level education in British Columbia.
Governance: A prescribed process that identifies who has primary and/or advisory responsibility for select decisions at various stages. The College and Institute Act defines the governance bodies at VCC as the Board of Governors and Education Council. The Board Finance and Audit Committee and EDCO’s Curriculum Standing Committee are also governance bodies at VCC.

Minor Revision: Changes to curriculum that have limited impact on the educational quality or direction of a course or program. Minor revisions have an expedited path through the governance process. Refer to Appendix B for the types of revisions that qualify.

New Course: A course that has never been offered before at VCC and is part of an existing program or is a replacement course that is equivalent to the course it replaces in a student’s academic record.

New Program: A new credential or significant and extensive changes to a program, where these changes impact the nature or overall direction of a program. Education Council makes the final determination whether proposed changes to an existing program are substantial enough to qualify as a new program.

Post-secondary Institution Proposal System (PSIPS): A web-based system designed to manage and support the post-secondary submission and review processes for degree and non-degree diploma programs, or a certificate that leads to a diploma.

Program Content Guide (PCG): The official document that contains the general description of a program of study as outlined in an approved template. Such a template generally includes the program name, program purpose, number of credits, program duration, 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. The Program Content Guide falls within the jurisdiction of the Education Council under both its sole powers as well as its advisory role to the Board of Governors.

Proposal for New Program: The official document that is used to help conceptualize, plan and project the outcomes and costs of a new program. It is completed by the Curriculum Developer, Department Leader and Dean/Director in consultation with the Vice President Finance/Administration & CFO. It includes three parts:

**Part 1: Concept Paper:** This section provides an overview of the work done to assess/evaluate the necessity/viability of offering a new program. It outlines the research, input (through consultation and peer input), educational value, marketability and other related issues related to the request for a new credential.

**Part 2: Implementation Plan:** This section details the activities, costs and schedules that are required to achieve the implementation of a program. The Implementation Plan falls within the jurisdiction of the Education Council under its advisory role to the Board of Governors.

**Part 3: Business Case:** This section represents the financial case for a new program, and includes expected revenue, tuition and fees. The Business Case falls within the
jurisdiction of the Board of Governors as part of its obligation to manage, administer and control the proper, revenue, expenditures, business and affairs of the institution.

**Sign Off:** Indicates that the signatory has read and comprehends the relevant documentation, and assumes responsibility as per the Final Review and Sign Off section of these procedures.

**Standalone Course:** A course that is not a part of an existing program and does not have an approved fee structure (i.e. tuition).

**Start Date:** The month and year the program/course will first be taught after governance approval.

### PROCEDURES

#### GENERAL

1. To ensure student success and the College’s ability to market and register students in a timely manner, the Department Leader and Dean/Director work to ensure a reasonable and timely opportunity for consultations, and for stakeholders to provide feedback and recommendations.

2. The design, development, approval, and implementation of programs and courses takes anywhere from one (1) month (for minor revisions) to 18 months, depending on the development type. External approval bodies such as the Degree Quality Assessment Board (DQAB) and the Ministry of Advanced Education may extend these timelines. Deans/Directors and Department Leaders should create an initial timeline using pre-existing meeting dates, length of time for peer review, etc.

3. Education Council is the final approval body for all new courses and revised curriculum per the Resolution of the Board of Governors dated May 29, 2013. The Board of Governors approves all new programs and credentials with advice from Education Council.

4. The Centre for Instructional Development (CID) supports the design and development of curriculum.

5. The Dean provides the final sign off for documentation that is entering the governance process, thus ensuring that all procedures have been followed and all policy requirements have been met.

6. The Curriculum Developer and/or Department Leader prepare the required curriculum documentation for submission to the College’s Governance bodies.

7. The Education Council Office will assist Department Leaders through the governance approval process.

#### CONSULTATION

8. New curriculum and changes to existing curriculum require a series of consultations to ensure educational quality, and that students are fully supported in their programs.

9. Early and thorough internal consultation helps to identify implementation and operational needs and allows areas like the Registrar’s Office and Institutional Research to begin work that will facilitate the process (see Appendix A).
10. Where applicable, engaging in external consultations helps to verify that curriculum meets the quality standards of academic peers, and existing and potential new partnerships and agreements.

11. The amount of consultation required depends on the Development Type.

12. Curriculum Developers are expected to exercise due diligence in seeking input, and stakeholders within the College are expected to respond in a timely manner.

13. Faculty within the department must be consulted.

14. It is recommended that Department Leaders and/or Curriculum Developers hold group consultations with similar service area representatives where possible.

15. Curriculum Committee and Education Council have the authority to require further consultations as they see fit.

**DEVELOPMENT TYPE**
There are four (4) development types:

a. New Programs;
b. New Courses and Changes to Programs and Courses;
c. Minor Revisions to Programs and Courses; and
d. Non-Credit Courses in Continuing Studies

**A. New Program**

16. New programs are approved by both the Board of Governors and Education Council.

17. The documentation required is:

a. Proposal for New Program (see Appendix C);
b. Curriculum Development Approval Form (see Appendix B);
c. New or revised Program Content Guide; and/or
d. New or revised course outline(s).

18. The development of a new program requires full consultation with internal and external stakeholders, and involves additional governance steps to ensure institutional support that the College Board of Governors is supportive before significant time and resources are spent developing the full program proposal. Overall, the proposal will be presented two (2) times to both the Board of Governors and Education Council for review and approval.

**Stage 1 – Approval of Credential to Develop**

19. After initial discussions with colleagues (including external experts as appropriate), the Curriculum Developer and Department Leader complete the Concept Paper (Part 1 of the Proposal for New Program, see Appendix C), and validates it with the Dean/Director.

20. The Dean/Director, in consultation with the department, validates the Concept Paper and presents it to the Leadership team for review and comment.

20. The Dean/Director and Department Leader complete the Implementation Plan and Business Case (Parts 2 and 3 of the Proposal for New Program, see Appendix C), and validates with the Vice President Administration & CFO, Finance.

21. The Dean/Director presents the New Program Proposal to the Senior Executive for approval to proceed.

22. The Dean/Director presents the Concept Paper and Implementation Plan to Education Council for information, advice on the credential type, on whether the Proposal meets
the objectives of the College’s Strategic and Education Plans, and on the priorities for implementation.

23. The Chair of Education Council and the Dean/Director prepare an Information Note summarizing the program proposal. The Education Council Chair presents this note to the Board of Governors for information. Vice President Academic, Students and Research present the full Proposal for New Program (Parts 1, 2 and 3) to the Board of Governors for approval of the credential. If the Board is supportive of the concept, the development of the program can continue. If possible, the Dean/Director attends the Board meeting in person to answer questions.

24. After discussion, the Board may:
   a. Approve the credential and ensure that the needed resources are available to begin development of the program;
   b. Require additional revisions and return the proposal to the Dean/Director, to return at a subsequent meeting of the Board and/or Education Council (depending on the nature of the revisions); or
   c. Reject the New Program.

25. If the Board approves the program, formal written notification by the Board Chair will be forwarded to the Education Council Office.

Stage 2 – Program Development and Approval of Curriculum

26-24. The Curriculum Developer consults with CID to design and map the curriculum.

27-25. The Curriculum Developer consults with internal and external stakeholders (including Institutional Research (IR) on the FTE divisor) and begins work on the PCG and Course Outlines.

28-26. The Dean and Department Leader, in consultation with the Vice President Finance Administration & CFO, review, revise and complete the Implementation Plan and Business Case.

29-27. The Curriculum Developer and Department Leader complete the Curriculum Development Approval Form, the PCG, and any course outlines, curriculum documentation and submit it to Curriculum Committee.

30-28. Curriculum Committee reviews the curriculum. If possible, both the Curriculum Developer and the Department Leader attend the Curriculum Committee meeting in person to answer questions.

31-29. Curriculum Committee may:
   a. Recommend approval of the curriculum to Education Council;
   b. Recommend additional revisions that must be completed and reviewed by the Curriculum Committee Chair before going to Education Council;
   c. Recommend significant revisions that are returned to the Department Leader, to be brought back to Curriculum Committee at a subsequent meeting.

32-30. The Chair of Curriculum Committee presents the recommendation and curriculum documentation to Education Council. If possible, the Department Leader and Curriculum Developer attend the Education Council meeting in person to answer questions. Education Council may:
   a. Approve the curriculum;
   b. Approve the curriculum with additional revisions that must be completed and reviewed by the Curriculum Committee Chair prior to implementation; or
c. Require significant revisions that are returned to the Department, to be brought back to Curriculum Committee at a subsequent meeting, before returning to Education Council;

33.31. At the same meeting of Education Council, the Dean presents the final version of the New Program Proposal, Parts 1 and 2 (Concept Paper and Implementation Plan).

34.32. Education Council may:
   a. Provide advice on the priorities for implementation to the Board of Governors;
   b. Not recommend implementation of the new program to the Board of Governors.

Stage 3 – Review and Final Approval:

35.33. The office of the Vice President Academic, Students and Research coordinates submissions to the Ministry of Advanced Education for provincial peer review through PSIPS and/or DQAB.

36.34. After Education Council’s approval, the curriculum for most credentials is sent for provincial peer review.
   a. Proposals for diplomas and certificates that ladder into diplomas are posted on PSIPS for thirty (30) days.
   b. Institutions planning to offer new degrees will submit a ministry review template to the Ministry of Advanced Education.
      i. Once the mandate is approved, the full program proposal is posted on the PSIPS website and forwarded to DQAB for review.
      ii. DQAB submits their recommendation to the Minister of Advanced Education for approval.

37.35. The Vice President Academic, Students and Research reports on the outcome of the provincial peer review process.
   a. If major revisions are required by the peer review, the proposal will return to Stage 2, above.
   b. If no major revisions are required, the proposal will proceed to fee review and final approval.

38. The Dean and Department Leader, in consultation with the Vice President Finance, review, revise and complete the final Implementation Plan and Business Case.

39.36. The Vice President Finance Administration & CFO submits the final Implementation Plan and Business Case to the Senior Executive and to the Tuition and Fees Advisory Committee for a recommendation to the Board Finance and Audit Committee.

40.37. The Board Finance and Audit Committee will review and submit the final recommendation of fees to the Board of Governors.

41.38. The Board reviews the proposed New Program, including the recommendations from the Finance and Audit Committee (for fees), Education Council (for implementation) and the VP Academic, Students and Research (for due process, i.e. provincial peer review). If possible, the Dean/Director attends the Board meeting in person to answer questions.

42.39. The Board may:
   a. Approve the fee structure; and/or
   b. Approve implementation of the program; and/or
c. Based on a budget review, determine a separate timeline for implementation of the program.

43.40. The Board Chair will forward formal written notification of its decision to the Education Council Office.

B. New Courses and Changes to Programs and Courses

44.41. Development of new courses and changes to programs and courses require Education Council approval.

45.42. New Standalone courses that involve a fee structure (i.e. tuition), and changes that extend the financial requirements beyond the School’s budgetary capacity, also require Board approval.

46.43. The documentation required is:
   a. Curriculum Development Approval Form (see Appendix B);
   b. Revised Program Content Guide as required; and/or
   c. New or revised course outline(s) as required
   d. Business Case (for new Standalone courses or changes that extend financial requirements beyond the School’s budgetary capacity).

47.44. The Curriculum Developer consults with CID to design and map the curriculum.

48.45. The Curriculum Developer conducts consultation with internal and external stakeholders as needed (see Appendix A).

49.46. The Curriculum Developer and Department Leader complete the required documentation and submit to Curriculum Committee. If possible, both the Curriculum Developer and the Department Leader attend the Curriculum Committee meeting in person to answer questions.

50.47. Curriculum Committee may:
   a. Recommend approval of the curriculum to Education Council;
   b. Recommend additional revisions that must be completed and reviewed by the Curriculum Committee Chair before going to Education Council;
   c. Recommend significant revisions that are returned to the Department Leader, to be brought back to Curriculum Committee at a subsequent meeting.

51.48. The Chair of Curriculum Committee presents the recommendation and required documentation to Education Council. If possible, the Department Leader attends the Education Council meeting in person to answer questions.

52.49. Education Council may:
   a. Approve the curriculum;
   b. Approve the curriculum with additional revisions that must be completed and reviewed by the Curriculum Committee Chair prior to implementation; or
   c. Require significant revisions that are returned to the Department, to be brought back to Curriculum Committee at a subsequent meeting, before returning to Education Council.

53.50. For new Standalone courses that involve approval of a fee structure (i.e. tuition):
   a. The Vice President Finance Administration & CFO submits the Business Case to the Senior Executive and to the Tuition & Fees Advisory Committee for recommendation to the Board Finance and Audit Committee.
The Board Finance and Audit Committee will make a recommendation to the Board of Governors on the fee structure, and the Board of Governors will make a decision prior to implementation of the course.

If the changes to a program or course have financial requirements (either ongoing or one-time) that are outside the scope of the School’s budgetary capabilities:

a. The Vice President Finance Administration & CFO submits a Business Case to the Board Finance and Audit Committee.

b. The Board Finance and Audit Committee will make a recommendation to the Board of Governors on the new fee structure, and the Board of Governors will make a decision prior to implementation.

C. Minor Revisions to Programs and Courses

Minor revisions require Curriculum Committee approval.

The documentation required is:

a. Curriculum Development Approval Form (Appendix B);

b. Revised Program Content Guide as required; and/or

c. Revised course outline(s) as required.

The Curriculum Developer conducts consultation with internal stakeholders as needed (see Appendix A).

The Curriculum Developer and Department Leader complete the required documentation and submit to Curriculum Committee. Multiple minor revisions can be made in one submission. If possible, both the Curriculum Developer and the Department Leader attend the Curriculum Committee meeting in person to answer questions.

Curriculum Committee may:

a. Approve the curriculum as presented;

b. Approve the curriculum with additional minor edits that must be completed and reviewed by the Curriculum Committee Chair prior to implementation; or

c. Decide the proposal does not qualify as a minor revision and send to Education Council for approval.

The Chair of Curriculum Committee reports approved minor revisions to Education Council at least every three (3) months. The documentation for these minor revisions is not included in the EDCO package.

Education Council may, at any time:

a. Request to review any “minor revision” documentation approved by Curriculum Committee; and/or

b. Decide a proposal does not qualify as a minor revision and require that it be submitted to Education Council for approval.

D. Non-Credit Courses in Continuing Studies

Non-credit courses taught in Continuing Studies are exempt from these procedures.

The Education Council Office will maintain a record of all non-credit course outlines. Program Coordinators are required to send copies of all new and revised course outlines to the Education Council Office within one (1) month after implementation of that non-credit course.
**FINAL REVIEW AND SIGN OFF**

64. Documentation without required sign off will not enter the Governance stage.

65. The sign off of the Department Leader certifies that:
   a. Thorough consultation has taken place and all stakeholders approve of the proposed new or revised curriculum.
   b. The curriculum meets institutional standards and the educational needs of students.

66. The sign off of the Dean/Director certifies that:
   a. Documentation meets the standards of the College, and all policies and procedures have been adhered to; and
   b. Resources required to offer and support the course/program have been assessed. If additional resources are needed, the Dean/Director has initiated steps to secure the needed resources.

**COMMUNICATION OF DECISIONS**

67. Following approval of all new and revised curriculum and programs a formal resolution is signed by the respective Chair.

68. The signed resolution is forwarded by the Education Council Office to key implementation areas within the College.

69. The Education Council Office will catalogue and archive approved curriculum documentation and store a read-only copy of Program Content Guides and Course Outlines where they are accessible to VCC students and staff.

70. All supporting documents for approved curriculum will be stored in the Education Council Office (e.g. Curriculum Development Approval Forms, Proposal for New Program, official Resolutions, etc.).

71. The Registrar’s Office will maintain a permanent record of all Program Content Guides.

**RELATED POLICY**

Refer to Curriculum Development and Approval Policy.
DECISION NOTE

PREPARED FOR: Education Council

DATE: Tuesday, June 14, 2016

ISSUE: Appeals Oversight Committee Terms of Reference

BACKGROUND:

The Appeals Oversight Committee met on March 1, 2016 and June 6, 2016. The “Terms of Reference” document was reviewed and revisions were proposed (see attached).

DISCUSSION:

The Committee is planning to oversee tribunal training in the fall of 2016. Timelines around current policies involving Tribunals/Hearings/Appeal Panels were discussed with an understanding that timelines need to be reasonable and not stringently defined in our policies.

The draft Appeal of Final Grade policy (Feb 10, 2016 version) was reviewed and comments will be forwarded to the Policy Committee.

A meeting with relevant stakeholders will be scheduled in September to plan the tribunal training. Once faculty and students have gone through the tribunal training, the Committee will develop an annualized calendar of tribunals.

Discussion about data collection will continue into the fall.

RECOMMENDATIONS:

That Education Council approve the revised Terms of Reference for the Appeals Oversight Committee

ATTACHMENTS:

Appeals Oversight Committee revised Terms of Reference

PREPARED BY: Debbie Sargent, Dean, Health Sciences and Chair, Appeals Oversight Committee

DATE: June 7, 2016
Committee name: Appeals Oversight Committee

Type: Standing Committee of Education Council

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

Responsible To: Education Council

Purpose: The Committee is a standing committee of Education Council charged with ensuring that student appeal proceedings are consistent with approved processes and undertaken in full compliance with educational policies and the legislative requirements of the College & Institute Act.

Duties: The Committee will:
1. Coordinate the recruitment and training of individuals for student appeal committees and panels.
2. Collect anonymous data on appeals and outcomes.
3. Review and make recommendations to the College regarding the resources required to adequately respond to student appeals.
4. Provide feedback to Education Council on the overall functionality of the College’s appeal processes.

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

Timeframe and Reporting: The Committee meets a minimum of two (2) times per year and reports to Education Council at the meeting following the Committee’s meeting.

Membership: The Committee is comprised of the following members.

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

1. One (1) Education Council member elected by the members of Education Council as Chair.
2. Registrar or designate.
3. One (1) dean appointed by the Vice President Academic, Students & Research representing administration.
4. Director of Student Services or designate.
5. Two (2) faculty members selected by the faculty representatives on Education Council.
6. One (1) Program Coordinator from the Centre for Continuing Studies appointed by the Dean of Continuing Studies.
7. One (1) student member selected by the student representatives of Education Council.
8. Education Council Chair, ex-officio.
9. Arbiter of Student Issues, voice no vote.

**Length of Term:**
All terms are two (2) years in renewable alternating terms, except for the Chair, who is elected for a one (1) year term.

**Quorum:**
The quorum shall be a simple majority.

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

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

**Communication with Council:**
Business arising from Appeals Oversight Committee meetings may be forwarded as agenda items to the Education Council through the Council Executive. The Committee Chair presents any recommendations in the form of a motion to Education Council.