## Meeting Agenda - Draft

**Vancouver Community College**  
**EDUCATION COUNCIL**  
**MEETING AGENDA - DRAFT**  
**September 12, 2017, 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>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Call to Order</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
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<tr>
<td>2.</td>
<td>Adopt Agenda</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td>September 12, 2017 Agenda</td>
<td>Approval</td>
<td>1-2</td>
</tr>
<tr>
<td>3.</td>
<td>Approve Past Minutes</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td>July 5, 2017 Minutes August 28, 2017 Minutes</td>
<td>Approval</td>
<td>3-6 7-9</td>
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<td>4.</td>
<td>Enquiries &amp; Correspondence</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td>None</td>
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<td>5.</td>
<td>Business Arising</td>
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<td></td>
<td>a) Update on Tuition Free Status for ESL &amp; ABE</td>
<td>10 min</td>
<td>Kathryn McNaughton</td>
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<td>Information</td>
<td>10-12</td>
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<td></td>
<td>b) Update on the Academic Plan</td>
<td>10 min</td>
<td>Kathryn McNaughton</td>
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<td></td>
<td>c) Contract Training</td>
<td>10 min</td>
<td>Kathryn McNaughton</td>
<td>Annual Contract Training Activity report</td>
<td>Information</td>
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<td></td>
<td>d) Info Note: Bachelor of Hospitality Management Executive Cohort</td>
<td>5 min</td>
<td>Dave McMullen</td>
<td>Information Note</td>
<td>Information</td>
<td>13</td>
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<td></td>
<td>e) Concept Paper: Early Childhood Care and Education Post-Basic Diploma</td>
<td>10 min</td>
<td>Gordon McIvor</td>
<td>Concept Paper</td>
<td>Approval</td>
<td>14-29</td>
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<td>f) Concept Paper: Counselling Skills Diploma</td>
<td>10 min</td>
<td>Gordon McIvor</td>
<td>Concept Paper, Appendix</td>
<td>Approval</td>
<td>30-57</td>
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<td>g) EdCo Meeting Schedules for 2018</td>
<td>5 min</td>
<td>Todd Rowlatt</td>
<td>Schedule</td>
<td>Decision</td>
<td>58</td>
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<td></td>
<td>h) EdCo Planning Day – November 24</td>
<td>5 min</td>
<td>Todd Rowlatt</td>
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<td>6.</td>
<td>Committee Reports</td>
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<td></td>
<td>a) Curriculum Standing Committee</td>
<td>10 min</td>
<td>David Branter</td>
<td>Decision Note, CDAF, Course outlines</td>
<td>Decision</td>
<td>59-128</td>
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<tr>
<td></td>
<td>i) Cross-listed courses</td>
<td></td>
<td>David Wells</td>
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<td></td>
<td>b) Policy Standing Committee</td>
<td>10 min</td>
<td>Mike Tunnah</td>
<td>Decision Note, policy, procedures</td>
<td>Decision</td>
<td>129-136</td>
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<td></td>
<td>i) D.3.6 Admissions</td>
<td></td>
<td>Dave McMullen</td>
<td>Decision Note, policy, procedures</td>
<td>Decision</td>
<td>136-142</td>
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<td></td>
<td>ii) D.3.6.1 Flexible Admissions</td>
<td></td>
<td>Dave McMullen</td>
<td>Decision Note, policy, procedures</td>
<td>Decision</td>
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<tr>
<td>Item</td>
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<td>iii)</td>
<td>F.1.01 Ethical Conduct for Research Involving Humans</td>
<td>Elle Ting</td>
<td>Decision Note, policy, procedures</td>
<td>Decision</td>
<td>143-155</td>
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<td>iv)</td>
<td>F.1.02 Ethics and Integrity in Research and Scholarly Activity</td>
<td>Elle Ting</td>
<td>Decision Note, policy, procedures</td>
<td>Decision</td>
<td>156-161</td>
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<td>v)</td>
<td>F.1.03 Conflict of Interest Related to Research Procedures</td>
<td>Elle Ting</td>
<td>Decision Note, policy, procedures</td>
<td>Decision</td>
<td>162-167</td>
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<td>c)</td>
<td>Appeals Oversight Committee</td>
<td>2 min</td>
<td>Debbie Sargent</td>
<td>Verbal Report</td>
<td>Information</td>
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<td>d)</td>
<td>Program Review and Renewal Committee</td>
<td>2 min</td>
<td>Jo-Ellen Zakoor</td>
<td>Verbal Report</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 Report</td>
<td>Information</td>
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<td>8.</td>
<td>Student Report</td>
<td>5 min</td>
<td>Jonard Bernardo</td>
<td>No Report</td>
<td>Information</td>
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<td>9.</td>
<td>Next meeting: October 10, 2017, 3:30-5:30, Room 240 DTN</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
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<td>10.</td>
<td>Adjournment</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
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<td>1.</td>
<td>Call to Order</td>
<td>The meeting was called to order at 4:00pm.</td>
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| 2.   | Adopt Agenda | **Motion:** Moved by D. Branter and seconded THAT Education Council adopt the July 5, 2017 special meeting agenda as amended.  
T. Rowlatt chose to defer the approval of policies D.3.6 and D.3.6.1 until the September meeting due to an ongoing discussion regarding language.  
All in favour. **Motion carried.** |
| 3.   | Approve Past Minutes | **Motion:** Moved by J. Theny and seconded THAT Education Council approve the minutes of the June 13, 2017 meeting as amended.  
D. Branter noted that he would like his concern expressed regarding Item 5e. The minutes will be amended to include: “D. Branter expressed some concerns about the governance process being circumvented, but acknowledged the need in this instance.”  
All in favour. **Motion carried.** |
| 4.   | Committee Reports | **Motion:** Moved by D. Branter and seconded THAT Education Council approve curriculum documents for the new Bachelor of Applied Science in Dental Hygiene Degree Program.  
D. Beerwald briefly outline the four-year Degree program, with a Diploma exit option available after the third year. The program is 153 credits, which is similar to the UBC program. Currently, UBC is the only institution in BC to offer a Dental Hygiene Degree program. D. Beerwald expressed that tuition for VCC’s program will be more attractive to students over UBC.  
P. Yeung asked if the Dental Hygiene Diploma program was being kept. D. Beerwald explained that the Diploma exit option has been entirely rewritten from VCC’s current Diploma program. She explained the Diploma exit option will prepare grads more for traditional clinical practice, should they choose to exit. The four-year Degree will prepare grads for working in alternative, independent practice clinics in order to increase and improve access to care, without the strict supervision of a dentist.  
On page 18 of the package, T. Rowlatt inquired about registration with the CDHBC as a requirement for entry into year four of the program. D. Beerwald explained that this is a
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<td>for all students, particularly for students intending to complete the fourth year of the program. T. Rowlatt suggested replacing the term “entry” with “continuation” for clarity – “registration with the CDHBC is required for continuation into year four of the program.”</td>
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<td>T. Rowlatt described the Curriculum Committee’s decision to move forward with only one PCG for this program. Curriculum Committee decided that one PCG with a clear statement of the Diploma exit option would be less confusing for students than two PCGs. D. Beerwald explained that the government will not fund a pure Degree program, and that it must come with a Diploma exit option.</td>
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<td>D. Branter noted some concern over the complete alignment of program learning outcomes and course learning outcomes with the course content, particularly in the fourth-year courses.</td>
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<td>P. Yeung asked how students would be registered in the courses – will they be able to choose their own, or will it be block registration by the department. D. Sargent explained it will be one cohort that moves through all four years of the program. She explained the potential for insert students coming in and out. For students who have previously graduated from the Diploma program, she explained they are looking into building a bridge requirement before students enter the four-year.</td>
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<td>All in favour. <strong>Motion carried.</strong></td>
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<td>ii)</td>
<td>AST Harmonization</td>
<td><strong>Motion:</strong> Moved by D. Branter and seconded THAT Education Council approve the changes to Auto Service Technician Foundations and Apprenticeship Levels 1 and 2 resulting from the Harmonization process.</td>
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<td>B. Griffiths explained that the Harmonization process is intended to be Pan-Canadian, to ensure that all students across Canada are being taught the same material in these programs in order to promote transferability. He explained that program durations are now all seven weeks, and that the program learning outcomes have been redistributed, hence the change in course outlines. The Foundation program was updated to include the Level 1 Technical Training, which students write an ITA exam on. He explained that this is a phased implementation, and that there will be instances where current iterations of the program will be taught out alongside the new Harmonized version. The department has ensured current students are aware of this process, and know which courses to register for in the following semester.</td>
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<td>P. Yeung inquired what happens if a student fails the ITA Level 1 Technical Training exam – are students able to go to the department and reschedule? B. Griffiths explained that the ITA is the invigilator and governing body for the exam, and therefore grants the credential. VCC provides the training only, and the exam cannot be challenged.</td>
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<td>P. Yeung also asked if current students in the Apprenticeship program would be grandfathered into the Harmonized program. B. Griffiths explained that no, students who are in the current program will have to stay in this program. Only new students who begin in September will be enrolled into the Harmonization program.</td>
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<td>K. McNaughton asked if a Red Seal is transferable across the country. B. Griffiths confirmed it is, and explained this Harmonization the portability of the different levels of education leading to a Red Seal.</td>
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<td>P. Yeung clarified about admissions and transferability. B. Griffiths explained that a student would require proof, through the ITA, of completion of Level 1 in another province in order to enroll in Level 2 at VCC.</td>
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<td>A. Candela if the extension in the number of weeks for the programs has been reflected in course hours, and if this would affect tuition. B. Griffiths said yes, tuition has increase a very small amount due to the increase in credits. He added that the ITA has increased funding for these programs as well.</td>
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<td>P. Yeung asked if Technical Training could be completed in another province, and then the hours necessary could be completed at VCC. B. Griffiths said yes, with the idea that a student writes the Red Seal exam in the province they completed Technical Training in.</td>
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<td>K. McNaughton asked if the changes to the learning outcomes would require investment in different training aids or facilities. B. Griffiths said yes, as there is a new focus on electrical and hybrid vehicles. Capital requests have been put forward with the need for this equipment in mind.</td>
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<td>All in favour. <strong>Motion carried.</strong></td>
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<td>5.</td>
<td>Pending Items</td>
<td>D.3.6 Admissions; D.3.6.1 Flexible Admissions</td>
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<td>6.</td>
<td>Next meeting</td>
<td>September 12, 2017, 3:30-5:30, Room 5025 BWY-A</td>
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<td>Item</td>
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<td>Discussion</td>
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<td>7.</td>
<td>Adjournment</td>
<td><strong>Motion</strong>: Moved by P. Yeung and seconded THAT Education Council adjourn the July 5, 2017 Special Meeting. All in favour. <strong>Motion carried</strong>. The meeting was adjourned at 4:24pm.</td>
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</table>

**ATTENDEES:**
- Todd Rowlatt
- Jo-Ellen Zakoor
- David Branter
- Jan Theny
- Paul Yeung
- Elle Ting
- Debbie Sargent
- David Wells
- Andrew Candela
- Kathryn McNaughton
- Dave McMullen

**REGRETS:**
- Rick Cyr
- Mike Tunnah
- Nona Coles
- Taryn Thomson
- Jonard Bernardo
- Charly Jadranin

**GUESTS:**
- Denise Beerwald
- Brett Griffiths
- Robert Kunka
- Marilyn Heaps

**RECORDING SECRETARY:** Alissa Li/Carlie Deans
<table>
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<tr>
<th>Item</th>
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<tbody>
<tr>
<td>1.</td>
<td>Call to Order</td>
<td>The meeting was called to order at 3:01 pm.</td>
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<tr>
<td>2.</td>
<td>Adopt Agenda</td>
<td><strong>Motion:</strong> Moved by M. Tunnah and seconded THAT Education Council adopt the agenda for the August 28, 2017 Special Meeting as presented. All in favour. <strong>Motion carried.</strong></td>
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</table>
| 3.   | Committee Reports | **Motion:** Moved by D. Branter and seconded THAT Education Council approve the changes to the Visual Communications Design program, including the deletion of three courses and insertion of three courses for the September 2017 intake.  
L. Espinoza outlined the changes to the program, including adding both writing and video components to align changing industry standards, and align with a similar program at the University of the Fraser Valley. Including these new courses will allow students to block transfer from VCC to UFV. She also noted that the vast majority of students are interested in the diploma option.  
M. Tunnah asked if the writing courses were modelled on current VCC writing courses, or if inspiration was drawn from elsewhere. L. Espinoza said that specialized faculty would need to be hired to teach these courses, but the goal is to be able to align with UFV, UVic and Capilano.  
Some minor typos were noted by the Council. D. McMullen confirmed that the Registrar’s Office had been consulted in order to accommodate the changes occurring before the September 5, 2017 intake.  
All in favour. **Motion carried.** |
|     | Curriculum Committee Reports |  
|     | a) update: Visual Communications Design |  
|     | i) Update: Visual Communications Design |  
|     |     | **Motion:** Moved by D. Branter and seconded THAT Education Council approve the changes to the Canadian Business Management program, including the deletion of two courses, merger of two courses, and extension of the practicum course to 14 weeks for the September 2017 intake.  
D. Innes and A. Petrone presented on the proposal. D. Innes explained the rationale for the changes came from discussion with other institutions, all of which have 14-week practicums. In order to accommodate this change without changing credits, two courses were removed and another two were merged. D. McMullen confirmed the Registrar’s Office had been consulted to implement these changes for the September 5, 2017 intake. |
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<td>D. Innes addressed the questions around practicum placements that had been raised at Curriculum Committee. He explained that the department does not have a firm plan for practicum placements at this time, but that the first practicums for students are January 2019, and he sees no issues with the department finding placements for students by then. He noted some institutions use placement agencies or a dedicated placement office in the institution, and they will be looking at various options. Curriculum Committee has asked for a report updated the practicum planning by February 2018.</td>
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<td>J-E. Zakoor noted that the reason Curriculum Committee asked for a report was so the process is well defined and consistent before 2019, with all proper articulation agreements in place. T. Rowlatt agreed, and highly recommended that D. Innes and A. Petrone speak with J-E. Zakoor further, as she coordinates the practicums for the School of Health. D. Innes noted that a Program Advisory Committee will be formed soon as well.</td>
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<td>J-E. Zakoor asked where program graduates from other institutions are currently employed. D. Innes and A. Petrone will investigate and report back. D. Sargent asked how comparable tuition rates are to other institutions. A. Petrone noted that VCC’s Canadian Business Management tuition is similar to other institutions. Some small typos were noted by the Council.</td>
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<td>T. Thomson asked about English support for students, as the IELTS requirement for the program is 6.5. D. Innes explained a pilot EAL support program currently running in the Hospitality Management program, where an EAL faculty member has been released part-time to assist students. An assessment for both Math and English will also be conducted at the beginning of the semester to better gauge the level of support required. There was still some concern regarding the level of support, as R. Warick noted that occasionally the IELTS can be compromised. J. Theny added that a student at SFU with an IELTS 6.5 would be enrolled in Foundations level writing courses. K. McNaughton noted that there is recognition of the need to invest in EAL support for this program.</td>
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<td>All in favour. <strong>Motion carried.</strong></td>
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<td>4.</td>
<td>Discussion on Process and Timeline</td>
<td>P. Yeung raised concern over the number of Special Education Council meetings requesting quick turn around for curriculum development. He noted that there is a timetabling policy to follow, as well as a need for general consistency in the meeting schedule, that all developers should be aware of before submitting requests to Curriculum and Education Council.</td>
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<td>T. Rowlatt acknowledged the concern, and tries to consider the reasonableness of the request and its impact on implementation prior to calling a Special Meeting. He felt the changes to the Canadian Business Management were just minor tweaks to later terms that were a reasonable exception to call a meeting for, as it would benefit all the students entering the program in the Fall.</td>
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<td>5.</td>
<td>Next meeting</td>
<td>September 12, 2017, 3:30-5:30, Room 5025 BWY-A</td>
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<td>6.</td>
<td>Adjournment</td>
<td><strong>Motion</strong>: Moved by D. McMullen and seconded THAT Education Council adjourn the August 28, 2017 Special Meeting. All in favour. <strong>Motion carried</strong>. The meeting was adjourned at 3:47pm.</td>
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**ATTENDEES:**  
Todd Rowlatt  
Dave McMullen  
Andrew Candela  
Jo-Ellen Zakoor  
Kathryn McNaughton  
Taryn Thomson  
David Branter  
Janet Theny  
Debbie Sargent  
Mike Tunnah  
Paul Yeung  
Elle Ting

**REGRETS:**  
Jonard Bernardo  
Rick Cyr  
Nona Coles  
Charly Jadranin  
David Wells

**GUESTS:**  
Dennis Innes  
Brett Griffiths  
Al Petrone  
Rachel Warick  
Lorena Espinoza

**RECORDING SECRETARY:** Carlie Deans
<table>
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<th>Managing Dept</th>
<th>Contract/Funding Name</th>
<th>Org code</th>
<th>Status (new or continuing)</th>
<th>Contract Description</th>
<th>Client/Funder</th>
<th>Contract Period</th>
<th>Delivery Partner (if applicable)</th>
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<tbody>
<tr>
<td>Continuing Studies</td>
<td>Gold Trail</td>
<td>25-A208</td>
<td>new</td>
<td>Early Childhood Education program delivery</td>
<td>Gold Trail School District</td>
<td>November 1, 2015 - December 17, 2017</td>
<td>n/a</td>
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<td>Health Sciences</td>
<td>BC Nurses' Union</td>
<td>25-A202</td>
<td>New contract</td>
<td>Delivery of Advanced BScN program to a cohort of BCNU-sponsored students</td>
<td>BCNU</td>
<td>Nov 2015 - Apr 2017</td>
<td>n/a</td>
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<td>Health Sciences</td>
<td>BC Nurses' Union</td>
<td>25-Z257</td>
<td>New contract</td>
<td>LPN Skills Assessment</td>
<td>BCNU</td>
<td>Oct 2016 - May 2017</td>
<td>n/a</td>
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<td>Indigenous Education</td>
<td>Skills Development Employment Based (SDEB)</td>
<td>25-A200</td>
<td>new</td>
<td>Enhanced student learning</td>
<td>Ministry of Advanced Education</td>
<td>June 1, 2015 - March 1, 2017</td>
<td>n/a</td>
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<td>Indigenous Education</td>
<td>Aboriginal Community Based</td>
<td>25-A205</td>
<td>Continuing</td>
<td>SASET Culinary Program</td>
<td>Ministry of Advanced Education</td>
<td>October 26, 2015 to March 30, 2018</td>
<td>Sto:lo Nation Aboriginal Skills &amp; Employment Training</td>
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<td>Partnership Funding</td>
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<td>Partnership &amp;</td>
<td>25-A223</td>
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<td>new</td>
<td>Building Services worker training</td>
<td>Ministry of Jobs, Tourism and Skills Training</td>
<td>February 6, 2017 - June 23, 2017</td>
<td>n/a</td>
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<td>Development Office</td>
<td>25-A224</td>
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<td>Entry to hospitality for women</td>
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<td>September 1, 2016 - April 30, 2017</td>
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<td>new</td>
<td>Intro to culinary skills</td>
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<td>September 1, 2016 - April 30, 2017</td>
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<td>Partnership &amp;</td>
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<td>April 1, 2016 - March 31, 2017</td>
<td>n/a</td>
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<td>Partnership &amp;</td>
<td>Emily Carr</td>
<td>25-A232</td>
<td>new</td>
<td>ECAUD (University Art &amp; Design) partnership</td>
<td>Emily Carr</td>
<td>Aug 1, 2016 - June 30, 2017</td>
<td>n/a</td>
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<td>Development Office</td>
<td>ESS Intro to Culinary</td>
<td>25-A201</td>
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<td>June 2015 to Sept 2016</td>
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<td>School of Arts &amp;</td>
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<td>April 2014 - March 31, 2016</td>
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<td>Sciences</td>
<td>Canada 25-A179</td>
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<td>Pacific Family Autism Centre</td>
<td>25-A217</td>
<td>new</td>
<td>Delivery of Settlement English Language training at CLB levels 1 -8</td>
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<td>May 1, 2016 - March 31, 2017</td>
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<td>School of Arts &amp; Sciences</td>
<td>Skills Development Employment Based (SDEB)</td>
<td>25-A210</td>
<td>new</td>
<td>Support for students with disabilities</td>
<td>Ministry of Advanced Education</td>
<td>May 1, 2016 - March 31, 2017</td>
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<td>School of Arts &amp; Sciences</td>
<td>25-Z262</td>
<td>new</td>
<td>Curriculum Development online career prep</td>
<td>October 18, 2016 - December 20, 2017</td>
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<td>25-A212</td>
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<td>September 1, 2016 - April 30, 2017</td>
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<td>School of Arts &amp; Sciences</td>
<td>Carnage Homeground Festival 25-Z263</td>
<td>Continuing</td>
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<td>February 2017</td>
<td>n/a</td>
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<td>School of Hospitality, Food Studies &amp; Applied Business</td>
<td>25-Z264</td>
<td>new</td>
<td>Italian Chamber of Commerce</td>
<td>Italian Chamber of Commerce</td>
<td>November 22, 2016 - December 31, 2018</td>
<td>n/a</td>
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<td>School of Instructor Education</td>
<td>BC Construction Safety Alliance 20-1530</td>
<td>Continuing</td>
<td>Provide the BC Construction Safety Alliance with the &quot;Train the Safety Trainer&quot; course of instruction designed specifically for the BCCA's Safety Management Training Initiative</td>
<td>BC Construction Safety Alliance</td>
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<td>School of Instructor Education</td>
<td>BC Ferries 25-A227</td>
<td>Continuing</td>
<td>Provide a customized version of PIDP 3220: Delivery of Instruction course of the BC Provincial Instructor Diploma Program (PIDP) to employees of BC Ferries.</td>
<td>British Columbia Ferry Services Inc.</td>
<td>September 1, 2016 - March 31, 2017</td>
<td>n/a</td>
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<td>School of Instructor Education</td>
<td>BC Ferries: Training - Automated Customer Experience (ACE) 25-A220</td>
<td>new</td>
<td>Provide a customized version of PIDP 3220: Instructional Strategies courses of the BC Provincial Instructor Diploma Program (PIDP) to employees of BC Ferries.</td>
<td>British Columbia Ferry Services Inc.</td>
<td>July 1 – July 31, 2016</td>
<td>n/a</td>
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<td>School of Instructor Education</td>
<td>BC Hydro 25-A209 25-A229 25-A221</td>
<td>continuing</td>
<td>Provide the BC Provincial Instructor Diploma Program (PIDP) to employees of BC Hydro.</td>
<td>BC Hydro</td>
<td>April 1 - June 30, 2016 September 26 – November 4, 2016 January 30 - February 3, 2017</td>
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<td>School of Instructor Education</td>
<td>British Columbia Maritime Employers Association Training, Safety and Recruitment 25-A216</td>
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<td>Provide Basic, Senior and Advanced Training to employees of the British Columbia Maritime Employers Association.</td>
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<td>School of Instructor Education</td>
<td>Tribal Resources Investment Corporation 25-A230</td>
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<td>Provide the BC Provincial Instructor Diploma Program (PIDP) to employees of Tribal Resources Investment Corporation.</td>
<td>Tribal Resources Investment Corporation</td>
<td>February 1, 2017 - March 31, 2017</td>
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<td>School of Trades, Technology &amp; Design</td>
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<td>new</td>
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<td>November 1, 2016 - June 30, 2017</td>
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<td>School of Trades, Technology &amp; Design</td>
<td>ITA 25-A222</td>
<td>new</td>
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<td>September 5, 2016 - May 15, 2017</td>
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<td>School of Trades, Technology &amp; Design</td>
<td>Skills Development Employment Based (SDEB) 25-A211</td>
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<td>Deaf Heard of Hearing (DHH) ACCESS to Trades, DHH Culinary Program</td>
<td>Ministry of Advanced Education</td>
<td>September 1, 2016 - February 28, 2017</td>
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<td>Student Development</td>
<td>Skills Development Employment Based (SDEB) 25-Z258</td>
<td>new</td>
<td>Development of enhanced exam spaces for students with disabilities</td>
<td>Ministry of Advanced Education</td>
<td>May 1, 2016 - March 31, 2017</td>
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PREPARED FOR: Curriculum Committee and Education Council
ISSUE: Changes in course sequencing for Executive cohort of Hospitality Management Degree

BACKGROUND:
A request was made by the Department Leader for the Hospitality Management program to revise the sequencing and delivery of an Executive cohort offering. This was sent directly to Finance on June 8, 2017. It appears that there had been discussion that had already taken place with International Education regarding the admission of students to this program and students needed to be registered in a timely fashion so as to facilitate the program commencing in September, 2017. The information from the Department Leader to Finance involved offering courses in different sequencing than the approved PCG. The information was forwarded to the Registrar’s Office as course schedules needed to be prepared to facilitate the registration process so that the students would be able to pay their tuition as well as receive study authorizations. Essentially, operational departments were not made aware of this until late in the game. In addition, the Department Leader became quite argumentative and was indicating that Finance was creating problems for students.

DISCUSSION:
This information was brought forward to the Chair of Education Council in an effort to ameliorate the issue so that students would not be adversely impacted. Given the changes to how this particular cohort was being offered, the discussion was around whether there should be greater flexibility in allowing changes within certain parameters related to course sequencing. Specifically, we were dealing with this issue but also looking at the bigger picture. As it currently stands, the request made by the Department Leader for Hospitality Management was outside the accepted practice here at the College.

I would welcome the opportunity to speak about this in a fulsome fashion at both Curriculum Committee and at Education Council. Not specifically related to this matter but the general practice of PCG administration and how we this is operationalized within the College. It would be greatly appreciated if we could set some time aside to discuss this further.

Prepared by:
Dave McMullen
Registrar
Name of Program: Early Childhood Care and Education Post-Basic Diploma Program

Credential Level: Diploma

Anticipated Start Date: September 2018

PART 1: CONCEPT PAPER

Department Leader: Katarina Jovanovic

Curriculum Developer / Faculty: Katarina Jovanovic, ECCE PC

Dean: Gordon McIvor

Proposal Date: July 25, 2017

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

Foreword

This is a revised Concept Paper that was originally submitted to Marlene Kowalski and Kathryn McNaughton in September 2016. Through analysis of the credit structure of the ECCE Basic Certificate and proposed ECCE Post-Basic Advanced Certificate, it has become clear that the combined Basic and Post-Basic programs have the necessary credits and an appropriate level of outcomes to warrant a Diploma. This proposal is for a Diploma in Early Childhood Care and Education that will cover the Basic ECCE Certificate and the Post-Basic ECCE programs and will have a certificate exit, which is the existing (basic) ECCE Certificate Program.

Introduction/Rationale

VCC has offered training in Early Childhood Education since 1964 when the first program was established, one of the first to be offered in British Columbia. Historically, programming has included the ECCE Basic Certificate, a two-year foundational program, and two separate post-basic certificates for ECCE professionals wanting to work in inclusive settings (Special Needs Post-Basic Certificate) or/and in infant toddler settings (Infant Toddler Post-Basic Certificate).

In 2015, the post-basic certificates were renewed and relaunched as diplomas. In their current structure, they share three common core courses, and each has four distinct “specialty” courses. Each program can be completed in one year, and once the first is completed, the second can be completed in six months. Students can complete the basic certificate and both components of the post-basic diplomas in 3.5 years.

The renewal resulted in a significant increase in tuition, from $2303 to $7000 for each post-basic credential. The increase in tuition negatively impacted enrolment and student progression, as some students that were in the midst of completing one of the specialties (IT or SN) at the time could no longer afford to complete the second specialty at VCC. In response to the tuition increase, 19 students signed a petition expressing their concerns and many left VCC to continue their post-basic training at other colleges. This left the post-basic program in a precarious position, with the lowest enrolment numbers in years and the program facing cancellation. Further, community feedback indicated that the resulting drop in enrollment would negatively impact hiring in ECE in the Lower Mainland.
In June 2015, a 20% tuition fee waiver was approved by the Board of Governors, resulting in sufficient enrolment to run one cohort for each program beginning in September. In January 2016, the waiver was extended by Irene Young, former VP of Strategic Partnerships and Business Development, to maintain the continuity of the programs. In Fall 2016, the ECCE Infant Toddler Diploma ran with 11 students, but the Special Needs Diploma was not delivered due to low enrolment. In the Fall, 2017, both the Infant Toddler and the Special Needs Diplomas are expected to run.

Furthermore, in reviewing the restructured post-basic diplomas, an issue of policy compliance emerged. In their current format, each of the post-basic diplomas is 25.5 credits and therefore does not comply with the Granting of Credentials Policy (C.1.3), which states that a diploma consists of 60-119 credits. If calculated according to the ratios laid out in the Assignment of Credits to Courses (C.1.4), which states that practicum (actual work experience) credits are 30 hours per credit, each post-basic diploma would be 21.5 credits.

In April 2016, a Briefing Note was submitted to Irene Young, former VP of Strategic Partnerships and Business Development, and Kathryn McNaughton, VP, Academic, Students & Research, presenting three options:

1. Freeze the tuition at the 20% waiver rate (maintaining the current structure),
2. Restructure the ECCE Diploma to reduce the length of training and decrease the overall cost while leaving the Certificate program unchanged, and
3. Restructure the entire ECCE Program (Basic Certificate and Post-Basic Diploma).

At that time, option 2 was selected and the restructuring project was launched.

Note: As of April 2017, after consultation with the Dean of Continuing Studies, Senior Program Coordinator and Chair of Education Council, it was decided to propose a Diploma in Early Childhood Education that will cover the Basic, Post Basic Special Needs and Post Basic Infant Toddler programs and will have a certificate exit, which is the existing ECCE Certificate Program.

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 ECCE Diploma will provide graduates with an enriched and comprehensive knowledge of child development and best practices in both areas: working with infants and toddlers as well as children with exceptionalities. Each course in the program will cover integrated competencies from both specialty areas, which will result in a higher level of professional competence for graduates of the program.

Many exceptionalities are diagnosed in the early years, and research shows that early identification and early intervention have a significant effect on development in children with disabilities. Disabilities can and do occur at any age, and front-line ECCE professionals can do their job more effectively when they have basic knowledge of both special needs and infant/toddler care and education.

On completion of the ECCE Diploma, graduates will be able to:

1. Protect and promote the psychological and physical safety, health, and well-being of children who need extra support needs, as well as infants and toddlers.
2. Develop and maintain a warm, caring, and responsive relationship with each child and with groups of children.
3. Create and provide daily experiences that promote the physical, emotional, social, cognitive, and creative development of children aged zero to six in infant toddler and inclusive child care settings.
4. Use pedagogical narrations to interpret and respond to the skills, abilities, and interests of children who need extra support and infants and toddlers.
5. Analyze variations in development among children aged zero to six in infant toddler and inclusive child care settings.
6. Establish and maintain open communication and partnership with families.
7. Establish and maintain supportive, collaborative relationships with co-workers in early learning programs.
8. Establish and maintain partnerships with other professional community services working with a child.
9. Reflect on one’s own knowledge, attitudes, and skills and take appropriate action for change.
10. Practice administrative and management skills as related to early years programs.
11. Advocate for high-quality, accessible, and comprehensive early years programs.

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 directly in line with VCC’s Integrated College Plan 2017/18

I. Educational Quality – Committed to learning centered programming that is relevant, flexible and career oriented

The restructured post-basic program will offer more comprehensive training for early childhood education professionals than the existing diplomas: the graduates will have the knowledge and experience to work with infants and toddlers as well as with children with exceptionalities regardless of which specialty they choose. This program will be more responsive to the needs of professionals in the sector and will offer more career options as students will be able to obtain the credential faster and at a more affordable cost.

II. Financial Stability & Sustainability – Achieve financial sustainability through integrated strategic and financial planning

The restructuring of the post-basic training will be more accessible to students which will enable enrolment to stabilize and grow back to previous levels. The program will be costed in such a way that it is financially viable with a margin of institutional support.

III. Reputation Management – Continue to build a strong brand identity that is carefully monitored and managed

A high quality and competitive post-basic program will rebuild the college’s reputation in the professional community. The increased number of practicum students in infant toddler and inclusive centers will result in increased employability of our grads in this component of ECCE, which will further strengthen our brand identity.

IV. Business Development – Develop new business opportunities by engaging with multiple stakeholders

The ECCE programs maintain partnerships with multiple stakeholders through practicum sites and graduates who become employees in reputable child care organizations. The program will continue to explore business opportunities through professional development courses for professionals working in the field and through community partnerships with the post-basic training.

3. Identify how the program supports VCC’s mission, core values, and strategic objectives?
VCC Vision Statement: VCC - The first choice for innovative, experiential learning for life.

College Values

- **Student Success**: we create an accessible environment where students build the skills, develop the attributes and gain the experience in the classroom, industry and community needed for success now and in the future.
- **Excellence**: we are committed to the highest educational quality, student support, and college operations and that we are responsive, innovative and relevant.
- **Diversity**: we acknowledge and respect differences in each other and are committed to maintaining an accessible environment that is inclusive of all.
- **Stewardship**: we are responsible for overseeing the resources that are entrusted to us and are focused on working in the best interest of the college community as a whole.

The Diploma in Early Childhood Education is built on the philosophy of the current Early Childhood Care and Education programs. This is based on nine values and beliefs which align well with VCC's mission:

1. Quality training and education of childcare providers is a key component to ensure excellent childcare for children and families.
2. Quality educational experiences are directly related to the expertise of instructors who model caring, sensitivity, and a student - centered approach.
3. Quality education is a shared responsibility among students, instructors, and practitioners in the ECCE field.
4. Quality education provides exposure to a diverse range of theoretical understandings and perspectives and provides opportunities to translate these into positive, developmentally appropriate practice.
5. Quality education requires a commitment to diversity, anti-bias, and anti-racist principles and practices.
6. Quality education requires a commitment to advocacy for children, families, and healthy communities; the early childhood sector; and social justice issues.
7. Quality education promotes an ongoing commitment to the broader community through networking, cooperating, and collaborating with appropriate individuals and groups in the community.
8. Quality education requires the provision of a broad range of educational supports and student supports.
9. Quality training provides opportunities for lifelong learning and the ongoing development of knowledge, attitudes, and skills.

The program will support the college's mission, values, and strategic objectives by delivering quality training that provides opportunities for career advancement, lifelong learning, and ongoing development of knowledge, attitudes, and skills. This program has a strong experiential foundation in numerous observation hours, field studies and practicums as well as in hands-on in-class learning. The philosophy of inclusion is embedded in the majority of the ECCE courses as one of the competencies required by the Ministry of Children and Family Development. Our classes are populated by students coming from very diverse cultural background.

The Early Childhood Care and Education Basic and Post Basic programs are approved by the Ministry of Children and Family Development. The Ministry works with accredited post-secondary institutions as well as with approximately 5400 contracted community social service agencies across government and social services partners to deliver inclusive, culturally respectful, responsive, and accessible services that support the well-being of children, youth, and families.

Our ECCE program is a member of the Early Childhood Education Articulation Committee which meets annually.
4. How does this program relate to and/or support other programs at VCC?

Graduates of the ECCE Certificate (basic training) will be able to continue their studies at VCC through the ECCE Post-Basic training (Infant Toddler and Special Needs) and complete the Diploma in Early Childhood Education. Students who are not interested in the Post Basic education will still have an option of an ECCE Certificate exit at the ECCE Basic level. Graduates who are interested in pursuing management positions in ECCE will be able to continue their studies further at VCC via the Leadership, Administration, and Management (LAM) course, which is currently non-credit.

Opportunities also exist for graduates to expand their career by taking further training beyond ECCE, such as Business Administration (for those who wish to become child care managers and directors) or Counselling Skills (for those who wish to expand into broader social service work). Some graduates may return as instructors and pursue instructional education such as the Provincial Instructor Diploma Program. The Role of the Caregiver course can potentially lead graduates to Sign Language Studies, for those interested in learning more in this area.

B. Program Need

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

Currently, the two Post-Basic Diplomas are entirely separate programs each being focused on only one specialty: Infant Toddler or Special Needs. The students who receive training in only one specialty don’t get exposed to the content of the other one. Scientifically, we know that the knowledge of early years development and atypical development – can not be separated as they are interrelated. The new Post Basic Diploma Program will integrate the information, knowledge and teaching strategies for both infant toddler and exceptional development. Therefore, it will enrich learning and be an educationally stronger program.

There has been an increased need for infant/toddler educators in the Lower Mainland, and early childhood educators who do not have this certification cannot be counted for the child-teacher ratio if working with children under three years of age. Special Needs Certification qualifies early childhood education professionals to work in inclusive centers or in programs that have a high number of children with exceptionalities.

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

Historically, many of the students who graduate form the basic certificate continue with the post-basic training. The current ECCE Basic Certificate is running with two full cohorts, and 2017/18 the basic ECCE Certificate will run with more students than ever before: two full cohorts (58 students) will graduate in the summer of 2018, creating a larger pool of prospective students.

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

There is a high demand for early childhood educators. Provincial labour trends indicate that there will be a continued demand for graduates. Early childhood educators and assistants (NOC 4214) have an expected 1.1% expected annual demand growth and 8,470 job openings in the 2024 Labour Market Outlook. 57.2% of jobs in the sector are in the Lower Mainland. Early Childhood Education careers are placed seventh out of top 60 occupations that require post-secondary training.
C. Competitive Analysis

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

Langara College targets almost the same student demographic as VCC and is our main competitor. Private colleges have shorter offerings but higher tuition and fewer opportunities for practicums. The restructured diploma program will be unique in its integration of both specialties and the IT and SN competencies in all the courses, which will give the program a distinct competitive advantage.

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

All the Early Childhood Education credit programs are approved and recognized by the Ministry of Children and Family Development, and the accredited courses are transferable from one approved secondary institution to another.

VCC is a member of the Early Childhood Education Articulation Committee which meets annually and is recognized by BCCAT.

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

Early Childhood Education has been offered at VCC for over 50 years: it is the oldest ECCE program in the Lower Mainland. The program, including the post-basic training, has historically had healthy enrolment. The curriculum and course content as well as the practicum have recently been reviewed, and the program went through numerous positive changes in the last few years. The program has a strong instructional team, a full-time Program Coordinator, and a 0.5 Program Assistant. The program already possesses the vast majority of required resources.

However, the lack of ECCE specific space has been an ongoing challenge to our educational quality. A designated space for Early Childhood Education would significantly help meet the needs of this program and make it highly competitive in the community.

In March 2016, a proposal for a designated space was submitted to Marlene Kowalski and Kathryn McNaughton.

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

This is a part-time cohort-based program. However, many factors indicate the need for the full time, day ECCE Program. It seems that the current, part-time evening programs target the specific profile of students: working people who want to do their training at night. There is a significant population of potential students who would be interested in attending the full-time day program at VCC: international students, student loan funding and scholarship candidates and people who prefer day studies. The full-time day program is also shorter and it can be completed in ten months instead within two years of attending school in the evenings.

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

The Basic ECCE Certificate takes two years to complete and the maximum time for completion will be three years.

The Post Basic Infant Toddler and Special Needs program will take a minimum of 15 months to complete, and the maximum time for completion will be two years.

The total length of training needed to obtain the Diploma in Early Childhood Education will be a minimum of three years and three months and the maximum of five years.
13. How many students would you expect to enroll in each year of the program?

There are currently 16 accepted applicants for the Post Basic Program. Two cohorts of Year 2 students (54) will graduate in June 2018, creating a substantial pool of potential students for the Post Basic Diploma Program. The ECCE application process in June 2017 resulted with another two cohorts of new Year 1 students (54) which is another potential pool of post basic students.

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?

Based on the information from Service Canada (Government of Canada, last updated on May, 2015) found on www.servicecanada.gc.ca/eng/job_futures/statistics/4214.shtml, the ECCE professional profile is within 25-44 yrs of age (57.3%), female (96.5%), with previous post-secondary education (60%) and from diverse cultural backgrounds.

15. How will the program address the needs of underprepared students? How will you get these students into appropriate upgrading courses or programs? What options are available?

Students that have already completed the ECCE Certificate will be able to ladder into the post-basic portion of the Diploma with the same prerequisites as the existing diplomas. Prospective students are already certified by the Ministry of Children and Family Development, and most prospective students already have some years of experience in the sector.

The restructured program will have the same admission requirements as the existing diplomas, which includes a group interview with the program coordinator. It is unlikely that the students will come to this program underprepared.

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 tends to see many female students, which is not unique for VCC: it is also the trend in the sector and is based on the traditional perception of childrearing as a female job. This trend is slowly changing and we see more male teachers in preschool settings. Male candidates will be equally encouraged to take the program as female ones.

This program will be more accessible than before for students with limited financial resources than the existing diplomas have been. There are several new bursaries from the government, which are advertised on the vcc.ca website and through ECE BC.

The ECCE programs have historically attracted between two and eight Indigenous students per basic cohort since 2011/12, and those students have been supported by the Indigenous Education and Community Engagement office (formerly Aboriginal Student Services) throughout the program. One of the PAC members is the Aboriginal director at HIPPY (Home Instruction for Parents of Preschool Youngsters), Canada.

The program is open to students who require support from Disability Services. Historically, there have been two - three students with disabilities in every cohort.
Our ECCE Program has a wide spectrum of connections and partnerships with non-profit organizations including organizations that support newcomers in their career ventures: Mosaic, DIVERSEcity, ISSBC, Skills Connect, Options, Success, Sources BC, etc.

Early Childhood Education training by its nature promotes the philosophy of inclusion and one of our strong values outlined in the Student Manual is that: \textit{Quality Education requires a commitment to diversity, anti-bias, anti-racist principles and practices.}

The program will continue to consult with Indigenous Education and Community Engagement and Counselling and Disability Services to reduce barriers. The outreach ECCE program in Gold Trail offered in partnership with SD 74 has been successfully completed: the program implemented Indigenized instruction and instruction and thus provides us with a template for further enhancement. A proposal has been submitted for the delivery of VCC ECCE Program to the Musqueam community and the decision about the project is expected to be announced in January 2018.

D. Quality

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

The students who come to this program are already highly motivated to complete their training and the retention for the post-basic level is typically very high. Historically, the barrier was work-school balance as all the students are employed. This has been addressed by diverse teaching strategies used by instructors (in-class projects, guest speakers, field visitations), which seemed to effectively keep the attention and motivation of working students.

As already mentioned previously: the challenge to accomplishing the competitive quality of the program will be the lack of designated ECCE space.

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

This program, like the ECCE Basic Certificate, includes field studies (off-site observations based on the class content), observation assignments and practicums. Each specialty in this program has two practicums (120 hours each) as required by the Ministry of Children and Family Development, so the post-basic diploma portion will have four, 120-hour practicums.

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

All ECCE programs in BC including the proposed diploma are regulated by the Ministry of Children and Family Development. Articulation agreements are in place with practicum sites.

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

The ECCE PAC has recently been revitalized and met on July 13, 2016. The restructuring of the post-basic program was discussed and analyzed with the PAC at the October 2016 meeting. The information about the new initiative to further restructure the entire ECCE program and to upgrade it to Diploma in Early Childhood Education – was discussed at the recent PAC meeting on June 21, 2017. The PAC members were all in favour and endorsed the project.

21. Explain how current faculty is qualified to deliver the program. If they are not qualified, how will this issue be addressed?
The Early Childhood Education department already has highly qualified instructors, certified by the Ministry of Children and Family Development and currently working in the field. The program will be taught by the current program instructors. Due to the significant increase in enrollment (the ECCE Basic program enrollment, more than doubled since fall 2015) several new instructors were hired. The recruitment of the new instructors was based on the awareness of the emerging Diploma program and the need for instructors with specific qualifications that integrate both Infant Toddler and Special Needs specialties.

E. Admission and Delivery

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

The restructured program will have the following admission requirements:

Early Childhood Care and Education Certificate from Vancouver Community College or other approved training institution as per BC Ministry of Children and Family Development Early Childhood Education Registry

High school graduation or equivalent

Proof of English Proficiency and English 12 with a ‘C’ or equivalent

19 years or older

Canadian citizen or Permanent Resident

Current CPR-C Certificate

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

Submission of a negative TB skin test. If the skin test is positive proof of a negative TB chest x-ray is required

A VCC Immunization Record must be completed. Immunizations in the following are strongly recommended:

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

Minimum two written letters of reference indicating suitability for the program

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

A Criminal Record Check (CRC) is required in accordance with the Criminal Records Review Act. All individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the Ministry of Justice. Applicants to this program will be responsible for any costs
incurred in the Criminal Record Check. After submitting an admissions application, applicants will receive by email a web link and unique college access code to apply for a Criminal Record Check online.

Successful interview with the Program Coordinator based on criteria.

23. Identify pathways that assist in meeting these requirements.

These are the standard admission requirements for early childhood education and do not constitute a change from the existing programs. Students entering the diploma at the post-basic level will be graduates of an ECCE Certificate, either at VCC or another institution.

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

Students entering the diploma program at the beginning who do not meet the English requirements can study at VCC in ESL Pathways or Academic Upgrading/ABE. Students laddering into the diploma at the post-basic level will be graduates of an ECCE Certificate from VCC or another institution, so they will already most likely fulfill the admission requirements.

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 program will be a part-time evening program, with two evenings weekly and one Saturday morning. There has been discussion about the possibility of the full-time day program, as mentioned previously under question 11.

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.

There will be one cohort-based intake at the beginning of the diploma. Students will also be able to ladder into the program at the post-basic level if they already have an ECCE Certificate.

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

Advanced Entry will be available for students entering the diploma at the post-basic level.
28. Provide an outline of course sequence, demonstrating any leveling from lower to advanced courses. This is particularly important for diploma and degree programs.

**ECCE BASIC CERTIFICATE PROGRAM**

<table>
<thead>
<tr>
<th>Year One</th>
<th>Course Name</th>
<th>Hours</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECCE 1305</td>
<td>Child Growth and Development I</td>
<td>40</td>
<td>2.0</td>
</tr>
<tr>
<td>ECCE 1301</td>
<td>Foundations of ECE</td>
<td>50</td>
<td>2.5</td>
</tr>
<tr>
<td>ECCE 1302</td>
<td>Field Studies 1</td>
<td>30</td>
<td>1.0</td>
</tr>
<tr>
<td>ECCE 1104</td>
<td>Child Growth and Development II</td>
<td>40</td>
<td>2.0</td>
</tr>
<tr>
<td>ECCE 1307</td>
<td>The Learning Child</td>
<td>40</td>
<td>2.0</td>
</tr>
<tr>
<td>ECCE 1306</td>
<td>Field Studies 2</td>
<td>30</td>
<td>1.0</td>
</tr>
<tr>
<td>ECCE 1107</td>
<td>Guiding and Caring</td>
<td>40</td>
<td>2.0</td>
</tr>
<tr>
<td>ECCE 1308</td>
<td>Field Studies 3</td>
<td>30</td>
<td>1.0</td>
</tr>
<tr>
<td>ECCE 2305</td>
<td>Block Practicum 1</td>
<td>80</td>
<td>2.5</td>
</tr>
<tr>
<td>ECCE 1303</td>
<td>Communications</td>
<td>30</td>
<td>1.5</td>
</tr>
<tr>
<td>ECCE 1304</td>
<td>Observing and Recording</td>
<td>40</td>
<td>2.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Two</th>
<th>Course Name</th>
<th>Hours</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECCE 2308</td>
<td>Language and Literature</td>
<td>40</td>
<td>2.0</td>
</tr>
<tr>
<td>ECCE 2102</td>
<td>Music and Movement</td>
<td>40</td>
<td>2.0</td>
</tr>
<tr>
<td>ECCE 2303</td>
<td>Field Studies 4</td>
<td>30</td>
<td>1.0</td>
</tr>
<tr>
<td>ECCE 2302</td>
<td>Exploring Learning Environments</td>
<td>40</td>
<td>2.0</td>
</tr>
<tr>
<td>ECCE 2301</td>
<td>Creative Art</td>
<td>40</td>
<td>2.0</td>
</tr>
<tr>
<td>ECCE 2106</td>
<td>Field Studies 5</td>
<td>30</td>
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</tr>
<tr>
<td>ECCE 2306</td>
<td>Block Practicum 2</td>
<td>80</td>
<td>2.5</td>
</tr>
<tr>
<td>ECCE 2108</td>
<td>Ecology of Family &amp; Community Relations</td>
<td>40</td>
<td>2.0</td>
</tr>
<tr>
<td>ECCE 2307</td>
<td>Block Practicum 3</td>
<td>120</td>
<td>4.0</td>
</tr>
<tr>
<td>ECCE 2304</td>
<td>Integrated Program Planning</td>
<td>20</td>
<td>1.0</td>
</tr>
<tr>
<td>ECCE 2115</td>
<td>Health, Safety and Nutrition</td>
<td>40</td>
<td>2.0</td>
</tr>
</tbody>
</table>

**Total Hours and Credits:** 960 41.0

Comments:

During the program restructuring, some changes will be made to the Basic Certificate Program.

The number of credits for all the Field Studies and Practicums will change to comply with the current VCC Credit Policy.

The number of hours for ECCE 1304 Observing and Recording will increase from 20 to 40 and the number of credits will be 2.0. The reason for this is the need for more instructional hours on observational techniques. The current curriculum trend in early Childhood Education is the emergent approach to teaching and the essential component of this approach is *the documentation*. With the increasing
integration of *pedagogical narrations* in the early learning practice and the Reggio Emilia approach based on professional recording on children’s dialogues and experiences – the need for more instructional hours of the observing and recording strategies is obvious.

The number of hours for ECCE 1303 Communications will increase to 30 hours and the number of credits will be 1.5. The student course evaluations and the feedback from the instructors indicated that 20 hours of instruction was not sufficient to offer the students the basic working strategies of effective interpersonal communication.

Some changes will be made in the wording of course descriptions and the structure of assignments in some courses.

**ECCE Post Basic Infant Toddler and Special Needs Diploma Program**

<table>
<thead>
<tr>
<th>Term</th>
<th>Course Name</th>
<th>Hours</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>Advanced Child Growth SN/IT</td>
<td>40</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>Advanced Field Study SN/IT</td>
<td>30</td>
<td>1.0</td>
</tr>
<tr>
<td></td>
<td>Adv. Health, Safety, and Nutrition IT/SN</td>
<td>40</td>
<td>2.0</td>
</tr>
<tr>
<td>Winter</td>
<td>Enhancing Family Relationships</td>
<td>40</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>Childcare Administration</td>
<td>40</td>
<td>2.0</td>
</tr>
<tr>
<td>Spring</td>
<td>Professional Perspectives</td>
<td>40</td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td>Role of the Caregiver SN</td>
<td>60</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Special Needs Practicum 1 and</td>
<td></td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>Infant Toddler Practicum 1 (can be taken in</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>either order)</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Special Needs Practicum 2 and</td>
<td></td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>Infant Toddler Practicum 2 (can be taken in</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>either order)</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Fall</td>
<td>Role of the Caregiver IT</td>
<td>60</td>
<td>3.0</td>
</tr>
<tr>
<td></td>
<td>Special Needs Practicum 2 and</td>
<td></td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>Infant Toddler Practicum 2 (can be taken in</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>either order)</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total hours and credits:</td>
<td>830</td>
<td>33</td>
</tr>
</tbody>
</table>

**F. Consultation**

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

- **Michael Yue, Interim Dean, Continuing Studies** (September 2015): several brainstorming discussions which resulted in the development of the Decision Note for Irene Young, former Vice President, Strategic Partnership and Business Planning.

- **Irene Young, former Vice President, Strategic Partnership and Business Planning** (December 2015): discussed the extension of 20% waiver for fall, 2016. Irene Young underlined that the waiver was only the temporary solution. We talked about various possibilities to restructure the program.

- **Gordon McIvor, Dean, Continuing Studies** (Ongoing since March 2016): the IT/SN Diplomas issue was presented to the new Dean. In April 2016, the Briefing Note was submitted to Irene Young. Ongoing consultations with Gordon have occurred since then.
Stefan Valcev, Manager Financial Projects (March 2016), was consulted and developed a draft for the Advanced Post Basic Certificate costing model.

ECCE Team:

ECCE Team Meeting (May 2017):

The Program Coordinator updated the ECCE team on the new developments in the program restructuring:

The Post Basic Restructuring Proposal went to the Curriculum Committee and was well received. The suggestion came in the same meeting that due to the quality of the proposed program and the number of credits for both Basic and Post Basic, there is a possibility to extend the restructuring process and do the laddering: the students would finish the basic two-year program and earn the certificate but if they continue with the post basic program, they can be granted a diploma. The next step would be to meet with the group of instructors and look at all the current course outlines and decide on any changes needed to be made to the program. The instructors were pleased with the news and expressed that the upgrade of the credential given to the ECCE Program – will also elevate the reputation that this profession has in the eyes of public.

ECCE Meeting with the Group of ECCE Instructors (June 2017):

The Program Coordinator met with Marketa Soldat, Shahnaz Qayumi and Yvonne Adebar to look at all current course outlines for the Basic ECCE Program and discuss the potential changes that can lead to better program quality.

Kathryn McNaughton, Vice President, Academic, Students & Research (May 2016): briefly discussed this project in the meeting with Gordon McIvor and Kathryn McNaughton. Had a teleconference with Kathryn and Gordon on October 18, 2016. Kathryn was very pleased with the restructuring plan and thought that it would be an academically stronger program and in way a pioneering one in the community.

Marlene Kowalski, VP Administration and CFO: met with Gordon and Merlene on September 30th, 2016. Marlene approved the new project of the ECCE program restructuring in March 2017.

Claire Sauve, Senior Program Coordinator (July 2016 and ongoing): discussed the steps in the restructuring process internally and the timeline.

Meeting with Todd Rowlatt, Education Council Chair, Gordon McIvor, Dean of Continuing Studies and Claire Sauve, Senior Program Coordinator, CS (March 2017) to discuss the opportunity for the Diploma in Early Childhood Education.

Elle Ting, CID (July 7, 2016) Discussed the steps and timeline for the restructuring project. Passed the proposal to Elle for review in September. Elle thought that it was very well written.

ECCE PAC (July 2016): presented the plan to the ECCE PAC
The Program Coordinator presented the restructuring plan to the PAC members, and the following questions were discussed:

1. Will the students be able to transfer credits to other institutions like Capilano so students can complete a degree?
2. If we combine the ECCE Basic Certificate with the newly restructured program, will there be enough hours for a Diploma?

After discussing the questions above, the PAC expressed support for the post-basic program restructuring plan with the note that the ECCE Diploma program should be the long-term goal.
ECCE PAC (October 2016):

The PAC agreed to endorse the ECCE PC to continue working on the Advanced Post Basic Certificate for Fall, 2017. The motion was approved unanimously. The PAC supports the development of the ECCE Diploma Program as a long-term project.

ECCE PAC (June 2017):

The information about the new initiative to further restructure the entire ECCE program and to upgrade it to Diploma in Early Childhood Education – was discussed at the recent PAC meeting on June 21. The PAC members were all in favor and endorsed the project.

➢ Ministry of Children and Family Development (March 2016 – on going) – received initial approval on the restructuring plan for the post basic ECCE program on May 31st, 2016. Janet Fox, Ministry of Child and Family, responded with the following: “VCC could revise the Advanced Child Growth and Development and Advanced Health, Safety and Nutrition courses to cover both the ITE and SNE competencies and therefore be offered as core courses for both the ITE and SNE programs. For example, as Advanced Child Growth and Development would be a core course, the course description and learning outcomes should be directed to both infants and toddlers and children with exceptionalities...”

➢ Ministry of Children and Family Development (September 24, 2016): the feedback from the Registry after the first review was that it was “well-thought out” and that the Registry did not have any concerns with VCC moving forward with their plans to restructure the program.

G. Phase In/Phase Out Plan

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

The Special Needs Diploma Program did not run in Fall, 2016. Ten students graduated from the IT Diploma Program. Both Infant Toddler and Special Needs programs will run in Fall, 2017.

In June 2018 and 2019, two cohorts (58 students), will graduate from the Basic ECCE Certificate Program. This is a potential pool of students for the new post-basic diploma program.
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.

A. Non-recurring costs (provide accurate estimates)

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

<table>
<thead>
<tr>
<th>Capital Costs (Equipment, Renovations, Facilities, Library, Technology)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item</td>
</tr>
<tr>
<td>Marketing support</td>
</tr>
<tr>
<td>ECCE designated space</td>
</tr>
<tr>
<td>Sub-total</td>
</tr>
</tbody>
</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>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

B. ONGOING OPERATING COSTS (provide accurate estimates)

Note: Costs and revenue estimates provided reflect only the post-basic courses in the diploma program, and do not include courses in the basic certificate. Figures below reflect a portion of ongoing operating costs based on expected instructor paid hours (IPH). This project will not result in incremental costs beyond the departmental level, as overall CS admin, support staff, and general expenses will be accrued regardless.

<table>
<thead>
<tr>
<th>Item</th>
<th>17/18</th>
<th>18/19</th>
<th>19/20</th>
<th>20/21</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS instructors</td>
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<td>$25,373</td>
<td>$25,373</td>
<td>$76,118</td>
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<tr>
<td>Department admin staff</td>
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<td>$10,471</td>
<td>$10,680</td>
<td>$31,417</td>
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</tr>
<tr>
<td>Department supplies &amp; general expenses</td>
<td>$1,131</td>
<td>$1,153</td>
<td>$1,176</td>
<td>$3,460</td>
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<tr>
<td>Institutional support</td>
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<td>$11,694</td>
<td>$11,826</td>
<td>$35,085</td>
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</tr>
<tr>
<td>Total</td>
<td>$48,334</td>
<td>$48,691</td>
<td>$49,055</td>
<td>$146,080</td>
<td></td>
</tr>
</tbody>
</table>

Notes on calculations:
- IPH 350 x $43.92 Instructor Cost + 9% benefits (plus additional 180 hrs. for practicum based on 15 students – will fluctuate with enrolment)
- IPH 350 x $29.33 = Departmental Admin Cost
- IPH 350 x $3.23 = Departmental Non-Labour Cost
- 20% of total expenses for Institutional support (based on total expenses, including this program’s portion of CS operating costs based on total IPH)
- Expenses increased by 2% annually to reflect inflation (except instructor rates, not expected to change)
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.

C. REVENUE

What is the source of funding for this program?

There is no funding allocated to this program, as it operates on a cost-recovery basis.

1. TUITION AND FEES

<table>
<thead>
<tr>
<th>Item</th>
<th>Number of Courses</th>
<th>17/18</th>
<th>18/19</th>
<th>19/20</th>
<th>20/21</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td>12</td>
<td>$89,625</td>
<td>$91,418</td>
<td>$93,246</td>
<td>$274,288</td>
<td></td>
</tr>
</tbody>
</table>

Notes on calculation:
- Assumes 15 students enrolled and 2% tuition increase every year
- Based on proposed tuition fee of $5,975/student for post-basic diploma courses only, based on market acceptable fees.
- Tuition not yet finalized and will be established upon completion of the restructuring

1. SIGN OFF

Dean/Director: __Gordon McIvor (signed by e-mail)___________________

VP Academic: __Kathryn McNaughton (signed by e-mail)________________

VP Finance: _____Marlene Kowalski (signed by e-mail)________________
Complete the Proposal for New Program form prior to beginning significant development work on the program and courses. This form will be signed off on by the Vice President, Academic, Students & Research, and the Vice President, Finance & CFO. This will ensure there is institutional support in developing your new program.

Name of Program:  Counselling Diploma with two exit points: Counselling Skills Foundational Certificate, Addiction Counselling Advanced Certificate

Credential Level:  Certificate, Advanced Certificate, Diploma

Anticipated Start Date:  September 2018 Counselling Skills Foundational Certificate

September 2019 Addiction Counselling Advanced Certificate

April 2020 Counselling Diploma (courses for completion)

PART 1: CONCEPT PAPER

Department Leader:  Matt Stevenson – Program Coordinator, Claire Sauvé – Sr. Program Coordinator

Curriculum Developer / Faculty:  Matt Stevenson – Program Coordinator, Claire Sauvé – Sr. Program Coordinator, Counselling Skills Program Instructors

Dean:  Gordon McIvor – Dean of Continuing Studies

Proposal Date:  July 2017

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

Introduction and Rationale

Since 1987, VCC has been preparing students for work in the social services field. The Substance Abuse and Skills Certificate Programs were initially developed to meet the needs of individuals working in the social services field who had limited or no theoretical or clinical training. The program was offered in the evenings, allowing students to attend school part-time in the evening while working in the field. As demand for the program grew, the criteria for entry was expanded to include individuals who were interested in working in the area of social services, but who had no or limited experience in the field.

In 2006/2007, the Counselling Skills Certificate Programs underwent a comprehensive program review and renewal and the redeveloped parallel programs – the Addiction Counselling Skills Certificate and the Community Counselling Skills Certificate – were launched in September 2009. The programs have largely remained unchanged since then, having undergone minor updates and revisions.

The need for a program renewal was identified through the Program Review process in 2015/16 and initiated by the Sr. Program Coordinator and the Dean of Continuing Studies (CS) in the spring of 2016. Some indications of the need for revision were:

- **Currency of curriculum.** Student and instructor feedback indicated that curriculum revisions and a content refresh were needed. The program had not been renewed since launch in 2009.

- **Policy compliance.** The programs are currently not in compliance with either the Granting of Credentials Policy (as the two separate certificates contain more than 50% overlap), or the Assignment of Credits Policy (due to the credit ratio). Additionally, the two separate programs have the same Program Learning Outcomes.

- **Enrollment trends.** The program has been quite successful in the past; however, there has been a drop in enrollment over the past few years. In 2017/18 enrollment numbers have stabilized.
• **Emergent student issues.** The Program Coordinators and Assistants in this area were reporting a moderate to high volume of student issues, including several that had been escalated to the Dean, which pointed to the necessity of a review of program procedures, admission requirements, and process.

A needs assessment was carried out in 2016/17 and resulted in 42 specific recommendations for program revision which fall into the following categories:

- Curriculum Design
- Practicum
- Pathways
- Marketing
- Admission Requirements
- VCC Services
- Learning/Teaching Strategies
- Review Process

The *Counselling Skills Program Review Needs Analysis Report* was completed in March 2017. The program redesign process was launched in March 2017 and continued throughout spring 2017.

A Program Design team made up of members of the Counselling Skills Program Advisory Committee (PAC), instructors, program alumni, and members from CS and the Centre of Instructional Development (CID) has met six times and has conceptualized three laddered programs: the *Counselling Skills Foundational Certificate*, the *Addiction Counselling Advanced Certificate*, and the *Counselling Diploma*. The Diploma will encompass the Certificate and the Advanced Certificate, allowing students multiple exit and entry pathways.

<table>
<thead>
<tr>
<th>Entry into Counselling Skills Fondational Certificate or Counselling Diploma</th>
<th>Entry into Addiction Counselling Advanced Certificate</th>
<th>Entry into Counselling Diploma (completion courses)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Counselling Skills Foundational Certificate (20 CR)</td>
<td>Addiction Counselling Advanced Certificate (15 CR)</td>
<td>Counselling Diploma (60 CR)</td>
</tr>
<tr>
<td>Exit with Counselling Skills Foundational Certificate</td>
<td>Exit with Addiction Counselling Advanced Certificate</td>
<td>Exit with Counselling Diploma</td>
</tr>
</tbody>
</table>

The proposed timeline is to launch the Counselling Skills Foundational Certificate in September 2018, the Addictions Counselling Advanced Certificate in September 2019, and the remaining Counselling Diploma courses in April 2020, with the first graduates of the Diploma finishing in March 2021.

It is important to note that while Continuing Studies identified this program as a high-priority program for renewal, the program is continuing in the current form throughout the renewal. The Program Coordinator and program instructors have been making ongoing improvements to the program and courses within the existing curriculum structure to mitigate student issues and update content. As a result, the number of escalated student issues has diminished, and enrollment has improved.
A. Purpose and Context

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

The proposed revised Counselling Skills programs involve three laddered programs, rather than two parallel programs. The three proposed programs are the **Counselling Skills Foundational Certificate**, the **Addiction Counselling Advanced Certificate**, and the **Counselling Diploma**.

The **Counselling Skills Foundational Certificate** is designed for individuals who are entering the social service field or for those already employed in this profession who wish to upgrade their skills. The Counselling Skills Foundational Certificate Program provides learners with theoretical and practical knowledge in basic counselling skills to prepare them for work in support positions across community settings.

The **Addiction Counselling Advanced Certificate** is intended for individuals who wish to work specifically in the area of addiction work/counselling. It is designed for those who are entering this area, or for those already employed in the field who wish to upgrade their skills. The Addictions Counselling Advanced Certificate deepens learners’ theoretical knowledge and applied practice in counselling skills to engage effectively with individuals, groups, and families struggling with problematic substance use.

The **Counselling Diploma** includes entry and exit points at both the Counselling Skills Foundational Certificate and the Addictions Counselling Advanced Certificate level. The Counselling Diploma is intended for individuals entering the social service field or for individuals already employed in the profession and seeking strategic pathways for career and education advancement. The Counselling Diploma challenges learners’ theoretical knowledge and practical skills in counselling and applies these to strategic pathways for further education and career enhancement in the field of counselling in community settings.

Occupations/roles that graduates will be prepared for include but are not limited to:

- Addictions worker/counsellor
- Child and youth worker
- Settlement worker
- Family support worker
- Outreach worker
- Peer support worker
- Youth outreach worker
- Shelter worker
- Social services worker
- Vocational counsellor
- Youth worker

2. Explain how this program aligns to the principles and priorities as indicated in the College’s integrated, departmental, or ministerial planning documents. Identify how the program supports VCC’s mission and core values.

**VCC’s 2017/18 Integrated College Plan:**

I. Educational Quality – Committed to learning centered programming that is relevant, flexible and career oriented

- Goal 1.1.2 Renew programs that have not gone through renewal in the past 5 years
- Goal 1.1.3 Implement programs that have gone through program renewal and/or have had minor or major changes approved through Education Council and the Board Finance and Audit Committee, and meet VCC requirements for program continuation
II. Financial Stability & Sustainability – Achieve financial sustainability through integrated strategic and financial planning

The relaunched programs will have updated tuition and fees that cover all direct and indirect operating costs and include institutional support.

III. Reputation Management – Continue to build a strong brand identity that is carefully monitored and managed

VCC has been offering programs in Counselling Skills since the 1980’s, and the programs are well known and well received in the social and community services sector. The program redesign has included key industry stakeholders to ensure that current best-practices and language are incorporated. This will ensure that the VCC brand remains strong in the sector.

IV. Business Development – Develop new business opportunities by engaging with multiple stakeholders

The programs will continue to maintain partnerships with multiple stakeholders through the PAC, practicum site supervisors, and graduates who become employees in services and agencies. The program will continue to explore business opportunities for professionals working in the field. The program area has established relationships over the past year with the BC Career Development Association (BCCDA), and the Chartered Professionals of Human Resources in BC and Yukon (CPHR BC&YK). Similar partnerships will be pursued.

VCC’s Vision and Values:

The program has been designed with the VCC Vision and Values of Student Success, Excellence, Diversity, and Stewardship in mind. The program will be innovative and experiential. By including key industry stakeholders in the program visioning and design, the new programs will incorporate current and innovative language, practices, and principles from the counselling field and social and community services sector. The programs have intentional reflective practices built-in to the design, which will support students in the classroom, in the workplace, and in the community.

The programs will have multiple entry and exit points. The programs will maintain the current flexibility, being offered part-time on evenings and weekends. Thus, students will be able to begin, continue, and advance their educational and career journeys at VCC.

2025 British Columbia Labour Outlook:

The occupation Social and community service workers (NOC 4212) is in the Core List of occupations in the 2025 British Columbia Labour Outlook, with an expected 11,700 job openings (2,520 in the Lower Mainland), and is listed in the Occupations With The Largest Number Of Job Openings in Mainland/Southwest. (Reference: 2025 British Columbia Labour Outlook)

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

The Foundational Certificate with the Advanced Certificate will ladder into the Counselling Diploma. Students who require academic or language upgrading in order to meet admission requirements will be able to pursue studies in CCA/College Foundations, or ESL Pathways.
B. Needs Assessment

4. What educational need is this program intended to meet?

During the needs assessment phase, the program area evaluated the existing programs. Data was collected and analyzed from various sources including the following: past DASCO results, interviews with graduates, industry stakeholders and VCC service areas, instructor focus groups, and the graduate survey.

I. Graduate Feedback

When asked to choose items for improvement, respondents indicated that the following were highest priority:

- More content about mental health
- More focus on self-awareness and self-care
- Required Group Counselling course
- Vocational exploration at the beginning of the program
- Indigenous content incorporated throughout the program / more required Indigenous content
- More practice and hands on activities in the classroom setting

When asked how important various aspects were, the following were each ranked as Important or Most Important:

- Clear pathways to professional associations such as the Canadian Professional Counsellors Association (CPCA), or the Canadian Addiction Counsellors Certification Federation (CACCF)
- Transferability of courses to other post-secondary institutions
- The option to receive a diploma (2-years full-time or 3-4 years part-time)
- Front-line mental health training (ex. ASIST, Nonviolent Crisis Intervention Training)

Key findings from the graduate feedback (interviews, DACSO, and internal survey) included the following:

- Many students find the program transformational; however, a minority of students found that their expectations were not met by the program
- Pathways for completing the certificate require clarification and simplification
- Part-time delivery is preferred, as is face-to-face instruction
- There is little desire for solely online delivery; however, there may be some interest in having a blended approach to some courses
- Length of some courses need to be revised as does some course content
- Strong desire to have laddering program for counseling and continuation onto degree programs
- Experience in the practicum is wide-ranging from very positive to very negative
- Skill development (e.g. essential skills) helpful when moving onto further studies

II. Industry Feedback

Key findings included the following:

- All industry feedback was generally positive and appreciative of the program.
- VCC practicum students are well prepared in the majority of cases and the industry stakeholders appreciate VCC students’ participation in their organizations. The only area found lacking in terms of preparation is cultural competency when dealing with clients from many different cultural backgrounds.
- Some organizations face challenges integrating placing VCC students in a practicum placement. The reasons vary widely from lack of cultural awareness and/or language barriers that make it difficult for students to communicate with clients to the structure of the practicum which makes it difficult integrating the student into the organization.
- Strengths of the program were listed as: practical learning, specifically the videotape of students; peer review of counseling skills; and learning about referral services.
- Weaknesses of the program were listed as: some courses too short; lack of awareness about some particular treatment modalities in addiction treatment.
• “Big shift” in industry to multi-delivery modes of support (e.g. telephonic, online and face-to-face) and also requirement to “do more with less.” Also, significant trends include:
  o Collaborative practice/peer work
  o Wellness focus
  o Spirituality in counseling
  o San’yas Indigenous Cultural Safety Training (delivered by the Provincial Health Services Authority of BC)
  o Use of interventionists
  o Mental health and concurrent disorders
  o Trauma-informed practice

• Suggested improvements to the program are: focus on wellness and more holistic curriculum; personalized learning plans; relational practice; closer look at students’ work ethic; and intake to include volunteer or community services experience.

• Suggested content areas to cover: trauma, burn out, social justice, advocacy, self-care and boundaries (ethical and healthy).

III. Structural considerations for the program

There are several structural considerations that were taken into account during the Needs Analysis.

Scheduling

The program has historically been a part-time evening and weekend program, which enables students to work while they study. This is preferred by students (51.4% of Graduate Survey respondents indicated that they chose the program due to the schedule), and will be maintained. However, there are some inherent challenges to this, as most VCC services (Counselling, Learning Centre, Cafeteria, and Bookstore) are not open in the evenings. This issue is not unique to the Counselling Skills Program, but is the case with the majority of Continuing Studies courses, as most of the courses take place in the evenings and weekends.

Credits and Credentials

The existing programs are not in compliance with several VCC educational policies:

• Historically, this program has used a 12-15:1 hours to credit ratio, in contrast with the C.1.4 Assignment of Credits to Courses policy. The revised program will be recalculated using a 20:1 ratio for lecture hours, 30:1 ratio for practicum hours.
• The programs that have been conceptualized include a 20-credit certificate, a 15-credit Advanced Certificate, and an encompassing 60-credit diploma. Initial costing has been calculated on those credit-hours and the corresponding instructional-paid-hours (IPH).
• The two existing programs do not comply with the C.1.3 Granting of Credentials policy, as the two certificates do not require that students complete 50% new course work to achieve a second certificate. The new laddered programs will meet the policy requirements.

Given the multi-faceted educational needs of the program area, the new proposed programs will maintain a part-time evenings and weekends program, with multiple exit and entry pathways to continue to meet the needs for flexibility and the desire for short programs of study. With the addition of the diploma pathway, students will be able to gain access to career enhancement and further education in the field of counselling.

It is the case that for individuals to become Registered Clinical Counsellors (RCC) in British Columbia, a Master’s Degree is required. A significant and growing number of students that already possess Bachelor Degrees take courses within the Counselling Skills Program in order to meet Masters of Counselling program prerequisites. Several of the courses in the existing programs are recognized by the SFU and UBC Masters in Counselling programs as well as the private universities offering Masters of Counselling,
Adler University and City University of Seattle. These relationships will be maintained and enhanced through the process of refreshing current course content and developing courses for the diploma.

The addition of the Counselling Diploma may enable graduates to pursue professional designation with the Canadian Professional Counsellors Association (CPCA), the Canadian Addiction Counsellors Certification Federation (CACC), and the Canadian Counselling and Psychotherapy Association (CCPA). This has been taken into account in the preliminary program design and will be pursued further upon development of the Counselling Diploma.

All of the courses in the existing programs will be recycled and refreshed (guided by the key findings above) to include current content and best practices in the community and social services field, and in the field of Addiction Counselling.

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

The occupation Social and community service workers (NOC 4212) is in the Core List of occupations in the 2025 British Columbia Labour Market Outlook, with an expected 11,700 job openings (2,520 in the Lower Mainland), and is listed in the Occupations With The Largest Number Of Job Openings in Mainland/Southwest. The hourly rate typically ranges from $15.38-$29.04/hr. with a median of $19.11/hr. The provincial median salary is $39,856. (Reference: 2025 British Columbia Labour Outlook)

A sample job search in July 2017, using the key words “addictions”, “front line community”, and “immigrant services”, found over 500 job openings in the Lower Mainland, including the following illustrative examples that graduates would be qualified for:

<table>
<thead>
<tr>
<th>Agency and job title</th>
<th>Required qualifications and certifications</th>
<th>Salary range</th>
</tr>
</thead>
<tbody>
<tr>
<td>RainCity housing: Women’s Community Support Worker</td>
<td>A Diploma in community social services, Current First Aid and CPR certification</td>
<td>$21.85 – $23.69 plus 9.6% per hour in lieu of benefits</td>
</tr>
<tr>
<td>Vancouver Coastal Health: Access referral worker</td>
<td>Diploma in Community Social Services from a recognized program</td>
<td>$21.53 - $23.35 per hour</td>
</tr>
<tr>
<td>Portland Hotel Society – Mental Health Worker</td>
<td>A diploma in Social Services and or related field Current First Aid and CPR certification, Non Violent Crisis Intervention Training, NARCAN training</td>
<td>according to current Union Contract, CUPE 1004</td>
</tr>
<tr>
<td>Vancouver Native Health Society - Community Outreach Support Worker</td>
<td>Completion of Grade 12, plus Social Services or Community Worker Certificate, Valid First Aid and CPR Certificate</td>
<td>not listed</td>
</tr>
<tr>
<td>Vancouver Native Housing Society - Tenant Support Worker</td>
<td>Secondary School, plus three (3) years of related experience or an equivalent combination of education, training, and experience</td>
<td>$18.00/hour</td>
</tr>
<tr>
<td>Milieu - Early Teen Transition Worker</td>
<td>Grade 12 plus post-secondary training in youth care or a related field of up to two (2) yea, Valid First Aid and CPR certification, Mandt Certification</td>
<td>$18.01 - $19.01 / hour</td>
</tr>
<tr>
<td>Pathway Community Services Ltd - Residential Support Worker</td>
<td>BA in Psychology Or Diploma in Human Services or Community Support Worker plus working experience in the field, Food Safe Level 1 certification, First Aid &amp; C.P.R. certification, NVCI Training, MANDT</td>
<td>not listed</td>
</tr>
<tr>
<td>Covenant House – Youth Worker Crisis Program</td>
<td>Diploma or degree in related social service i.e. child and youth care diploma, social work, psychology, and/or sociology diploma or degree</td>
<td>Certificates: Non-violent crisis intervention certificate, First aid certificate</td>
</tr>
</tbody>
</table>
Moreover, the ongoing Fentanyl crisis has been reported in numerous news-sources including the following, and does not appear to be slowing down:

- Fentanyl crisis: April overdose calls set record in Vancouver; 41 more deaths (Cheryl Chan, Vancouver Sun: May 4, 2017)
- Community workers, street family hit hard by B.C.’s opioid crisis (Dr. Kelli Stajduhar And Ashley Mollison, Contributed to The Globe and Mail, July 10, 2017)

This unfortunate trend indicates an ongoing and increasing need for front-line, or para-professional social and human-services workers with addictions training.

Vancouver Coastal Health has released a strategy paper called the Downtown Eastside Second Generation Health System Strategy which emphasizes integrated care teams and includes the following strategy: “Expand care teams and competencies, and Connect tenant support workers to outreach team”.

(Reference: VCH Downtown Eastside Second Generation Strategy Design Paper)

The Program Design team has included representation from Vancouver Coastal Health to ensure that the new program will prepare graduates for the integrated care model.

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

While the registration dropped between 2013 and 2016 with a low point in Fall 2016, the number of registrations has been growing over the past few terms, a trend which is continuing to present.

![Registrations in Counselling Skills](image_url)
Registration numbers in the prerequisite course, Basic Counselling Skills, are healthy and have been growing over the last few terms (with increased enrollment every spring term as students prepare to begin the program in the September).

The number of applicants has remained steady and increased slightly over the past few terms.

<table>
<thead>
<tr>
<th></th>
<th>Fiscal 2017/18</th>
<th></th>
<th>Fiscal 2016/17</th>
<th></th>
<th>Fiscal 2015/16</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>201792</td>
<td>201793</td>
<td>201891</td>
<td>Total</td>
<td>201792</td>
</tr>
<tr>
<td>Addiction</td>
<td>15</td>
<td>16*</td>
<td>31</td>
<td>52*</td>
<td>12</td>
</tr>
<tr>
<td>Community</td>
<td>201792</td>
<td>201793</td>
<td>201891</td>
<td>18</td>
<td>201692</td>
</tr>
<tr>
<td>Non-program students*</td>
<td>201792</td>
<td>201793</td>
<td>201891</td>
<td>Total</td>
<td>201792</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>10*</td>
<td>28</td>
<td>58</td>
<td>39</td>
</tr>
</tbody>
</table>

* as of August 17, 2017 - applications will continue to be submitted throughout August as with most CS programs.

** students that are taking courses as prerequisites for Masters programs or as professional development. These were only tallied beginning March 2016.

A recent information session in May 2017 had over 30 prospective students in attendance. The program continues to enjoy a solid reputation with graduates and industry stakeholders, and there is no indication that enrollments will decline.

C. Competitive Analysis

7. Which related programs are available in the Lower Mainland and/or online: how do they compare in terms of focus, intended outcomes, length, costs and size?

The are several Community and/or Social Service Worker programs (for example at Langara and Douglas College) that are articulated through BCCAT and ladder into Social Work Bachelor Degrees. These programs have a different focus than the VCC Counselling Skills program, although they do both attract students that wish to work in the social and community services field.

The VCC program has a broader focus on counselling skills and is not specifically geared towards social work. Our most direct competitors are the counselling programs at the private colleges: Vancouver College of Counsellor Training (VCCT) and Rhodes Wellness College.

For specific information regarding length of program, laddering options, and tuition of competitor programs, see Appendix A.

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

No, there is an articulation committee for Social Service Worker programs that ladder into Bachelors of Social Work, but not for counselling programs. Some of the program courses are accepted as Masters of Counselling prerequisites at SFU and UBC and the program area will maintain these relationships and pursue further articulation agreements.

D. Student Profile

9. 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)? Are there other characteristics applicants should have that you identify as important?

Based on the Needs Analysis Report and the Graduate Survey:

- Two-thirds of graduate respondents are over the age of 40
- The average age is 44
- Graduates are predominantly (about three-quarters) female
• More males take the addiction stream (36%) than the community stream (12%)
• Approximately one-third (38%) of incoming students wish to pursue further training or education, and 22% of student have done so
• Approximately one quarter (26%) of students were already working in the field when they began the program
• Approximately 58% of respondents were working at the time of the survey (up to two years after graduation), with 60% of those in a different role than prior to the program.

Also based on the Needs Analysis Report and the Graduate Survey:

• Most respondents live in Vancouver and the Lower Mainland, and just over half were born in Canada
• Two-thirds of respondents live with two or more adults in their households, and 13% have more than three adults in their households
• Two-thirds of respondents have no children living at home
• Approximately 40% were the primary income earner in their households while they were studying and a further 8% were sharing income earning with their spouse.

Regarding choice of program, the respondents indicated that they chose the program for the following reasons:

• Reputation of the program (60%)
• Interested in working in social services (57%)
• Interested in working as a counsellor or therapist (48%)
• Because of the schedule (51%)
• Because of the affordability (49% -- this is bolstered by the fact that students can work while they study)

Anecdotally, a considerable proportion of students that enter the addictions counselling stream have faced addiction issues in their past and are in recovery and looking for a way to ‘give back’.

VCC’s Counselling Skills Certificate programs currently see a significant number of students that take select courses from VCC’s Counselling Skills Certificate program offerings as pre-requisites for both SFU and UBC’s Master’s in Counselling Psychology programs. Typically, these students do not complete an entire certificate program and opt to register into only the select courses that transfer as pre-requisites for graduate level studies.

10. How do you plan to recruit or attract these students?

The program will continue to be marketed through the regular channels, including but not limited to the VCC website, social media, regular information sessions, print material and occasional print ads. The program has enjoyed a strong word-of-mouth reputation (37% of students indicated that they arrived at the program through word-of-mouth) in the sector, which will be maintained through a strongly connected PAC and continued partnerships with agencies.

11. 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 any equity issues or systemic barriers?

The program will remain open to all prospective students who meet the admission requirements.

Many of the current students are sponsored. Sponsorship can be through WorkBC and other employment services centres, Worksafe BC, employers, and Band, First Nation, or Métis Nation funding. WorkBC and Band, First Nation, or Métis Nation funding often require students to attend school full-time. According to WorkBC, the full-time requirement for funding requires students to be able to take at least three courses or nine credits per term. This will be taken into consideration as we schedule courses.
It would be beneficial for the program to be eligible for student loans, but as an evening and weekend program, it is not possible to achieve institutional full-time status, since the students cannot be in class for 20-hours per week.

E. Quality

12. List all accreditations, affiliations or articulations for this program. Are you exploring any block transfer agreements?

Specific courses in our current programs are recognized as prerequisites for the Masters in Counselling programs at SFU (CNSK 1401 Basic Counselling Skills, CNSK 1403 Theories in Counselling, and CNSK 1405 Individual Counselling Skills – Community) and at UBC (the three listed as well as CNSK 1414 Vocational Counselling). The program will work to maintain this agreement and will aim to expand articulation options for the diploma.

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

Yes – there is an existing PAC for this program. Current members are:

<table>
<thead>
<tr>
<th>Name</th>
<th>Organization/Position</th>
<th>Role/Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julie Chadwick</td>
<td>Delta Assist / VCC</td>
<td>Acting Executive Director / VCC Instructor</td>
</tr>
<tr>
<td>Miljenka Zadrevec</td>
<td>VCC</td>
<td>Registered Clinical Counsellor, VCC Instructor</td>
</tr>
<tr>
<td>Quinn Cashion</td>
<td>Quinn Cashion Consulting</td>
<td>Mental Health Training program creator</td>
</tr>
<tr>
<td>Pamela Hamilton</td>
<td>Coast Mental Health</td>
<td>Program Coordinator - Transitional Employment Program</td>
</tr>
<tr>
<td>Nicole Latham</td>
<td>Vancouver Coastal Health</td>
<td>Project Manager - Healthconnection Clinic</td>
</tr>
<tr>
<td>Jordana Jackson</td>
<td>Former Student (VCC)</td>
<td>Former student</td>
</tr>
<tr>
<td>Sunyata Calegeros-Smith</td>
<td>Former Student (VCC)</td>
<td>Therapist, private practice</td>
</tr>
<tr>
<td>Lisa Ackerman</td>
<td>SHARE Family &amp; Community Services Society</td>
<td>Youth Substance Use Services Supervisor and Clinical Counsellor</td>
</tr>
<tr>
<td>Audrey Pons</td>
<td>Worksafe BC</td>
<td>Vocational Rehab Consultant</td>
</tr>
<tr>
<td>Sarah Stirling (ex-officio)</td>
<td>VCC</td>
<td>Practicum Coordinator / Instructor</td>
</tr>
<tr>
<td>Wendy Wittmack</td>
<td>PEAK House</td>
<td>Executive Director</td>
</tr>
<tr>
<td>Michelle Fortin</td>
<td>Options for Sexual Health (previously at Watari)</td>
<td>Executive Director</td>
</tr>
<tr>
<td>MaryAnne Crabtree</td>
<td>Boys and Girls Club of Greater Vancouver</td>
<td>Counsellor</td>
</tr>
<tr>
<td>Brenda Plant</td>
<td>Western Steps to Recovery – Turning Point</td>
<td>Executive Director</td>
</tr>
<tr>
<td>Tanya Kliefoth</td>
<td>Vancouver College of Counsellor Training</td>
<td>Counsellor Instructor</td>
</tr>
<tr>
<td>Quinn Cashion</td>
<td>Quinn Cashion Consulting</td>
<td>Mental Health Training program creator</td>
</tr>
</tbody>
</table>

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

Most of the current instructors are practicing in the field of counselling and have at least Master’s Degrees. No further training will be required. For those instructors that are interested, the PIDP is available via fee waiver.

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

Each component of the program (the Foundational Certificate, the Advanced Certificate, and the Diploma) will include a practicum component.
F. Admission, Delivery, and Design

16. What is the expected length of program (in months/years)? How many intakes are you expecting per year? How many students per intake?

(1) The **Counselling Skills Foundational Certificate** will be similar in length to the current programs. The program will take students 1-3 years to complete, depending on their pace of study. Two intakes per year are expected, with 12 students in the first intake and up to 18-24 in subsequent intakes.

(2) The **Addictions Counselling Advanced Certificate** will be slightly shorter in length, and will take students seven months to 1.5 years to complete. One intake per year is expected with 18-24 students.

(3) The **Counselling Diploma** will encompass the other two programs and take between 2.5 and 5 years to complete. It is expected that some students will not progress through the three levels of education at once, so the maximum duration of the diploma will be 5-7 years to allow flexibility. The diploma completion courses will have one intake per year with approximately 18 students.
17. Identify pathways for your students to and from your program. This could include potential courses or programs that will prepare students for your program, or programs your student will be able to apply for after completion. Will the structure of the program allow for full-time, part-time, evening, weekend, on-line, mixed-mode delivery methods, or a combination of any of these? (Identify each as appropriate).

The program will be part-time, on evenings and weekends, and will be primarily face-to-face, although there may be some classes that are offered online or in a blended format. There is one on-line course in the current program.

Students that do not meet the admission requirements (in particular the English requirement) will be able to upgrade in College Foundations, College and Career Access, and/or ESL Pathways.

18. 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 diploma encompasses the Foundational Certificate and the Advanced Certificate and will have three entry pathways – at the beginning, at the Advanced Certificate level, and at the Diploma completion level.

The Foundational Certificate will have similar requirements to the existing programs (English 12 with a C+, volunteer or work experience in the community or social services sector, the Basic Counselling Skills course).

The Advanced Certificate will have the same prerequisites the Foundational Certificate, plus an additional requirement of a previous credential (certificate or higher) in counselling or counselling skills, or demonstrated competencies gained through work experience.

The Counselling Diploma will have the same prerequisites the Foundational Certificate, with the additional requirement of the Addiction Counselling Advanced Certificate or an equivalent credential, or demonstrated competencies gained through work experience.

G. Operational Needs

19. Are there any large costs expected as part of the delivery or development of this program? Have you started discussing potential needs with the appropriate area? Consider the following areas in particular:

I. Facilities: new classrooms/labs/computer labs, significant renovations, space for instructors/staff, etc.

No renovations or space upgrades will be required for the new programs. Some of the courses require breakout rooms which can be a space challenge, but this will remain the same with the new program as it has been. Specific courses in the current program, the Individual Counselling Skills courses and the Assessment Practices courses, have a requirement for students to film 1 on 1 practice counselling sessions with fellow students. This 1 on 1 filmed practice counselling is completed in rooms 823 and 831 in VCC’s Downtown Campus. The current room set-ups can accommodate the existing programs but if there are additional taping needs for the diploma courses then that will have to be taken into account in 2020/21.

II. IT: new hardware (e.g. computer lab), software or licenses, etc.

The program does not have any particular IT requirements beyond the standard issue instructor station and projector already installed in most classrooms.

III. Human Resources: need for new instructor or program support staff, etc.

The instructional team is in place for the certificate program to be launched in September 2018. Any new instructors that are needed will be hired as CS instructors through the existing channels. No new support staff will be required.
IV. Library: research intensive program that requires significant library resources (databases, journals, etc.)

The program area works regularly with the library to ensure that library resources are met, and there are no large anticipated resources expected for the Foundational Certificate launch in 2018 or the Advanced Certificate launch in 2019 (other than regular upgrading of resources that are within the operating budget).

The diploma courses intended for April 2020 launch will likely have a heavier research component than the existing courses, and the program area will work with the library to ensure that the resources are in place for 2020/21. Some University Transfer courses that are already in development at VCC (for example, Psychology 1, Psychology 2, Personality Psychology and Sociology) may be integrated into the Counselling Diploma.

V. Student Services

It can be difficult for evening and weekend students to have access to student services. This is the case for all CS programs and courses, not only for this program area. Continuing Studies has been consulting with the Dean of Student Development and the service areas to address the student service needs.

VI. Commercial Service areas: bookstore, cafeteria

Students will need to have access to the bookstore in order to obtain the necessary supplies for their courses. Evening cafeteria hours are of benefit to the students and instructors so that they can access food and beverages before and during class time. This is the case for all Continuing Studies courses, and not isolated for the Counselling skill programs. Continuing Studies is consulting with Commercial Services to address these needs.

VII. Marketing

Some additional marketing funds will be of benefit to the program launches. Marketing has been consulted during program design and the program will work with marketing to develop a recruitment plan as the moves into the development and implementation phases.

20. What resources are needed to develop the program and its curriculum (curriculum development funds, release time, project manager, etc.)?

The currently allocated Curriculum Development funds will be sufficient for the Foundational Certificate and Addictions Advanced Certificate – many of the courses will be recycled from the already existing Counselling Skills program courses. Additional curriculum development funds may be required in 2019/20 for the Counselling Diploma courses, if new courses are built from the ground-up. Some University Transfer courses that are already in development at VCC (for example, Psychology 1, Psychology 2, Personality Psychology and Sociology) may be integrated into the Counselling Diploma. Estimated cost for completion of the Counselling Diploma courses is $10,000.

21. What would be the impact (program quality, ability to market program, development time) on program implementation or development if the money isn’t available for these large scale needs?

Based on current timelines and money allocation, program quality for the Foundational Certificate and Addictions Counselling Advanced Certificate would not be impacted. Development plans for the Counselling Diploma program would need to be modified if funds are not available.

H. Phase In/Phase Out Plan

22. 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):
The final intake of the existing Addictions and Community Counselling Skills programs will be January 2018. There will be no intake in April 2018. Students that begin in January 2018 cohort will be encouraged to complete the program in 2 years.

In Fall 2018 there will be an intake for the new Counselling Skills Foundational Certificate Program and there will be students completing the existing programs simultaneously.

Most students of the existing programs will complete by September 2019, at which time the Addiction Counselling Advanced Certificate will be launched. The few students that have not completed the existing program at that time will be supported to either complete the existing program or transfer into the new program.

The chart in Appendix B illustrates the launch date and teach out timeline.

**PART 2: INITIAL BUSINESS PLAN**

This document outlines the expected sources of revenue for the program. Work with the Finance Department to project the range of tuition or other sources of funding that are expected.

**1. TUITION AND FEES**

<table>
<thead>
<tr>
<th>Item</th>
<th>Number of Courses</th>
<th>17/18</th>
<th>18/19</th>
<th>19/20</th>
<th>20/21</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition – Foundational Certificate ($5,819)</td>
<td>TBD (405 hours</td>
<td>$139,656</td>
<td>$213,674</td>
<td>$217,944</td>
<td>$571,274</td>
<td></td>
</tr>
<tr>
<td></td>
<td>total, 320</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>instructional paid</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition – Addiction Counselling Advanced Certificate ($4,430)</td>
<td>TBD (330 hours</td>
<td>$53,160</td>
<td>$81,335</td>
<td>$134,495</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>total, 240</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instructional paid</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition – Diploma of Counselling ($7,209)</td>
<td>TBD (550 hours</td>
<td>$86,508</td>
<td>$86,508</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>total, 400</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instructional paid</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Tuition</td>
<td></td>
<td>$139,656</td>
<td>$266,834</td>
<td>$385,787</td>
<td>$792,276</td>
<td></td>
</tr>
</tbody>
</table>

**Notes:**
- Tuition based on breakeven estimates for each program provided by Finance. See Appendix C.
- Student completion time will vary depending on full-time vs. part-time status. This calculation assumes students will progress at a full-time pace.
- Estimated tuition for each program refers to courses related to that particular level of credential only, and does not necessarily reflect the full cost of the credential. For example, the diploma tuition estimate is restricted to courses needed to complete the diploma. For the total cost of the diploma, the cost of all three levels of study must be incorporated.
- This estimate does not include revenue generated through phasing out the existing program.
- Estimates include a 2% increase in tuition fees annually.
2. REVENUE

What is the source of funding for this program?
There is no funding allocated to this program, as it operates on a cost-recovery basis.

3. OPERATING COSTS

Non-recurring Costs

<table>
<thead>
<tr>
<th>Item</th>
<th>17/18</th>
<th>18/19</th>
<th>19/20</th>
<th>20/21</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program development</td>
<td>$20,000</td>
<td>$10,000</td>
<td></td>
<td></td>
<td>$30,000</td>
</tr>
<tr>
<td>Marketing</td>
<td>$2,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$4,000</td>
<td></td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td><strong>$20,000</strong></td>
<td><strong>$12,000</strong></td>
<td><strong>$1,000</strong></td>
<td><strong>$1,000</strong></td>
<td><strong>$34,000</strong></td>
</tr>
</tbody>
</table>

Ongoing Operating Costs – Direct and Indirect

<table>
<thead>
<tr>
<th>Item</th>
<th>17/18</th>
<th>18/19</th>
<th>19/20</th>
<th>20/21</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructors</td>
<td>$51,601</td>
<td>$70,952</td>
<td>$103,203</td>
<td>$225,756</td>
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</tr>
<tr>
<td>Departmental admin</td>
<td>$21,094</td>
<td>$29,585</td>
<td>$43,033</td>
<td>$93,712</td>
<td></td>
</tr>
<tr>
<td>Departmental general expenses</td>
<td>$1,805</td>
<td>$2,531</td>
<td>$3,682</td>
<td>$8,018</td>
<td></td>
</tr>
<tr>
<td>CS admin</td>
<td>$28,813</td>
<td>$40,410</td>
<td>$58,778</td>
<td>$128,001</td>
<td></td>
</tr>
<tr>
<td>CS supplies &amp; expenses</td>
<td>$9,683</td>
<td>$13,581</td>
<td>$19,754</td>
<td>$43,018</td>
<td></td>
</tr>
<tr>
<td>Institutional Support</td>
<td>$22,599</td>
<td>$31,412</td>
<td>$45,690</td>
<td>$99,701</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$135,596</strong></td>
<td><strong>$188,471</strong></td>
<td><strong>$274,139</strong></td>
<td><strong>$598,206</strong></td>
<td></td>
</tr>
</tbody>
</table>

Notes on calculations:
- 18/19: Total IPH=640 (two cohorts of foundational certificate)
- 19/20: Total IPH=(640+240)
- 20/21: Total IPH=(640+240+400)
- Total IPH x 73.97 instructor rate + 9% benefits= Instructor Cost
- Total IPH x $32.96 = Departmental Admin Cost
- Total IPH x $2.82 = Departmental Non-Labour Cost
- 20% of total expenses for Institutional support (based on total expenses, including this program’s portion of CS operating costs based on total IPH)
- Expenses increased by 2% annually to reflect inflation

4. CAPITAL COSTS

Capital Costs (Equipment, Renovations, Facilities, Library, Technology)

<table>
<thead>
<tr>
<th>Item</th>
<th>17/18</th>
<th>18/19</th>
<th>19/20</th>
<th>20/21</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supplementary library materials for diploma courses (TBD)</td>
<td></td>
<td></td>
<td></td>
<td>$1,000</td>
<td>$1,000</td>
</tr>
</tbody>
</table>

| **Sub-total**                     |       |       |       | **$1,000** | **$1,000** |

PART 3: SIGN OFF

Dean/Director: __Gordon McIvor (signed by e-mail)_________________

VP Academic: ___Kathryn McNaughton (signed by e-mail)__________

VP Finance: ___Marlene Kowalski (signed by e-mail)_________________
### Appendix A – Detailed Competitive Scan

<table>
<thead>
<tr>
<th></th>
<th>Langara</th>
<th>TRU</th>
<th>Douglas</th>
<th>UBC</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Credential</strong></td>
<td>Social Service Worker Certificate</td>
<td>Social Service Worker Certificate</td>
<td>Community Social Service Work Diploma</td>
<td>Certificate in Peer Counselling</td>
</tr>
<tr>
<td><strong># of courses</strong></td>
<td>16</td>
<td>9</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td><strong>Length of course / program</strong></td>
<td>9 months</td>
<td>1 year</td>
<td>2 years</td>
<td>7 months (150 hours)</td>
</tr>
<tr>
<td><strong>Credit / non-credit</strong></td>
<td>Credit (42)</td>
<td>Credit (33)</td>
<td>Credit (60)</td>
<td>Unknown</td>
</tr>
<tr>
<td><strong>Delivery modes</strong></td>
<td>In person</td>
<td>Online, in person</td>
<td>In person</td>
<td>Online, in person</td>
</tr>
<tr>
<td><strong>Part-time / full-time</strong></td>
<td>Full-time</td>
<td>Part-time/full-time</td>
<td>Part-time/full-time</td>
<td>Part-time</td>
</tr>
<tr>
<td><strong>Approximate cost in 16/17, including fees</strong></td>
<td>$6,659</td>
<td>$6,560</td>
<td>$17,275</td>
<td>$3,825</td>
</tr>
<tr>
<td><strong>Laddering opportunities (for the competing program)</strong></td>
<td>Yes, Bachelor of Social Work, Bachelor of Child and Youth care</td>
<td>Yes, Bachelor of Social Work.</td>
<td>Yes, Bachelor of Social Work, Bachelor of Child and Youth care</td>
<td>Unknown</td>
</tr>
<tr>
<td><strong>Target audience</strong></td>
<td>Prepares students for immediate entry into all social service sectors, as well as for further education in social work.</td>
<td>Those who wish to enter the human services field. Highlights social work theory and practice, counselling skills, lifespan development, social services, and social science.</td>
<td>Prepares new professionals for work in a variety of settings in the field of social services.</td>
<td>Frontline support professionals, transitioning careers or pursuing professional counselling designation, managers, leaders.</td>
</tr>
<tr>
<td>Credential</td>
<td>UFV</td>
<td>JIBC</td>
<td>Okanagan College</td>
<td>Camosun</td>
</tr>
<tr>
<td>------------</td>
<td>-----</td>
<td>------</td>
<td>------------------</td>
<td>---------</td>
</tr>
<tr>
<td>Community Support Worker Certificate</td>
<td>Substance Use Certificate</td>
<td>Human Service Work Diploma</td>
<td>Mental Health &amp; Addictions Certificate</td>
<td></td>
</tr>
<tr>
<td># of courses</td>
<td>10</td>
<td>12</td>
<td>24</td>
<td>11</td>
</tr>
<tr>
<td>Length of course / program</td>
<td>1 year</td>
<td>20 days</td>
<td>2 years</td>
<td>10 months</td>
</tr>
<tr>
<td>Credit / non-credit</td>
<td>Credit (31)</td>
<td>Credit (10)</td>
<td>Credit (72?)</td>
<td>Credit (33)</td>
</tr>
<tr>
<td>Delivery modes</td>
<td>In person</td>
<td>In person</td>
<td>In person</td>
<td>In person</td>
</tr>
<tr>
<td>Part-time / full-time</td>
<td>Part-time/full-time</td>
<td>Full-time</td>
<td>Full-time</td>
<td>Part-time/full-time</td>
</tr>
<tr>
<td>Approximate cost in 16/17, including fees</td>
<td>$5,571</td>
<td>$3,000</td>
<td>$6,990</td>
<td>$6,300</td>
</tr>
<tr>
<td>Laddering opportunities (for the competing program)</td>
<td>Yes, Social Services Diploma program</td>
<td>Unknown</td>
<td>Unknown</td>
<td>Unknown</td>
</tr>
<tr>
<td>Target audience</td>
<td>Prepares students to work in a variety of roles with children and adults with mental and/or physical disabilities. Prepares students for employment in community support roles, such as group homes.</td>
<td>Counsellors, managers, staff of health, criminal justice, and social service agencies whose clients include people who are using substances.</td>
<td>Develop a theoretical knowledge base, a foundation of professional ethics and values, critical thinking ability, essential support skills, and a process for integrating learning into a functional practice framework.</td>
<td>Those seeking entry-level community mental health and addictions employment.</td>
</tr>
<tr>
<td>Credential</td>
<td>Rhodes Wellness College</td>
<td>Rhodes Wellness College</td>
<td>VCCT</td>
<td>VCCT</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>-------------------------</td>
<td>------------------------</td>
<td>--------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td></td>
<td>Life Skills Counselling Certificate</td>
<td>Addiction Counselling Diploma</td>
<td>Addictions Worker Certificate</td>
<td>Youth &amp; Family Support Certificate</td>
</tr>
<tr>
<td># of courses</td>
<td>7</td>
<td>15</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>Length of course / program</td>
<td>12 weeks</td>
<td>44 weeks</td>
<td>24 weeks</td>
<td>24 weeks</td>
</tr>
<tr>
<td>Credit / non-credit</td>
<td>Unknown</td>
<td>Unknown</td>
<td>Credit (32)</td>
<td>Credit (32)</td>
</tr>
<tr>
<td>Delivery modes</td>
<td>In person</td>
<td>In person</td>
<td>Distance, in person</td>
<td>Distance, in person</td>
</tr>
<tr>
<td>Part-time / full-time</td>
<td>Full-time</td>
<td>Full-time</td>
<td>Unknown</td>
<td>Unknown</td>
</tr>
<tr>
<td>Approximate cost in 16/17, including fees</td>
<td>$4,750</td>
<td>$13,200</td>
<td>$7,640</td>
<td>$7,640</td>
</tr>
<tr>
<td>Laddering opportunities (for the competing program)</td>
<td>Unknown</td>
<td>Unknown</td>
<td>Yes, Diploma in Professional Counselling</td>
<td>Unknown</td>
</tr>
<tr>
<td>Target audience</td>
<td>Those seeking training in basic counselling techniques, employment, youth, family &amp; couples, abuse, trauma, and addictions counselling.</td>
<td>Former addicts, those interested in working with specific client groups, including youth, women, cross-cultural, and more.</td>
<td>Designed to introduce students to theory and skills applicable to working in various community support positions with substance abuse issues and populations.</td>
<td>Designed to familiarize students with the ability to recognize symptoms associated with the most frequently encountered issues in children and adolescents today.</td>
</tr>
</tbody>
</table>
### Appendix B – Launch and Teach-Out Schedule

#### Foundational

- 2017/18: intake 1 = 12 students part-time pace
- 2018/19: Intake 2 = 12 students part-time pace, intake 3 = 18 students part-time pace
- 2019/20: Intake 4 = 18 students part-time pace, intake 5 = 18 students part-time pace
- 2020/21: intake 5 = 18 students

#### Addictions

- 2017/18: intake 1 = 12 students
- 2018/19: intake 2 = 18 students

#### Diploma

- Current program f/t pace: intake = 12 students, last intake
- Current program p/t pace: intake = 18 students, last intake

Most students in the current program will graduate by this time and those that remain will be supported on a case-by-case basis.
<table>
<thead>
<tr>
<th>Scenario</th>
<th>Breakeven tuition fee</th>
<th>Tuition fee with 10% Net contribution</th>
<th>Tuition fee with 15% Net contribution</th>
<th>Tuition fee with 20% Net contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum number of students</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Expected number of students</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Revenue breakeven number of students</td>
<td>12</td>
<td>11</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>Instructors paid hours (IPH)</td>
<td>320</td>
<td>320</td>
<td>320</td>
<td>320</td>
</tr>
<tr>
<td>Instructors’ cost as % of Revenue</td>
<td>37%</td>
<td>33%</td>
<td>31%</td>
<td>30%</td>
</tr>
<tr>
<td>Department non-labour cost as % of Revenue</td>
<td>4%</td>
<td>3%</td>
<td>3%</td>
<td>3%</td>
</tr>
<tr>
<td>Instructors’ cost as % of total cost</td>
<td>37%</td>
<td>37%</td>
<td>37%</td>
<td>37%</td>
</tr>
<tr>
<td>Department admin staff as % of total cost</td>
<td>15%</td>
<td>15%</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>Department non-labour cost as % of total cost</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>CS admin &amp; support staff as % of total cost</td>
<td>21%</td>
<td>21%</td>
<td>21%</td>
<td>21%</td>
</tr>
<tr>
<td>CS supplies and general expenses as % of total cost</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
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<tr>
<td>Program Gross margin</td>
<td>$30,886</td>
<td>$38,645</td>
<td>$43,209</td>
<td>$48,344</td>
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<tr>
<td>Program Gross margin as % of Revenue</td>
<td>44%</td>
<td>50%</td>
<td>53%</td>
<td>55%</td>
</tr>
<tr>
<td>Net contribution to VCC overhead / (Deficit)</td>
<td>$-</td>
<td>$7,759</td>
<td>$12,323</td>
<td>$17,458</td>
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<tr>
<td>Cost per student</td>
<td>$5,819</td>
<td>$5,819</td>
<td>$5,819</td>
<td>$5,819</td>
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<tr>
<td>Other fees collected for third parties per student</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
<td>$-</td>
</tr>
<tr>
<td>Total tuition and other fees per student</td>
<td>$5,819</td>
<td>$6,466</td>
<td>$6,846</td>
<td>$7,274</td>
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</tbody>
</table>

**Revenue**

<table>
<thead>
<tr>
<th></th>
<th>Revenue fees</th>
<th>Total Revenue</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$69,832</td>
<td>$82,156</td>
</tr>
</tbody>
</table>

**Direct Program Expenditures**

<table>
<thead>
<tr>
<th>Labour</th>
<th>Total Labour Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructors (incl. benefits)</td>
<td>$36,347</td>
</tr>
<tr>
<td>Department admin staff (incl. benefits)</td>
<td>$10,546</td>
</tr>
<tr>
<td></td>
<td>$46,893</td>
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</table>

**Non-Labour**

<table>
<thead>
<tr>
<th></th>
<th>Total Non-Labour Costs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department supplies and general expenses</td>
<td>$2,600</td>
</tr>
<tr>
<td></td>
<td>$2,600</td>
</tr>
</tbody>
</table>

**Total Direct Program Expenditures**

<table>
<thead>
<tr>
<th></th>
<th>Total Direct and Indirect Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$69,832</td>
</tr>
</tbody>
</table>

**Indirect Program Expenditures**

<table>
<thead>
<tr>
<th></th>
<th>Total Indirect Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS admin &amp; support staff</td>
<td>$14,405</td>
</tr>
<tr>
<td>CS supplies and general expenses</td>
<td>$4,842</td>
</tr>
<tr>
<td>Institutional support</td>
<td>$11,639</td>
</tr>
<tr>
<td></td>
<td>$30,886</td>
</tr>
</tbody>
</table>

**Total**

<table>
<thead>
<tr>
<th></th>
<th>Surplus / (Deficit) (prior VCC overhead)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$11,639</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>VCC Institutional support (Overhead 20%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$11,639</td>
</tr>
</tbody>
</table>

**Net Surplus / (Deficit)**

|                      | $12,323 |

**Gross Margin Income Statement**

<table>
<thead>
<tr>
<th></th>
<th>Revenue from tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$69,832</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>CS direct expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$38,947</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Gross margin</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$30,886</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>CS indirect expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$19,247</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Total CS expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$58,194</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Surplus / (Deficit)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$11,639</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>VCC Institutional support (Overhead 20%)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$11,639</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Net Surplus / (Deficit)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$12,323</td>
</tr>
</tbody>
</table>

|                      | $7,759 |

J:\FINANCE\FINANCE\Program Costing\1 - Costed Areas\610 - School of Continuing Studies\6093 Counselling Skills - Costing\Counselling Skills - Foundational Certificate.xlsx
### Vancouver Community College

School of Continuing Studies

#### Course List

<table>
<thead>
<tr>
<th>Org Code</th>
<th>Code Program</th>
<th>Course name</th>
<th>Course #</th>
<th>With Instructor FTE?</th>
<th>Course hours</th>
<th>Maximum number of students</th>
<th>Number of students expected</th>
<th>Student Contact Hours</th>
<th>Student FTE</th>
<th>Calculated Instructor Paid Hrs</th>
<th>Adjustment in Instructor Paid Hrs</th>
<th>Instructor FTE</th>
<th>Instructor Cost</th>
<th>Program Tuition Fee</th>
<th>Tuition Revenue</th>
<th>Tuition fee</th>
<th>Tuition fee with 10% Net contribution</th>
<th>Tuition fee with 15% Net contribution</th>
<th>Tuition fee with 20% Net contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>6093</td>
<td>Counselling Skills - Foundational Certificate</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td></td>
<td>Summary:</td>
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<td>24</td>
<td>5,400</td>
<td>9.0</td>
<td>320</td>
<td>0.43</td>
<td>$23,670</td>
<td>$5,819</td>
<td>$69,832</td>
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<td></td>
<td>$5,819</td>
<td>$6,466</td>
<td>$6,846</td>
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</table>

#### Notes:

- Only the orange cells are designated for input by user.
- Standard # of student contact hours per FTE per month.
- Standard # of instructor hours per FTE per month.

#### Instructor Paid Hours

- 320

#### Student FTE

- 9.00

#### Instructor Factor

- 61.5

#### Student Factor

- 600

#### Standard # of student contact hours per FTE per month

#### Instructor Paid Hrs

#### Instructor FTE

#### Instructor Cost

#### Instructor Hour Rate

#### Instructor Rate per hour

#### Instructor Pay

#### Instructor FTE

#### Instructor Cost

#### Program Tuition Fee

#### Tuition Revenue

#### Tuition fee

#### Tuition fee with 10% Net contribution

#### Tuition fee with 15% Net contribution

#### Tuition fee with 20% Net contribution

---

**Notes:**

- J:\FINANCE\FINANCE\Program Costing\S-Continuing\6093 Counselling Skills - Costing\Counselling Skills - Foundational Certificate.xlsx
- 28/06/2017
<table>
<thead>
<tr>
<th>Scenario</th>
<th>Breakeven tuition fee</th>
<th>Tuition fee with 10% Net contribution</th>
<th>Tuition fee with 15% Net contribution</th>
<th>Tuition fee with 20% Net contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$4,430</td>
<td>$4,922</td>
<td>$5,211</td>
<td>$5,537</td>
</tr>
<tr>
<td>Maximum number of students</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Expected number of students</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Revenue breakeven hours</td>
<td>12</td>
<td>11</td>
<td>11</td>
<td>10</td>
</tr>
<tr>
<td>Instructors paid hours</td>
<td>240</td>
<td>240</td>
<td>240</td>
<td>240</td>
</tr>
<tr>
<td>Instructors' cost as % of Revenue</td>
<td>36%</td>
<td>36%</td>
<td>36%</td>
<td>36%</td>
</tr>
<tr>
<td>Department non-labour cost as % of Revenue</td>
<td>5%</td>
<td>4%</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>Department admin staff as % of total cost</td>
<td>15%</td>
<td>15%</td>
<td>15%</td>
<td>15%</td>
</tr>
<tr>
<td>Department non-labour cost as % of total cost</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
<td>5%</td>
</tr>
<tr>
<td>CS admin &amp; support staff as % of total cost</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>CS supplies and general expenses as % of total cost</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>Program Gross margin</td>
<td>$23,294</td>
<td>$29,200</td>
<td>$32,675</td>
<td>$36,583</td>
</tr>
<tr>
<td>Program Gross margin as % of Revenue</td>
<td>44%</td>
<td>49%</td>
<td>52%</td>
<td>55%</td>
</tr>
<tr>
<td>Net contribution to VCC overhead / (Deficit)</td>
<td>$ -</td>
<td>$5,906</td>
<td>$9,380</td>
<td>$13,289</td>
</tr>
<tr>
<td>Net contribution to VCC overhead / (Deficit) % from Revenue</td>
<td>0%</td>
<td>10%</td>
<td>15%</td>
<td>20%</td>
</tr>
<tr>
<td>Cost per student</td>
<td>$4,430</td>
<td>$4,430</td>
<td>$4,430</td>
<td>$4,430</td>
</tr>
<tr>
<td>Other fees collected for third parties per student</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Total tuition and other fees per student</td>
<td>$4,430</td>
<td>$4,922</td>
<td>$5,211</td>
<td>$5,537</td>
</tr>
</tbody>
</table>

### Revenue

- **Tuition fees**
  - $53,154
  - $59,060
  - $62,535
  - $66,443

### Direct Program Expenditures

#### Labour

- Instructors (incl. benefits)
  - $19,351
  - $19,351
  - $19,351
  - $19,351

- Department admin staff (incl. benefits)
  - $7,909
  - $7,909
  - $7,909
  - $7,909

- **Total Labour Costs**
  - $27,260
  - $27,260
  - $27,260
  - $27,260

#### Non-Labour

- Department supplies and general expenses
  - $2,600
  - $2,600
  - $2,600
  - $2,600

- **Total Non-Labour Costs**
  - $29,860
  - $29,860
  - $29,860
  - $29,860

### Indirect Program Expenditures

- CS admin & support staff
  - $10,804
  - $10,804
  - $10,804
  - $10,804

- CS supplies and general expenses
  - $3,631
  - $3,631
  - $3,631
  - $3,631

- Institutional support
  - $8,859
  - $8,859
  - $8,859
  - $8,859

- **Total Indirect Expenditures**
  - $23,294
  - $23,294
  - $23,294
  - $23,294

### Gross Margin Income Statement

- Revenue from tuition
  - $53,154
  - $59,060
  - $62,535
  - $66,443

- CS direct expenditures
  - $29,860
  - $29,860
  - $29,860
  - $29,860

- **Gross margin**
  - $23,294
  - $29,200
  - $32,675
  - $36,583

- CS indirect expenditures
  - $14,435
  - $14,435
  - $14,435
  - $14,435

- **Total CS expenditures**
  - $44,295
  - $44,295
  - $44,295
  - $44,295

- Surplus / (Deficit) (prior VCC overhead)
  - $8,859
  - $14,765
  - $18,239
  - $22,148

- VCC Institutional support (Overhead 20%)
  - $8,859
  - $8,859
  - $8,859
  - $8,859

- **Net Surplus / (Deficit)**
  - $ -
  - $5,906
  - $9,380
  - $13,289
## Code Program Course # Course name
<table>
<thead>
<tr>
<th>Code</th>
<th>Program</th>
<th>Course #</th>
<th>Course name</th>
<th>With Instructor FTE?</th>
<th>Course hours</th>
<th>Maximum number of students</th>
<th>Number of students expected</th>
<th>Student Contact Hours</th>
<th>Student FTE</th>
<th>Calculated Instructor Paid Hrs</th>
<th>Adjustment in Instructor Paid Hrs</th>
<th>Instructor FTE</th>
<th>Instructor Cost</th>
<th>Program Tuition Fee</th>
<th>Tuition Revenue</th>
<th>Tuition fee with 10% Net Contribution</th>
<th>Tuition fee with 15% Net Contribution</th>
<th>Tuition fee with 20% Net Contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>6093</td>
<td>Counselling Skills - Addictions Advanced Certificate</td>
<td>xxxC Courses</td>
<td>240</td>
<td>20</td>
<td>12</td>
<td>2,880</td>
<td>4.80</td>
<td>240</td>
<td>0.3</td>
<td>$74.0</td>
<td>$17,753</td>
<td>$4,430</td>
<td>$53,154</td>
<td>$4,430</td>
<td>$4,922</td>
<td>$5,211</td>
<td>$5,537</td>
<td></td>
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<tr>
<td>6093</td>
<td>Counselling Skills - Addictions Advanced Certificate</td>
<td>xxxP Practicum</td>
<td>N</td>
<td>90</td>
<td>20</td>
<td>12</td>
<td>1,080</td>
<td>1.80</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td></td>
</tr>
</tbody>
</table>

### Notes:
<table>
<thead>
<tr>
<th>Scenario</th>
<th>Breakeven tuition fee</th>
<th>Tuition fee with 10% Net contribution</th>
<th>Tuition fee with 15% Net contribution</th>
<th>Tuition fee with 20% Net contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$7,209</td>
<td>$8,010</td>
<td>$8,481</td>
<td>$9,012</td>
</tr>
</tbody>
</table>

| Maximum number of students | 20 | 20 | 20 | 20 |
| Expected number of students | 12 | 12 | 12 | 12 |
| Revenue breakeven number of students | 11 | 11 | 10 | 10 |
| Instructors paid hours (IPH) | 400 | 400 | 400 | 400 |
| Instructors' cost as % of Revenue | 37% | 34% | 32% | 30% |
| Department non-labour cost as % of Revenue | 3% | 3% | 3% | 2% |
| Instructors' cost as % of total cost | 37% | 37% | 37% | 37% |
| Department admin staff as % of total cost | 15% | 15% | 15% | 15% |
| Department non-labour cost as % of total cost | 3% | 3% | 3% | 3% |
| CS admin & support staff as % of total cost | 21% | 21% | 21% | 21% |
| CS supplies and general expenses as % of total cost | 7% | 7% | 7% | 7% |
| Program Gross margin | $38,477 | $48,090 | $53,744 | $60,105 |
| Program Gross margin as % of Revenue | 44% | 50% | 53% | 56% |
| Net contribution to VCC overhead / (Deficit) | $- | $9,612 | $15,267 | $21,628 |
| Net contribution to VCC overhead / (Deficit) % from Revenue | 0% | 10% | 15% | 20% |
| Cost per student | $7,209 | $7,209 | $7,209 | $7,209 |
| Other fees collected for third parties per student | $- | $- | $- | $- |
| Total tuition and other fees per student | $7,209 | $8,010 | $8,481 | $9,012 |

Revenue

| Tuition fees | $86,511 | $96,123 | $101,777 | $108,138 |
| Total Revenue | $86,511 | $96,123 | $101,777 | $108,138 |

Direct Program Expenditures

<table>
<thead>
<tr>
<th>Labour</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructors (incl. benefits)</td>
<td>$32,251</td>
<td>$32,251</td>
<td>$32,251</td>
<td>$32,251</td>
</tr>
<tr>
<td>Department admin staff (incl. benefits)</td>
<td>$13,182</td>
<td>$13,182</td>
<td>$13,182</td>
<td>$13,182</td>
</tr>
<tr>
<td>Total Labour Costs</td>
<td>$45,433</td>
<td>$45,433</td>
<td>$45,433</td>
<td>$45,433</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Non-Labour</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Department supplies and general expenses</td>
<td>$2,600</td>
<td>$2,600</td>
<td>$2,600</td>
<td>$2,600</td>
</tr>
<tr>
<td>Total Non-Labour Costs</td>
<td>$2,600</td>
<td>$2,600</td>
<td>$2,600</td>
<td>$2,600</td>
</tr>
</tbody>
</table>

| Total Direct Program Expenditures | $48,033 | $48,033 | $48,033 | $48,033 |

Indirect Program Expenditures

| CS admin & support staff | $18,006 | $18,006 | $18,006 | $18,006 |
| CS supplies and general expenses | $6,052 | $6,052 | $6,052 | $6,052 |
| Institutional support | $14,418 | $14,418 | $14,418 | $14,418 |
| Total Indirect Expenditures | $38,477 | $38,477 | $38,477 | $38,477 |

| Total Direct and Indirect Cost | $86,511 | $86,511 | $86,511 | $86,511 |

Net contribution to VCC overhead / (Deficit)

| $- | $9,612 | $15,267 | $21,628 |

Net contribution to VCC overhead / (Deficit) 0% 10% 15% 20%

Gross Margin Income Statement

| Revenue from tuition | $86,511 | $96,123 | $101,777 | $108,138 |
| CS direct expenditures | $48,033 | $48,033 | $48,033 | $48,033 |
| Gross margin | $38,477 | $48,090 | $53,744 | $60,105 |
| CS indirect expenditures | $24,059 | $24,059 | $24,059 | $24,059 |
| Total CS expenditures | $72,092 | $72,092 | $72,092 | $72,092 |
| Surplus / (Deficit) (prior VCC overhead) | $14,418 | $24,059 | $29,685 | $36,046 |
| VCC Institutional support (Overhead 20%) | $14,418 | $14,418 | $14,418 | $14,418 |
| Net Surplus / (Deficit) | 0 | $9,612 | $15,267 | $21,628 |
### Vancouver Community College

**School of Continuing Studies**

#### Course List

<table>
<thead>
<tr>
<th>Org Code</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>6093</td>
<td>Counselling Skills - Counselling Diploma</td>
</tr>
</tbody>
</table>

**Notes:**

- Only the orange cells are designated for input by user.

<table>
<thead>
<tr>
<th>Code</th>
<th>Program</th>
<th>Course #</th>
<th>Course name</th>
<th>Course hours</th>
<th>Maximum number of students</th>
<th>Number of students expected</th>
<th>Student Contact Hours</th>
<th>Student FTE</th>
<th>Calculated Instructor Paid Hrs</th>
<th>Adjustment in Instructor Paid Hrs</th>
<th>Instructor FTE</th>
<th>Instructor Cost</th>
<th>Program Tuition Fee</th>
<th>Tuition Revenue</th>
<th>Tuition Fee with 10% Net contribution</th>
<th>Tuition Fee with 15% Net contribution</th>
<th>Tuition Fee with 20% Net contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>6093</td>
<td>Counselling Skills</td>
<td>xxxC</td>
<td>Courses</td>
<td>400</td>
<td>20</td>
<td>12</td>
<td>4,800</td>
<td>8.00</td>
<td>400</td>
<td>400</td>
<td>0.5</td>
<td>74.0</td>
<td>$29,588</td>
<td>$7,209</td>
<td>$86,511</td>
<td>$7,209</td>
<td>$8,010</td>
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<tr>
<td>6093</td>
<td>Counselling Skills</td>
<td>xxxP</td>
<td>Practicum</td>
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<td>150</td>
<td>20</td>
<td>12</td>
<td>1,800</td>
<td>3.00</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

#### Notes:

- J:\FINANCE\FINANCE\Program Costing\6 - Costed Areas\610 - School of Continuing Studies\6093 Counselling Skills - Costing\Counselling Skills - Counselling Diploma.xlsx

28/06/2017
## Vancouver Community College
### School of Continuing Studies
### Human & Social Services
### Counselling Skills - Counselling Diploma
### Org Code: 6093

### Table: Scenario Break-even Tuition Fee Costs

<table>
<thead>
<tr>
<th>Scenario</th>
<th>Breakeven tuition fee</th>
<th>Tuition fee with 10% Net contribution</th>
<th>Tuition fee with 15% Net contribution</th>
<th>Tuition fee with 20% Net contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maximum number of students</td>
<td>$16,938</td>
<td>$18,820</td>
<td>$19,927</td>
<td>$21,173</td>
</tr>
<tr>
<td>Expected number of students</td>
<td>20</td>
<td>20</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>Revenue breakeven number of students</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>Instructors paid hours (IPH)</td>
<td>960</td>
<td>960</td>
<td>960</td>
<td>960</td>
</tr>
<tr>
<td>Instructors' cost as % of Revenue</td>
<td>38%</td>
<td>34%</td>
<td>32%</td>
<td>30%</td>
</tr>
<tr>
<td>Department non-labour cost as % of Revenue</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>Instructors' cost as % of total cost</td>
<td>38%</td>
<td>38%</td>
<td>38%</td>
<td>38%</td>
</tr>
<tr>
<td>Department admin staff as % of total cost</td>
<td>16%</td>
<td>16%</td>
<td>16%</td>
<td>16%</td>
</tr>
<tr>
<td>Department non-labour cost as % of total cost</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
</tr>
<tr>
<td>CS admin &amp; support staff as % of total cost</td>
<td>21%</td>
<td>21%</td>
<td>21%</td>
<td>21%</td>
</tr>
<tr>
<td>CS supplies and general expenses as % of total cost</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
<td>7%</td>
</tr>
<tr>
<td>Program Gross margin</td>
<td>$91,617</td>
<td>$114,202</td>
<td>$127,486</td>
<td>$142,432</td>
</tr>
<tr>
<td>Program Gross margin as % of Revenue</td>
<td>45%</td>
<td>51%</td>
<td>53%</td>
<td>56%</td>
</tr>
<tr>
<td>Net contribution to VCC overhead / (Deficit)</td>
<td>$ -</td>
<td>$22,584</td>
<td>$35,869</td>
<td>$50,814</td>
</tr>
<tr>
<td>Net contribution to VCC overhead / (Deficit) % of Revenue</td>
<td>0%</td>
<td>10%</td>
<td>15%</td>
<td>20%</td>
</tr>
<tr>
<td>Cost per student</td>
<td>$16,938</td>
<td>$16,938</td>
<td>$16,938</td>
<td>$16,938</td>
</tr>
<tr>
<td>Other fees collected for third parties per student</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
<tr>
<td>Total tuition and other fees per student</td>
<td>$16,938</td>
<td>$18,820</td>
<td>$19,927</td>
<td>$21,173</td>
</tr>
</tbody>
</table>

### Revenue Table

<table>
<thead>
<tr>
<th>Revenue</th>
<th>$203,257</th>
<th>$225,842</th>
<th>$239,126</th>
<th>$254,072</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Revenue</td>
<td>$203,257</td>
<td>$225,842</td>
<td>$239,126</td>
<td>$254,072</td>
</tr>
</tbody>
</table>

### Direct Program Expenditures

<table>
<thead>
<tr>
<th>Labour</th>
<th>$77,402</th>
<th>$77,402</th>
<th>$77,402</th>
<th>$77,402</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department admin staff (incl. benefits)</td>
<td>$31,638</td>
<td>$31,638</td>
<td>$31,638</td>
<td>$31,638</td>
</tr>
<tr>
<td>Total Labour Costs</td>
<td>$109,040</td>
<td>$109,040</td>
<td>$109,040</td>
<td>$109,040</td>
</tr>
<tr>
<td>Non-Labour</td>
<td>$2,600</td>
<td>$2,600</td>
<td>$2,600</td>
<td>$2,600</td>
</tr>
<tr>
<td>Total Non-Labour Costs</td>
<td>$2,600</td>
<td>$2,600</td>
<td>$2,600</td>
<td>$2,600</td>
</tr>
<tr>
<td>Total Direct Program Expenditures</td>
<td>$111,640</td>
<td>$111,640</td>
<td>$111,640</td>
<td>$111,640</td>
</tr>
</tbody>
</table>

### Indirect Program Expenditures

| CS admin & support staff              | $43,215             | $43,215             | $43,215             | $43,215             |
| CS supplies and general expenses      | $14,526             | $14,526             | $14,526             | $14,526             |
| Institutional support                 | $33,876             | $33,876             | $33,876             | $33,876             |
| Total Indirect Expenditures           | $91,617             | $91,617             | $91,617             | $91,617             |
| Total Direct and Indirect Cost        | $203,257            | $203,257            | $203,257            | $203,257            |
| Net contribution to VCC overhead / (Deficit) | $ -                 | $22,584             | $35,869             | $50,814             |
| Net contribution to VCC overhead / (Deficit) % | 0%                 | 10%                 | 15%                 | 20%                 |

### Gross Margin Income Statement

<p>| Revenue from tuition                  | $203,257            | $225,842            | $239,126            | $254,072            |
| CS direct expenditures                | $111,640            | $111,640            | $111,640            | $111,640            |
| Gross margin                          | $91,617             | $114,202            | $127,486            | $142,432            |
| CS indirect expenditures              | $57,741             | $57,741             | $57,741             | $57,741             |
| Total CS expenditures                 | $169,381            | $169,381            | $169,381            | $169,381            |
| Surplus / (Deficit) (prior VCC overhead) | $33,876             | $56,460             | $69,745             | $84,691             |
| VCC Institutional support (Overhead 20%) | $33,876             | $33,876             | $33,876             | $33,876             |
| Net Surplus / (Deficit)               | $ -                 | $22,584             | $35,869             | $50,814             |</p>
<table>
<thead>
<tr>
<th>Code</th>
<th>Program</th>
<th>Course #</th>
<th>Course name</th>
<th>With Instructor FTE?</th>
<th>Course hours</th>
<th>Maximum number of students</th>
<th>Number of students expected</th>
<th>Student Contact Hours</th>
<th>Student FTE</th>
<th>Calculated Instructor Paid Hrs</th>
<th>Adjustment in Instructor Paid Hrs</th>
<th>Instructor FTE</th>
<th>Instructor Cost</th>
<th>Program Tuition Fee</th>
<th>Tuition Revenue</th>
<th>Tuition fee with 10% Net contribution</th>
<th>Tuition fee with 15% Net contribution</th>
<th>Tuition fee with 20% Net contribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>6093</td>
<td>Counselling Skills - Counselling Diploma</td>
<td>xxxC</td>
<td>Courses</td>
<td>No</td>
<td>960</td>
<td>20</td>
<td>12</td>
<td>11,520</td>
<td>19.20</td>
<td>960</td>
<td>1.3</td>
<td>74.0</td>
<td>$ 71,011</td>
<td>$ 16,938</td>
<td>$ 203,257</td>
<td>$ 16,938</td>
<td>$ 18,820</td>
<td>$ 19,927</td>
</tr>
<tr>
<td>6093</td>
<td>Counselling Skills - Counselling Diploma</td>
<td>xxxP</td>
<td>Practicum</td>
<td>No</td>
<td>370</td>
<td>20</td>
<td>12</td>
<td>4,440</td>
<td>7.40</td>
<td>-</td>
<td>-</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
<td>$ -</td>
</tr>
</tbody>
</table>

Notes:
# 2018 Meeting Schedule for Education Council and Standing Committees

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

<table>
<thead>
<tr>
<th>Month</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 9</td>
<td>5025 BWY</td>
</tr>
<tr>
<td>February 13</td>
<td>240 DTN</td>
</tr>
<tr>
<td>March 13</td>
<td>5025 BWY</td>
</tr>
<tr>
<td>April 10</td>
<td>5025 BWY</td>
</tr>
<tr>
<td>May 8</td>
<td>5025 BWY</td>
</tr>
<tr>
<td>June 12</td>
<td>240 DTN</td>
</tr>
<tr>
<td>July</td>
<td>No meeting</td>
</tr>
<tr>
<td>August</td>
<td>No meeting</td>
</tr>
<tr>
<td>September 11</td>
<td>5025 BWY</td>
</tr>
<tr>
<td>October 9</td>
<td>240 DTN</td>
</tr>
<tr>
<td>November 13</td>
<td>5025 BWY</td>
</tr>
<tr>
<td>December 11</td>
<td>240 DTN</td>
</tr>
</tbody>
</table>

## Policy Committee
Meets on the **second Wednesday** of each month from 2:30-4:30.

<table>
<thead>
<tr>
<th>Month</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 10</td>
<td>5025 BWY</td>
</tr>
<tr>
<td>February 14</td>
<td>518 DTN</td>
</tr>
<tr>
<td>March 14</td>
<td>5025 BWY</td>
</tr>
<tr>
<td>April 11</td>
<td>518 DTN</td>
</tr>
<tr>
<td>May 9</td>
<td>5025 BWY</td>
</tr>
<tr>
<td>June 13</td>
<td>518 DTN</td>
</tr>
<tr>
<td>July</td>
<td>No meeting</td>
</tr>
<tr>
<td>August 8</td>
<td>518 DTN</td>
</tr>
<tr>
<td>September 12</td>
<td>5025 BWY</td>
</tr>
<tr>
<td>October 10</td>
<td>518 DTN</td>
</tr>
<tr>
<td>November 14</td>
<td>5025 BWY</td>
</tr>
<tr>
<td>December 12</td>
<td>518 DTN</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Month</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 16</td>
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</tr>
<tr>
<td>February 20</td>
<td>518 DTN</td>
</tr>
<tr>
<td>March 20</td>
<td>5025 BWY</td>
</tr>
<tr>
<td>April 17</td>
<td>518 DTN</td>
</tr>
<tr>
<td>May 15</td>
<td>5025 BWY</td>
</tr>
<tr>
<td>June 19</td>
<td>518 DTN</td>
</tr>
<tr>
<td>July</td>
<td>No meeting</td>
</tr>
<tr>
<td>August 21</td>
<td>518 DTN</td>
</tr>
<tr>
<td>September 18</td>
<td>5025 BWY</td>
</tr>
<tr>
<td>October 16</td>
<td>518 DTN</td>
</tr>
<tr>
<td>November 20</td>
<td>5025 BWY</td>
</tr>
<tr>
<td>December 18</td>
<td>518 DTN</td>
</tr>
</tbody>
</table>

## Program Review and Renewal Committee
Meets on the **fourth Tuesday** of each month from 1:00-3:00 pm.

<table>
<thead>
<tr>
<th>Month</th>
<th>Location</th>
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</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>February 27</td>
<td>5025 BWY</td>
</tr>
<tr>
<td>March 27</td>
<td>5025 BWY</td>
</tr>
<tr>
<td>April 24</td>
<td>5025 BWY</td>
</tr>
<tr>
<td>May 22</td>
<td>5025 BWY</td>
</tr>
<tr>
<td>June 26</td>
<td>5025 BWY</td>
</tr>
<tr>
<td>July</td>
<td>No meeting</td>
</tr>
<tr>
<td>August</td>
<td>No meeting</td>
</tr>
<tr>
<td>September 25</td>
<td>5025 BWY</td>
</tr>
<tr>
<td>October 23</td>
<td>5025 BWY</td>
</tr>
<tr>
<td>November 27</td>
<td>5025 BWY</td>
</tr>
<tr>
<td>December</td>
<td>No meeting</td>
</tr>
</tbody>
</table>

## Appeals Oversight Committee
Meets four times a year on the third Wednesday. Time TBA.

<table>
<thead>
<tr>
<th>Month</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 17</td>
<td>5025 BWY</td>
</tr>
<tr>
<td>March 21</td>
<td>209 DTN</td>
</tr>
<tr>
<td>May 16</td>
<td>5025 BWY</td>
</tr>
<tr>
<td>October 17</td>
<td>209 DTN</td>
</tr>
</tbody>
</table>
PREPARED FOR: Education Council

ISSUE: New Courses: Arts and Sciences cross-listed courses

BACKGROUND:
This proposal, presented by David Wells, describes sixteen new courses in Math and Science, specifically in Algebra, Chemistry, Physics and Biology. The course names and numbers are listed in the proposal CDAF in the meeting package. The sixteen courses equal eight high school equivalent courses. Again, see the CDAF in the meeting package. The idea is to allow students to take these courses for college credit. In such a cross-listed course, students would be placed in the same class with the same instructor and content as a College Foundations course. Other institutions are offering such courses and the practice is recognized by BCCAT.

DISCUSSION:
The committee discussed a number of issues including the choice of credit weighting vis-à-vis VCC policy and the difference between the credit weightings for the proposed courses and their College Foundations equivalents. D. Wells explained they tried to equate the credit hours closely with other institutions. He also stated that the difference between the weightings for the proposed courses and their College Foundations equivalents was partly due to the Foundations four credit weighting relating to billing hours. Articulations concerns were also raised and D. Wells explained articulating with other post-secondary institutions is in process. It was noted that these courses would have to be included as pre-requisite equivalents for all appropriate, existing UT courses.

The timeline was a concern as well and D. Wells explained that these courses still have to be reviewed by Finance. The committee considered a January 2018 start date optimum.

The chair asked concerned faculty members sitting in the gallery to give input. The concerns expressed were similar to those already discussed but emphasized the possible confusion for students and the necessity of continued viability and integrity for ABE courses.

Some language changes were requested and the chair stated some Course Learning Outcomes, especially in Biology courses should be reviewed and possibly re-written.

In addition to the serious concerns expressed there was strong support from some committee members for VCC to implement these courses as soon as possible.

RECOMMENDATION: Curriculum Committee recommends Education Council approve the New Courses: Arts and Sciences cross-listed courses.

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):** Math and Science courses

**ANTICIPATED START DATE:** January 2018

Curriculum Developer: Costa Karavas; Diem-Ly Van

Titles: Department Leader

School/Centre: Arts and Sciences

Departments: Mathematics; Science

E-mail: ckaravas@vcc.ca; dvan@vcc.ca

Phone/Ext.: -7294; -7293

**A) DEVELOPMENT TYPE** (select all that apply)

- **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.

- **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

\( \times \) Course Outline(s)

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

Course name and number:

<table>
<thead>
<tr>
<th>Course Name and Number</th>
<th>Course Name and Number</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intermediate Algebra part 1 MATH 1061</td>
<td>MATH 1061</td>
<td>(3.0 credits)</td>
</tr>
<tr>
<td>Intermediate Algebra part 2 MATH 1071</td>
<td>MATH 1071</td>
<td>(3.0 credits)</td>
</tr>
<tr>
<td>Precalculus Algebra part 1 MATH 1083</td>
<td>MATH 1083</td>
<td>(3.0 credits)</td>
</tr>
<tr>
<td>Precalculus Algebra part 2 MATH 1093</td>
<td>MATH 1093</td>
<td>(3.0 credits)</td>
</tr>
<tr>
<td>Introductory Chemistry part 1 CHEM 1061</td>
<td>CHEM 1061</td>
<td>(3.0 credits)</td>
</tr>
<tr>
<td>Introductory Chemistry part 2 CHEM 1071</td>
<td>CHEM 1071</td>
<td>(3.0 credits)</td>
</tr>
<tr>
<td>Principles of Chemistry part 1 CHEM 1083</td>
<td>CHEM 1083</td>
<td>(3.0 credits)</td>
</tr>
<tr>
<td>Principles of Chemistry part 2 CHEM 1093</td>
<td>CHEM 1093</td>
<td>(3.0 credits)</td>
</tr>
<tr>
<td>Introductory Physics part 1 PHYS 1061</td>
<td>PHYS 1061</td>
<td>(3.0 credits)</td>
</tr>
<tr>
<td>Introductory Physics part 2 PHYS 1071</td>
<td>PHYS 1071</td>
<td>(3.0 credits)</td>
</tr>
<tr>
<td>Principles of Physics part 1 PHYS 1083</td>
<td>PHYS 1083</td>
<td>(3.0 credits)</td>
</tr>
<tr>
<td>Principles of Physics part 2 PHYS 1093</td>
<td>PHYS 1093</td>
<td>(3.0 credits)</td>
</tr>
<tr>
<td>Introductory Biology part 1 BIOL 1061</td>
<td>BIOL 1061</td>
<td>(3.0 credits)</td>
</tr>
<tr>
<td>Introductory Biology part 2 BIOL 1071</td>
<td>BIOL 1071</td>
<td>(3.0 credits)</td>
</tr>
<tr>
<td>Principles of Biology part 1 BIOL 1083</td>
<td>BIOL 1083</td>
<td>(3.0 credits)</td>
</tr>
<tr>
<td>Principles of Biology part 2 BIOL 1093</td>
<td>BIOL 1093</td>
<td>(3.0 credits)</td>
</tr>
</tbody>
</table>

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.

The proposed courses are post-secondary class-based courses intended for domestic and international students that have gaps in their math and science knowledge. The courses may prepare students that are seeking prerequisite courses to further their studies in a variety of VCC programs as well as programs in other post-secondary institutions.

Students will be able to take these courses to bridge into university transfer courses, as well as apply the course credits towards credentials currently being developed at VCC.

Enrolment and registration efficiencies will be realized as the proposed courses will be offered as dual listed with existing academic upgrading class based courses.

All revisions proposed in the June 20 Curriculum Committee meeting have been implemented.
Curriculum Development Approval Form

These are:

i) Changes have been made to the CDAF rationale, particularly the removal of "adequately" to "may".

ii) Changes to the effective date from September 2017 to January 2018

iii) Formatting of the prerequisites has been applied for consistency amongst all courses.

iv) The course numberings have been slightly changed to as per feedback received. The numbering is easily relatable to existing ABE courses of similar learning outcomes.

v) The number of credits per course has been adjusted to 3.0 credits upon consultation with the Registrar’s Office and the Dean of Arts and Sciences.

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

There is no direct cost for the development and offering of these courses. No curriculum development is required as the learning outcomes are similar to the learning outcomes of existing adult basic education courses.

D) CONSULTATION CHECKLIST (select all that apply) See Appendix A for consultations guidelines.

<table>
<thead>
<tr>
<th>INTERNAL CONSULTATIONS</th>
<th>FEEDBACK (include date received)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCHOOLS</strong></td>
<td></td>
</tr>
<tr>
<td>Faculty/Department</td>
<td>Mathematics, Science and Humanities faculty; (March 19, Feb. 24 dept. meetings);</td>
</tr>
<tr>
<td>Department Support Staff</td>
<td>Jotie Grewalson, Bethany Raouf (June 6); acknowledged</td>
</tr>
<tr>
<td>Other Department(s)</td>
<td>Taryn Thomson</td>
</tr>
<tr>
<td><strong>EDUCATIONAL AND STUDENT SERVICES</strong></td>
<td></td>
</tr>
<tr>
<td>Aboriginal Education and Community Engagement (AECE)</td>
<td>Tami Pierce</td>
</tr>
<tr>
<td>Assessment Centre</td>
<td>Rachel Warick (June 8); acknowledged; Prerequisites.</td>
</tr>
<tr>
<td>Centre for Instructional Development</td>
<td>Shirley Lew</td>
</tr>
<tr>
<td>Counselling &amp; Disability Services (CDS)</td>
<td>Nona Coles (June 8); acknowledged</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Murray MacGregor</td>
</tr>
<tr>
<td>Learning Centre</td>
<td>Francesco Barillaro</td>
</tr>
<tr>
<td>Library</td>
<td>Todd Rowlatt (June 8); acknowledged</td>
</tr>
<tr>
<td>Registrar’s Office / Advising / Recruitment</td>
<td>Denis Serema (June 7); acknowledged.</td>
</tr>
</tbody>
</table>
### Curriculum Development Approval Form

<table>
<thead>
<tr>
<th>Related additional Student Services</th>
<th>Cathy Snyder Lowe</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCC International and Immigrant Education</td>
<td></td>
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</table>

#### FINANCIAL AND OPERATING

<table>
<thead>
<tr>
<th>Communications and Marketing</th>
<th>Karen Wilson</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities</td>
<td>Jerry Guspie</td>
</tr>
<tr>
<td>Finance</td>
<td>Jamie Choi</td>
</tr>
<tr>
<td>Information Technology (IT)</td>
<td>Elmer Wansink</td>
</tr>
<tr>
<td>Institutional Research (IR)</td>
<td>Brian Beacham</td>
</tr>
<tr>
<td>Safety and Security</td>
<td>Surinder Aulakh (June 7); Acknowledged.</td>
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#### EXTERNAL CONSULTATIONS

<table>
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<tr>
<th>PAC/CEG</th>
<th>FEEDBACK (include date received)</th>
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<tbody>
<tr>
<td>Affiliation, Articulation and/or Accreditation bodies</td>
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<tr>
<td>PSIPS</td>
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</table>

### E. Implementation Information

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

**COMPLETED BY REGISTRAR’S OFFICE:**

1. Course Identifier:

<table>
<thead>
<tr>
<th>Subject Code:</th>
<th>Course #:</th>
<th>Credits:</th>
<th>Effective Term:</th>
</tr>
</thead>
</table>

2. College Code: ________________  Level: ________________

   Division Code: ________________  Major: ________________

**COMPLETED BY FINANCE:**

3. Finance Org Code: ________________
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.

   
   Name: Custa Karanas
   Sign off: [Signature]
   Date: Sept 5, 2017

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.

   
   Name: David Oseh
   Sign off: [Signature]
   Date: 09/05/17
Course Name: Introductory Biology - Part 1

Course Number: BIOL 1061  
Number of Credits: 3.0  
Effective Date: January 2018

Course Description:
This course provides an introduction to biology from an ecological perspective. Students study evolution; the origin of life; cell biology; viruses, bacteria, protists and fungi; local land and aquatic ecosystems, including native species identification. Field trips are an important part of this course.

Both Biology 1061 and Biology 1071 are required for covering the biology topics contained in high school courses up to and including the Grade 11 level. Biology 1061 will include a minimum of four labs and two field trips. Field trips allow students to explore local ecology in order to meet intended learning outcomes such as - Conduct field procedures safely and ethically - Analyze and interpret data collected - Native species identification.

Biology 1061 and Biology 1071 can be taken at the same time or in any order.

Course Pre-requisites (if applicable):
- English 10 or equivalent
- Math 10 (VCC MATH 0750/0751, Foundations of Math & Precalculus 10, or equivalent)

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  
☒ No  ☐ Yes (details below):
Instructional Strategies:
Class-based course uses a lecture-based model, but significant class time will be spent throughout the course on hands-on laboratory activities and field-work to complement the lectures.

Course Learning Outcomes:
Biology learners will:
• Apply findings from all lab activities and field trips to broader concept of mechanisms of evolution
• Demonstrate use of basic field equipment in local forest, bog and/or pond habitats
• Experience local ecology through field trips and identify local flora using field guides
• Demonstrate compound light microscope and dissection microscope skills
• Culture, stain, observe, and identify bacteria
• Observe live cultures of a variety of Protists
• Identify structures of a variety of fungi in the Fungus Lab

By participating in the activities outlined above and studying the background theory inherent in the core topics, students will have the opportunity to:
• Demonstrate awareness of the diversity and interconnectedness of organisms
• Use scientific method to evaluate, interpret, and analyze information and experiences
• Communicate about life sciences in their own words and cite references appropriately
• Work independently and also as part of a team, where appropriate
• Evaluate media regarding issues in biological sciences
• Demonstrate an awareness of ethical issues relevant to life sciences
• Conduct lab and field procedures safely and ethically / Collect and record data effectively

Program Learning Outcomes:
N/A
Evaluation/Grading System

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

<table>
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<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
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</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td>Class-based</td>
</tr>
<tr>
<td>Field Experience</td>
<td>20</td>
<td>Essay/report and plant identification</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>65</td>
<td>3 tests and a number of quizzes</td>
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</table>

Total 100

Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>College Foundations</td>
</tr>
<tr>
<td>L - Classroom</td>
<td>60</td>
<td>classroom, lab and field work</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total 60</td>
</tr>
</tbody>
</table>

Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
1. Classification Systems and Major Taxonomic Groups
2. Evolution (Evidence and Mechanisms)
3. Origins of Life
4. Cell Biology, including:
   • Cell Theory,
   • Major Structures/Functions In Prokaryotic And Eukaryotic Cells
   • Levels of Biological Organization
   • Introduction to Photosynthesis and Cellular Respiration
   • Cell Division
5. Viruses & Bacteria (*bacteria and microscopy laboratory)
6. Protists (*Laboratory - microscopic observation of living and prepared protists)
7. Fungus
8. Algae, Bryophytes, Ferns, Gymnosperms, and Angiosperms
9. General Ecology (Energy flow, Nutrient cycling, Biosphere, Biomes, Climate, Succession)
10. Ecosystems and Local Ecology (Forests, Bogs, Freshwater Ecosystems) (*at least two Field trips to forest, bog and or pond ecosystems including field note taking, experimental methodology)

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To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
**Course Name:** Introductory Biology - Part 2

**Course Number:** BIOL 1071  
**Number of Credits:** 3.0  
**Effective Date:** January 2018

**Course Description:**
This class-based course is designed to study plants and the diversity of animals, including humans, and examine their structures, functions, evolution and environments, including our interactions with selected species. Field trips are an important part of this course.

Both Biology 1061 and Biology 1071 are required for covering the biology topics contained in high school courses up to and including the Grade 11 level. Biology 1071 will include a minimum of four labs and two field trips. Field trips allow students to explore local ecology in order to meet intended learning outcomes such as - Conduct field procedures safely and ethically - Analyze and interpret data collected - Native species identification. While not required, it is strongly recommended that students have English 11.

Biology 1061 and Biology 1071 can be taken at the same time or in any order.

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Year of Study:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Arts and Sciences</td>
<td>1st Year Post-secondary</td>
</tr>
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</table>

**Course History:** New Course

**Course Pre-requisites (if applicable):**
- English 10 or equivalent
- Math 10 (VCC MATH 0750/0751, Foundations of Math & Precalculus 10, or equivalent)

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

**PLAR (Prior Learning Assessment & Recognition):**
- **No**  
- **Yes (details below):**
Instructional Strategies:
Class-based course uses a lecture-based model, but significant class time will be spent throughout the course on hands-on laboratory activities and field-work to complement the lectures.

Course Learning Outcomes:
Biology learners will:
• Apply findings from all labs and field trips to biological classification and characteristics of life
• Experience local ecology through field trips and identify local flora and fauna using field guides
• Demonstrate familiarity with field equipment and its use during intertidal field trip
• Continue to develop microscope and slide preparation techniques
• Observe live hydra, planaria, algae, and examples of intertidal species
• Demonstrate dissection skills on examples from animal and plant phyla (e.g. earthworm, clam, sea star, fish, rat, ferns, and flowers)

By participating in the activities outlined above and studying the background theory inherent in the core topics, students will have the opportunity to:
• Demonstrate awareness of the diversity and interconnectedness of organisms
• Use scientific method to evaluate, interpret, and analyze information/ write a formal lab report
• Communicate about life sciences in their own words and cite references appropriately
• Work independently and also as part of a team, where appropriate
• Demonstrate an awareness of ethical issues relevant to biological sciences
• Conduct lab and field procedures safely and ethically / Collect and record data effectively

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

<table>
<thead>
<tr>
<th>Grading System</th>
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</thead>
<tbody>
<tr>
<td>Letter Grades</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 (provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field Experience</td>
<td>15</td>
<td>formal lab report &amp; classification assignment</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Assignments</td>
<td>65</td>
<td>3 tests plus a number of quizzes</td>
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</tbody>
</table>

Total 100

### Learning Environment/Type

<table>
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<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>College Foundations</td>
</tr>
<tr>
<td>L - Classroom</td>
<td>60</td>
<td>classroom, lab and field work</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:

1. Classification Systems and Major Taxonomic Groups
2. Levels of Biological Organization
3. Features of Animal Evolution, Variety of Reproductive Strategies
   - Marine & Intertidal Zone Ecology (Aquarium Field Trip, Low-Tide Field Trip, & Lab Examination of Living Organisms)
4. Identify structures, distinguishing characteristics & life processes for the following:
   - Porifera, Cnidaria,
   - Nematoda, Platyhelminthes, Annelida (worm labs - examine internal/external structures in various phyla)
   - Molluscs, Arthropods, Echinoderms (labs include behavioural & structural examination)
   - Chordates, Including Origin of the Vertebrates, Fish, Amphibians, Reptiles, Birds (field trip – observe birds in natural setting), & Mammals (lab – comparison of vertebrate skeletons), Origins of Humans
5. Evolution of Plants. Algae (lab - microscopic and other examination of algae), Bryophytes (lab – dissection and examination of moss), Ferns (lab – dissection and examination of ferns), Gymnosperms, and Angiosperms (cone, fruit and flower lab)
6. The Biosphere, Ecosystems, Communities, Populations

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FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | Approved by Education Council: |
**Course Name:** Principles of Biology - Part 1

**Course Number:** BIOL 1083  
**Number of Credits:** 3.0  
**Effective Date:** January 2018

**Course Description:**
This course introduces the student to the study of the cell. Students examine cell structure, metabolism and genetics. The course explores diets and family hereditary patterns, linking both to the blueprint of life itself, DNA. Topics addressed include basic chemistry, biochemistry, nutrition, immunology, cancer, the human genome, genetic engineering, and metabolic pathways.

Both Biology 1083 and Biology 1093 are required for covering the biology topics contained in high school courses up to and including the Grade 12 level.

Biology 1083 and Biology 1093 can be taken at the same time or in any order.

**Course Pre-requisites (if applicable):**
- Biology 11 or equivalent
- Chemistry 11 or equivalent is recommended
- English 10 or equivalent (English 11 is strongly recommended)
- Math 10 (VCC MATH 0750/0751, Foundations of Math & Precalculus 10, or equivalent)

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

**PLAR (Prior Learning Assessment & Recognition)**
- No
- Yes (details below):
### Instructional Strategies:
Class-based - lecture and small group workshops.

### Course Learning Outcomes:

**Biology Learners will:**
- Develop understanding of selectively permeable biological membranes in the Cell Membrane Lab
- Explore the effect of pH, temperature, and heavy metal concentration on enzyme function in the Enzyme kinetics lab
- Develop compound light microscope skills in the Microscope Lab and Histology Lab activity

By participating in the lab activities outlined above and studying the background theory inherent in the core topics, students will have the opportunity to:
- Demonstrate the ability to work independently and as part of a team
- Use the scientific method - write a formal lab report, cite references appropriately
- Demonstrate familiarity with common lab equipment. Conduct lab procedures safely and ethically.
- Collect, record and analyze data effectively - Communicate results and conclusions
- Demonstrate an awareness of ethical issues relevant to life sciences

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

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

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes/Tests</td>
<td>40</td>
<td>2 tests at 20% each</td>
</tr>
<tr>
<td>Lab Work</td>
<td>30</td>
<td>approximately 30% for various lab related activities including at least one formal lab write-up</td>
</tr>
<tr>
<td>Assignments</td>
<td>10</td>
<td>approximately 10% for various assignments, which may include genetics and/or nutrition</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
<td></td>
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Total 100

### Learning Environment/Type

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

Basic Chemistry
Biochemistry - Carbohydrates, Proteins, Lipids, Nucleic Acids
Microscopy
Cell Biology
Histology
Nutrition
Enzymes
Bioenergetics - Cellular Respiration/Photosynthesis
Cell Division - Meiosis/Mitosis
Genetics
DNA/RNA Protein Synthesis
Biotechnology
Immunity and Disease

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee: 

Approved by Education Council:
# Course Outline

**Course Name:** Principles of Biology - Part 2

**Course Number:** BIOL 1093  
**Number of Credits:** 3.0  
**Effective Date:** January 2018

## Description:
This course includes human anatomy and physiology, with emphasis on application to our own bodies. Students become subjects of laboratory sessions will cover: the senses, cardiovascular systems, and kidneys. Other topics explored include reproduction, brain and mind, medical aspects of organ physiology, digestion, muscles and bones, and human development.

Both Biology 1083 and Biology 1093 are required for covering the biology topics contained in high school courses up to and including the Grade 12 level.

Biology 1083 and Biology 1093 can be taken at the same time or in any order.

## Prerequisites (if applicable):
- Biology 11 or equivalent
- Chemistry 11 or equivalent is recommended
- English 10 or equivalent (English 11 is strongly recommended)
- Math 10 (VCC MATH 0750/0751, Foundations of Math & Precalculus 10, or equivalent)

## Co-requisites (if applicable):
Instructional Strategies:
Class-based - lecture and small group workshops

Course Learning Outcomes:
Biology Learners will:
• Apply findings from all labs to broader concept of homeostasis
• Develop understanding of the anatomy and physiology involved with maintenance of heart rate, breath rate and blood pressure in the Exercise Lab
• Study the anatomy of a heart and brain through dissection
• Study the overall anatomy of organ systems in the Pig Lab
• Participate in a take home lab that involves basic urine analysis in the Kidney lab
• Identify blood cells

By participating in the lab activities outlined above and studying the background theory inherent in the core topics, students will have the opportunity to:
• Work independently and as part of a team
• Use the scientific method - write a formal lab report, cite references using appropriate format
• Demonstrate familiarity with common lab equipment. Conduct lab procedures safely and ethically.
• Collect, record and analyze data effectively - Communicate results and conclusions
• Demonstrate an awareness of ethical issues relevant to life sciences

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

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
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</thead>
<tbody>
<tr>
<td>Quizzes/Tests</td>
<td>40</td>
<td>2 tests at 20% each</td>
</tr>
<tr>
<td>Lab Work</td>
<td>30</td>
<td>approximately 30% for various lab related activities, including at least one formal lab write-up</td>
</tr>
<tr>
<td>Assignments</td>
<td>10</td>
<td>approximately 10% for various assignments</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
<td></td>
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Total 100

Learning Environment/Type

<table>
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<tr>
<th>Instruction Type</th>
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<th>Comments</th>
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</thead>
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<tr>
<td>L - Classroom</td>
<td>60</td>
<td>classroom and lab</td>
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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.
Course Topics:

- Nervous System
- The Human Brain
- Senses
- Locomotion (skeleton/muscle physiology)
- Endocrine System
- Circulatory System (heart, blood)
- Respiratory System
- Homeostasis
- Excretion
- Digestion
- Reproduction

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FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | Approved by Education Council: |
**Course Name:** Introductory Chemistry - Part 1

**Course Number:** CHEM 1061  
**Number of Credits:** 3.0  
**Effective Date:** January 2018

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

Both Chemistry 1061 and Chemistry 1071 are required for covering the chemistry topics contained in high school courses up to and including the Grade 11 level. It is recommended that Chemistry 1061 be taken before or at the same time as Chemistry 1071.

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

- English 10 or equivalent
- Precalculus 11 (successfully completed within the last 3 years, a minimum score of 72% on the Intermediate Algebra Math Assessment, or equivalent). If the math prerequisite is not met, MATH 0861 or MATH 1061 must be taken at the same time as CHEM 1061.

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

**PLAR (Prior Learning Assessment & Recognition)**  
☐ No  ☐ Yes (details below):
**Instructional Strategies:**
Class-based: Chemistry 1061 uses a lecture-based model. A significant amount of class time will be spent on hands-on activities, concept-development worksheets and problem-solving. A minimum of four labs will be conducted and will relate to the core topics.

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

- Demonstrate the concepts of precision and accuracy by utilizing significant figures
- Perform conversions with the SI system and using scientific notation
- Differentiate between the phases of matter and identify chemical or physical properties of substances
- Describe Dalton’s Atomic Theory and the Law of Constant Composition
- Perform calculations including molar and formula mass, mole to mass conversions, and percent composition by mass of compounds
- Analyze the historical development of atomic theory
- Write names for compounds given the formulae and write formulae for compounds given the names for covalent compounds, ionic compounds, compounds containing polyatomic ions or transition metals, and acids
- Balance equations and perform stoichiometric calculations including mass-to-mass, limiting reagent, and percent yield
- Classify and predict single and double replacement reactions, combustion reactions, acid-base neutralizations, synthesis, decomposition, exothermic and endothermic reactions
- Perform experiments safely, collect and record data effectively, analyze and interpret data, and write formal reports

**Program Learning Outcomes:**
N/A
## 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>Assignments</td>
<td>5</td>
<td>(provide a brief explanation for each component especially if value exceeds 35%):</td>
</tr>
<tr>
<td>Lab Work</td>
<td>20</td>
<td>includes formal and informal lab reports</td>
</tr>
<tr>
<td>Exam</td>
<td>65</td>
<td>four tests at 15% to 20% each</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>10</td>
<td>5 quizzes for a total of 10%</td>
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</table>

**Total 100**

## Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
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</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>60</td>
<td>classroom and lab</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:

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

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee:  
Approved by Education Council:
Course Name: Introductory Chemistry - Part 2
Course Number: CHEM 1071  Number of Credits: 3.0  Effective Date: January 2018

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

Both Chemistry 1061 and Chemistry 1071 are required for covering the chemistry topics contained in high school courses up to and including the Grade 11 level. It is recommended that Chemistry 1061 be taken before or at the same time as Chemistry 1071.

Course Pre-requisites (if applicable):
• English 10 or equivalent
• Precalculus 11 (successfully completed within the last 3 years, a minimum score of 72% on the Intermediate Algebra Math Assessment, or equivalent). If the math prerequisite is not met, MATH 0861 or MATH 1061 must be taken at the same time as CHEM 1071.

PLAR (Prior Learning Assessment & Recognition)
☑  No  ☐ Yes (details below):
Instructional Strategies:
Chemistry 1071 uses a lecture-based model. A significant amount of class time will be spent on hands-on activities, concept-development worksheets and problem-solving. Four labs will be conducted and will relate to the core topics.

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

• Analyze the historical development of atomic theory and describe the Bohr and Wave Mechanical model of the atom
• Use the periodic table to predict electron arrangement of chemical families and relate this to trends in ion charge, reactivity, ionization energy, electronegativity, atomic radii, and ionic radii
• Construct the formulas of covalent and ionic compounds using electronegativity and predict bond types
• Draw Lewis structures, predict molecular shapes, and determine polarity
• Predict solubility and conductivity of polar and non-polar compounds
• Define Arrhenius acids and bases and relate the pH scale to acids and bases
• Perform calculations involving dilutions and titrations
• Differentiate the various types of bonding between carbon atoms
• Write names and draw structures of hydrocarbons and categorize organic compounds based on their functional groups
• Perform experiments safely, collect and record data effectively, analyze and interpret data, and write formal reports

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

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

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<td>Quizzes/Tests</td>
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Total: 100%

## Learning Environment/Type

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<tbody>
<tr>
<td>L - Classroom</td>
<td>60</td>
<td>classroom and lab</td>
</tr>
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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.
Scientific Method and Measurements  
Safety Measures in a Laboratory Environment  
Early Atomic Theory and Structure  
Modern Atomic Theory  
Chemical Bonds  
Organic Chemistry  
Water and Liquids  
Solutions  
Acids-Bases-Salts  
Equilibrium  
Additional Organic Chemistry (optional)  
Nuclear Chemistry (optional)  
Environmental Ethics (optional)

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**FOR COMMITTEE USE ONLY**

| Approved by Curriculum Committee: | Approved by Education Council: |
**Course Name:** Principles of Chemistry - Part 1  

**Course Number:** CHEM 1083  
**Number of Credits:** 3.0  
**Effective Date:** January 2018  

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

Both Chemistry 1083 and Chemistry 1093 are required for covering the chemistry topics contained in high school courses up to and including the Grade 12 level. Chemistry 1083 and Chemistry 1093 may be taken at the same time or in any order.  

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<tbody>
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<td>New Course</td>
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**Course Pre-requisites (if applicable):**  
- Chemistry 11 or equivalent  
- English 10 or equivalent (English 11 is strongly recommended)  
- Precalculus 11 (successfully completed within the last 3 years, a minimum score of 72% on the Intermediate Algebra Math Assessment, or equivalent). If the Math prerequisite is not met, MATH 0861 or MATH 1061 must be taken at the same time as CHEM 1083.  

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

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

Class-based: Chemistry 1083 uses a lecture based model. A significant amount of class time will be spent on hands-on activities, concept-development worksheets and problem solving. A minimum of four labs will be conducted and will relate to the core topics.

### Course Learning Outcomes:

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

- Distinguish between the system and the surroundings and calculate internal energy from heat and work
- Relate thermochemical equations to heat energy transferred in reactions involving a set amount of substance
- Calculate the heat transferred in a calorimetry experiment using heat capacities or specific heats
- Use the appropriate units and conversions for pressure, volume and temperature
- Apply Boyle's, Charles', Guy-Lussac's and the Combined Gas Laws to predict pressure, volume, or temperature
- Describe an ideal gas and make calculations using the Ideal Gas Law
- Describe the collision model of chemical reactions
- Describe activation energy, endo and exothermic reactions using potential and kinetic energy diagrams
- Describe the factors that effect reaction rate including temperature, concentration, surface area, and catalysts
- Perform experiments safely, collect and record data effectively, analyze and interpret data, and write formal reports

### Program Learning Outcomes:

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

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<tr>
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<td>Exam</td>
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### Learning Environment/Type

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### Resource Material(s):

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

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

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee:  Approved by Education Council:
Course Name: Principles of Chemistry - Part 2

Course Number: CHEM 1093  
Number of Credits: 3.0  
Effective Date: January 2018

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

Both Chemistry 1083 and Chemistry 1093 are required for covering the chemistry topics contained in high school courses up to and including the Grade 12 level. Chemistry 1083 and Chemistry 1093 may be taken at the same time or in any order.

Course Pre-requisites (if applicable):
• Chemistry 11 or equivalent
• English 10 or equivalent (English 11 is strongly recommended)
• Precalculus 11 (successfully completed within the last 3 years, a minimum score of 72% on the Intermediate Algebra Math Assessment, or equivalent). If the Math prerequisite is not met, MATH 0861 or MATH 1061 must be taken at the same time as CHEM 1093.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  
☐ No  ☐ Yes (details below):
Instructional Strategies:
Class-based: Chemistry 1093 uses a lecture based model. A significant amount of class time will be spent on hands-on activities, concept-development worksheets and problem solving. A minimum of four labs will be conducted and will relate to the core topics.

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

- Explain the nature of chemical equilibrium using examples
- Apply Le Chatelier's Principle
- Calculate equilibrium constants of homogeneous and heterogeneous systems and equilibrium concentrations from equilibrium constants
- Calculate Ksp and solubility
- Describe Bronsted-Lowry acids and bases including acid-bases pairs and predict the relative strengths of acids
- Calculate [H+], [OH-], pH, and pOH from any one known
- Calculate pH from Ka
- Describe the characteristics of a buffer system
- Assign oxidation states to elements in compounds in order to identify oxidizing and reducing agents and balance redox equations
- Describe the components of electrochemical and electrolytic cells and predict the voltage, Eo, of electrochemical and electrolytic cells
- Describe the applications of oxidation-reduction to everyday and industrial processes
- Perform experiments safely, collect and record data effectively, analyze and interpret data, and write formal reports

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

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<td>Quizzes/Tests</td>
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Total 100

Learning Environment/Type

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<tbody>
<tr>
<td>L - Classroom</td>
<td>60</td>
<td>classroom and lab</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:

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

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To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
Course Name: Intermediate Algebra - Part 1

Course Number: MATH 1061  Number of Credits: 3.0  Effective Date: January 2018

Course Description:
MATH 1061 along with MATH 1071 (Intermediate Algebra - Part 2) are equivalent to Precalculus 11. Students are introduced to a review of basic algebra; solving linear equations and inequalities; graphing equations; functions and applications; system of equations; and trigonometry. Students use a scientific calculator to evaluate complex expressions with emphasis on using special keys to perform a variety of functions.

The use of a graphing calculator or other technology is optional.

Course Pre-requisites (if applicable):
MATH 0751 with a C-, Foundations of Mathematics and Pre-calculus 10 with a C-, Foundations of Mathematics 11 with a C-, or 60% on the VCC Basic Algebra Assessment

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  □ No  □ Yes (details below):
MATH 0861 Challenge Exam with a C-
Instructional Strategies:
Lecture-based model. Class time is also used for group work, activities, concept-development and problem solving.

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

1. Simplify algebraic expressions using rules for order of operations and properties of exponents.
2. Solve and graph first degree/linear equations, simple and compound inequalities.
3. Use linear equations, formulas and linear inequalities to solve applied problems.
4. Solve absolute value equations.
5. Graph and find the equation of a line given graphic data, the slope and y-intercept, the slope and one point, or two points on the line.
6. Determine whether a pair of lines is parallel, perpendicular or neither and find equation of a line parallel or perpendicular to a given line and through a given point.
7. Determine the domain and range of a function.
8. Use a table of values to graph linear functions and non-linear functions such as quadratic, cubic, square root, reciprocal, and absolute value functions
9. Solve systems of linear equations in two variables by graphing, substitution and elimination methods.
10. Use right triangles and law of sines and cosines to solve application problems.

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

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<th>Grading System</th>
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### Components and Weighting of the Assessment/Evaluation Plan:

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Total 100

### Learning Environment/Type

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<tbody>
<tr>
<td>L - Classroom</td>
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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.
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<tr>
<td>2. Solving Linear Equations and Inequalities</td>
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<tr>
<td>3. Graphing, Relations, and Functions</td>
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<tr>
<td>4. Systems of Linear Equations and Inequalities</td>
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<tr>
<td>5. Trigonometry</td>
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**FOR COMMITTEE USE ONLY**

| Approved by Curriculum Committee: | Approved by Education Council: |
Course Name: Intermediate Algebra - Part 2

Course Number: MATH 1071  
Number of Credits: 3.0  
Effective Date: January 2018

Course Description:
MATH 1071 along with MATH 1061 (Intermediate Algebra - Part 1) are equivalent to Precalculus 11. Students are introduced to polynomials and factoring; rational expressions and equations; variation; roots, radical expressions and equations; rational exponents and complex numbers; solving and graphing quadratic equations; and functions. Students use a scientific calculator to evaluate complex expressions with emphasis on using special keys to perform a variety of functions.

The use of a graphing calculator or other technology is optional.

Course Pre-requisites (if applicable):
MATH 1061 with a C-, or MATH 0861 with a C-, or Foundations of Mathematics and Pre-calculus 10 with a C, or Foundations of Mathematics 11 with a C, or 52% on the VCC Intermediate Algebra Assessment

PLAR (Prior Learning Assessment & Recognition)  
☐ No  ☐ Yes (details below):
Instructional Strategies:
Lecture-based model. Class time is also used for group work, activities, concept-development and problem solving.

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

1. Simplify and perform operations of polynomial, rational and radical expressions
2. Factor polynomials using common factors, difference of squares, difference and sum of cubes, perfect square trinomials, trial/error or grouping.
4. Solve rational and radical equations and check for viable solutions.
5. Express variations in the form of equations (direct, inverse, joint, combined) and solve problems involving such variations.
6. Solve quadratic equations by factoring, principle of square roots, completing the square and the quadratic formula.
7. Graph quadratic functions of the form \( f(x) = a(x - h)^2 + k \) and demonstrate translations, reflections and stretching/shrinking resulting from changes in the function equation
8. Find the vertex, line of symmetry, minimum or maximum values, \( x \)- and \( y \)-intercepts, domain and range, given the function \( f(x) = a(x - h)^2 + k \)
9. Rewrite \( f(x) = ax^2 + bx + c \) as \( f(x) = a(x - h)^2 + k \) by completing the square
10. Solve applied problems that can be modeled with rational and radical and quadratic equations.

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

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<th>Grading System</th>
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Total 100

### Learning Environment/Type

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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:

1. Polynomials and Polynomial Functions
2. Rational Expressions
3. Rational Equations and Variation
4. Radical Expressions and Equations
5. Radical Equations and Functions

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee:  
Approved by Education Council:
**Course Name:** Precalculus Algebra - Part 1  
**Course Number:** MATH 1083  
**Number of Credits:** 3.0  
**Effective Date:** January 2018

**Course Description:**  
MATH 1083 along with MATH 1093 (Precalculus Algebra - Part 2) are equivalent to Precalculus 12. Students are introduced to a review of basic algebra concepts; equations and applied problems; complex numbers; relations, functions and transformations; linear and quadratic functions and inequalities; polynomial functions; exponential and logarithmic functions and their graphs.

### School or Centre:  
Arts and Sciences

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

### Course History:  
New Course

### Course Pre-requisites (if applicable):  
MATH 1071 with a C-, or MATH 0871 with a C-, or Precalculus 11 with a C- or equivalent, or Foundations of Mathematics 12 with a C-, or 72% on the VCC Intermediate Algebra Assessment

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

### PLAR (Prior Learning Assessment & Recognition)  
☐ No  ☐ Yes (details below):
**Instructional Strategies:**
Lecture-based model. Class time is also used for group work, activities, concept-development and problem solving.

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

1. Graph transformations of functions and functions defined piecewise.

2. Perform operations and composition of functions and determine their domains.

3. Find a formula for the inverse of a function and graph the inverse.

4. Recognize characteristics of the graphs of polynomial functions including real zeros, y-intercept, relative maxima and minima, domain and range, and solve applied problems.

5. Factor polynomial functions, find the zeros, and solve polynomial and rational inequalities.

6. Graph exponential and logarithmic functions including transformations and analyze the graphs in terms of: x-or y-intercepts, asymptotes, increasing or decreasing, domain and range.

7. Use the product rule, quotient rule and power rule to expand, condense and solve exponential and logarithmic equations.

8. Use exponential and logarithmic equations to model and solve real-life applications including exponential growth and decay.

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**Program Learning Outcomes:**

N/A
### Evaluation/Grading System

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### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
1. Algebra Review
2. Functions, Graphs and Models
3. Polynomial Functions and Equations
4. Rational Functions and Equations
5. Exponential Functions and Equations
6. Logarithmic Functions and Equations
7. Quadratic Functions and Equations

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</table>
Course Name: Precalculus Algebra 12 - Part 2

Course Number: MATH 1093  
Number of Credits: 3.0  
Effective Date: January 2018

Course Description:
MATH 1093 along with MATH 1083 (Precalculus Algebra - Part 1) are equivalent to Precalculus 12. Students are introduced to trigonometric functions and their inverses, graphs of circular functions, trigonometric identities and equations, solving triangles using sine and cosine laws, systems of equations, conic sections, sequences, series and combinatorics.

Course Pre-requisites (if applicable):
MATH 1083 with a C-, or MATH 0983 with a C-, or Foundations of Mathematics 12 with a C.

Course Co-requisites (if applicable):

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

MATH 0993 Challenge Exam with a C-
**Instructional Strategies:**
Lecture-based model. Class time is also used for group work, activities, concept-development and problem solving.

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

1. Graph and identify transformations of the trigonometric functions and determine period, amplitude, and phase shift.
2. Apply the sum or difference formulas and double angle formulas to find exact values and to verify trigonometric identities.
3. Recognize and use inverse trigonometric function notation and solve trigonometric equations.
4. Use trigonometric functions to model and solve real-life problems.
5. Recognize, construct terms of sequences and find the sum of an infinite geometric series, if it exists.
6. Use sequences and series to model and solve real-life problems.
7. Write the standard forms of equations of circles, ellipses, and hyperbola with centre at origin.
8. Use nonlinear systems of equations to solve applied problems.
9. Evaluate permutations and combinations and solve applied problems.
10. Expand a power of a binomial using Pascal’s triangle or factorial notation and find a specific term of a binomial expansion.

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

<table>
<thead>
<tr>
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<th>Specify if 'Other':</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
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<td>D</td>
</tr>
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</table>

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

<table>
<thead>
<tr>
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<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes/Tests</td>
<td>70</td>
<td>Combination of tests, quizzes, assignments and/or midterms</td>
</tr>
<tr>
<td>Final Exam</td>
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Total 100

**Learning Environment/Type**

<table>
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<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.
<table>
<thead>
<tr>
<th>Course Topics:</th>
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</thead>
<tbody>
<tr>
<td>1. Trigonometric Functions</td>
</tr>
<tr>
<td>2. Identities, Inverse Functions and Equations</td>
</tr>
<tr>
<td>3. Sequences and Series</td>
</tr>
<tr>
<td>4. Applications of Trigonometry</td>
</tr>
<tr>
<td>5. Systems of Equations</td>
</tr>
<tr>
<td>6. Conic Sections</td>
</tr>
<tr>
<td>7. Combinatorics</td>
</tr>
</tbody>
</table>

**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/](http://www.vcc.ca/about/governance--policies/policies/)

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

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**FOR COMMITTEE USE ONLY**

<table>
<thead>
<tr>
<th>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
</table>

VCC-CD-20150901
**Course Name:** Introductory Physics - Part 1  

**Course Number:** PHYS 1061  
**Number of Credits:** 3.0  
**Effective Date:** January 2018

**Course Description:**
This course is designed to introduce the student to the basic concepts of physics through lecture and laboratory activities. Motion is introduced and then gradually, mathematical models are developed allowing the student to quantify observations and predictions. The content includes measurement, kinematics, dynamics, momentum and energy, and an introduction to special relativity.

Both Physics 1061 and Physics 1071 are required for covering the physics topics contained in high school courses up to and including the Grade 11 level. Physics 1061 and Physics 1071 can be taken at the same time or in any order.

**Course Pre-requisites (if applicable):**
- English 10 or equivalent
- Precalculus 11 (successfully completed within the last 3 years, a minimum score of 72% on the Intermediate Algebra Math Assessment, or equivalent). If the math prerequisite is not met, MATH 0861 or MATH 1061 must be taken at the same time as PHYS 1061.

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

**PLAR (Prior Learning Assessment & Recognition)**  
- □ No  □ Yes (details below):
Instructional Strategies:
Class-based: Physics 1061 uses a lecture-based model. A significant amount of class time will be spent on hands-on activities, concept-development worksheets and problem-solving.

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

• Demonstrate the concepts of precision involving % error, and accuracy involving % difference, and by utilizing significant figures
• Perform conversions with the SI system and using scientific notation
• Construct and interpret graphs of motion
• Apply right-angle vector addition to quantities such as displacement, velocity, acceleration, forces and momentum
• Solve simple problems involving average speed, uniform acceleration, Newton’s laws, energy, momentum, and special relativity
• Analyze kinematics and dynamics in one and two dimensions
• Perform appropriate data collection and analysis to investigate a physical relationship
• Complete a formal lab report

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

<table>
<thead>
<tr>
<th>Type</th>
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<th>Evaluation Plan</th>
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<tr>
<td>Assignments</td>
<td>15</td>
<td>(provide a brief explanation for each component especially if value exceeds 35%):</td>
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<tr>
<td>Lab Work</td>
<td>20</td>
<td>includes formal and informal lab reports</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>65</td>
<td>three tests at 15% each plus a number of quizzes which add up to 20%</td>
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Total 100

Learning Environment/Type

<table>
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<tr>
<th>Instruction Type</th>
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</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>60</td>
<td>classroom and lab</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:
Scientific Method
Kinematics (linear motion, projectile motion, vectors)
Measurement (laboratories)
Dynamics (Newton's laws, momentum, energy)
Special Relativity

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

FOR COMMITTEE USE ONLY

Approved by Curriculum Committee:  

Approved by Education Council:
# Introductory Physics - Part 2

**Course Number:** PHYS 1071  
**Number of Credits:** 3.0  
**Effective Date:** January 2018

## Course Description:
This course is designed to introduce the student to the basic concepts of physics through lecture and laboratory activities. Mathematical models are developed allowing the student to quantify observations and predictions. The content includes vibrations, waves, sound, light, heat, and electricity.

Both Physics 1061 and Physics 1071 are required for covering the physics topics contained in high school courses up to and including the Grade 11 level. Physics 1061 and Physics 1071 can be taken at the same time or in any order.

## Course Pre-requisites (if applicable):
- English 10 or equivalent
- Precalculus 11 (successfully completed within the last 3 years, a minimum score of 72% on the Intermediate Algebra Math Assessment, or equivalent). If the math prerequisite is not met, MATH 0861 or MATH 1061 must be taken at the same time as PHYS 1071.

## Course Co-requisites (if applicable):

## PLAR (Prior Learning Assessment & Recognition)
- No
- Yes (details below):
Instructional Strategies:
Class-based: Physics 1071 uses a lecture-based model. A significant amount of class time will be spent on hands-on activities, concept-development worksheets and problem-solving.

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

- Solve simple problems involving heat energy, vibrations, waves, Mirror Equation, Lens Equation, Coulomb’s law, the electric field, electric potential, Ohm’s law and DC circuits (series, parallel and combination circuits)
- Describe aspects of modern physics, including, photoelectric effect, de Broglie waves, Heisenberg’s uncertainty principle, nuclear physics including radioactive decay
- Describe wave phenomena related to sound and light including reflection from plane and spherical mirrors, refraction from spherical lenses, diffraction, and interference
- Construct ray diagrams for mirrors and lenses
- Apply the charge model to electrical phenomena
- Distinguish between electric current, resistance and potential
- Perform appropriate data collection and analysis to investigate a physical relationship
- Complete a formal lab report

Program Learning Outcomes:
N/A
Learning Environment/Type

<table>
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<tr>
<th>Instruction Type</th>
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Evaluation/Grading System

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<td>D</td>
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</table>

Resource Material(s):

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

Heat
Measurement (laboratories)
Sound and Light (vibrations, wave phenomena)
Electricity
Nuclear Physics (atomic nucleus, fission, fusion)

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To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
### Course Name:
Principles of Physics - Part 1

### Course Number:
PHYS 1083

### Number of Credits:
3.0

### Effective Date:
January 2018

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**Course Description:**
This course begins with the study of kinematics in one and two dimensions. The equations of motion are utilized, stressing the vector nature of the physical quantities. Vector addition and manipulation are covered using trigonometric component methods. The same vector techniques are then applied to an analysis of dynamics in one and two dimensions, two-dimensional equilibrium, momentum in two dimensions and uniform circular motion. The final topics covered are energy conservation, waves and optics.

Both Physics 1083 and Physics 1093 are required for covering the physics topics contained in high school courses up to and including the Grade 12 level. Physics 1083 and Physics 1093 can be taken at the same time or in any order.

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

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

### Course History:
New Course

### Course Pre-requisites (if applicable):
- Physics 11 or equivalent
- English 10 or equivalent
- Precalculus 11 (successfully completed within the last 3 years, a minimum score of 72% on the Intermediate Algebra Math Assessment, or equivalent). Completion of Precalculus 12 is recommended, if not completed enrollment in MATH 0983 or MATH 1083 is recommended.

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

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### PLAR (Prior Learning Assessment & Recognition)
- Yes (details below):
### Instructional Strategies:
Class-based: Physics 1083 uses a lecture-based model. A significant amount of class time will be spent on hands-on activities, concept-development worksheets and problem-solving. Four labs will be conducted and will relate to the core topics of Kinematics, Dynamics, Waves and Optics.

### Course Learning Outcomes:
Upon successful completion of this course, the student will be able to:

- Resolve, add and subtract vectors (algebraically and graphically)
- Analyze kinematics and dynamics in two dimensions
- Solve problems involving projectile motion, Newton’s laws, static and kinetic friction, Hooke’s Law, equilibrium (translational and rotational), energy conservation, and uniform circular motion, angular quantities, angular momentum conservation.
- Perform appropriate data collection and analysis to investigate a physical relationship
- Complete a formal lab report

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

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Total 60

### Resource Material(s):

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FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | Approved by Education Council: |
Course Name: Principles of Physics - Part 2

Course Number: PHYS 1093  
Number of Credits: 3.0  
Effective Date: January 2018

Course Description:
This course begins with the study of electrostatics. Coulomb’s Law is applied to two-dimensional situations, which involve multiple charges. The vector addition of the forces involved uses the trigonometric component method. Electric field, electric potential and capacitance are examined. Electric current is studied in detail, in both AC and DC forms. The behavior of circuit elements such as capacitors, resistors and inductors is studied leading to an understanding of electrical resonance in AC circuits. Electromagnetism and electromagnetic induction are introduced and used to explain the operation of motors and generators.

Both Physics 1083 and Physics 1093 are required for covering the physics topics contained in high school courses up to and including the Grade 12 level. Physics 1083 and Physics 1093 can be taken at the same time or in any order.

Course Pre-requisites (if applicable):
- Physics 11 or equivalent
- English 10 or equivalent
- Precalculus 11 (successfully completed within the last 3 years, a minimum score of 72% on the Intermediate Algebra Math Assessment, or equivalent). Completion of Precalculus 12 is recommended, if not completed enrollment in MATH 0983 or MATH 1083 is recommended.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  
☒ No ☐ Yes (details below):
Instructional Strategies:
Class-based: Physics 1093 uses a lecture-based model. A significant amount of class time will be spent on hands-on activities, concept-development worksheets and problem-solving. Four labs will be conducted and will relate to the core topics of Electrostatics, Circuits, and Electromagnetism.

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

- Apply the charge model to electrical phenomena
- Solve problems involving Coulomb’s law, the electric field, electric potential, Ohm’s law, capacitors, DC circuits (series, parallel and combination circuits), Kirchhoff’s Laws, generators, transformers, inductors, and AC series RCL circuits
- Analyze electrostatic forces and electric fields in two dimensions, electric potential energy and electric potential
- Explain electromagnetic phenomena
- Analyze magnetic forces and fields in two dimensions, and electromagnetic induction (including Faraday’s law and Lenz’s law)
- Describe devices that operate using electromagnetic induction including D.C. motors, A.C. generators, and transformers
- Perform appropriate data collection and analysis to investigate a physical relationship
- Complete a formal lab report

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

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<td>L - Classroom</td>
<td>60</td>
<td>classroom and lab</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:

Electrostatics (electric force, field, potential and potential energy)
Circuits (resistivity, Ohm's law, series, parallel and combination circuits, Kirchhoff's laws)
Electromagnetism (magnetic phenomena, magnetic forces and fields)
Electromagnetic Induction (Faraday's law, Lenz's law, motors, generators, AC circuits)

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FOR COMMITTEE USE ONLY

Approved by Curriculum Committee: 
Approved by Education Council:
PREPARED FOR: Education Council

ISSUE: D.3.6 Admissions policy and procedures

BACKGROUND:
After reviewing this policy the Registrar’s office determined that it needed to be revised to ensure a focus on accessibility and multiple pathways are available for VCC applicants.

DISCUSSION:
There was some community feedback and resultant discussion about underage applicants, equivalency, and admissions for aboriginal students and students with disabilities. The majority of discussion during policy committee focused on clear language around underage domestic and underage international applicants. There was also some minor wording changes to the equivalency definition. Language around special admissions cases was also reinserted under the admissions review section.

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

Prepared by:
Mike Tunnah
Chair, Education Policy Committee
POLICY

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

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

STATEMENT OF POLICY PRINCIPLES
1. VCC provides equality of access to the College and its programs/courses regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, criminal record, marital status, family status or disability except where the College’s operations are governed by legislation.
2. VCC is committed to an admissions process that is fair, transparent, accessible, and timely.
3. The Registrar’s Office is responsible for establishing, in consultation with Schools and Departments, institutional and program application periods.
4. The College will establish program/course admission requirements that seek to optimize student access and success; requirements can be academic and non-academic in nature.
5. Admission requirements and course pre-requisites should be reliable predictors of student success.
6. Admission requirements are approved by Education Council and the Board of Governors as per Section 23.1 of the College and Institute Act. Admission requirements for programs are listed in the Program Content Guide (PCG). Pre-requisites for courses that are not part of a program are listed in the Course Outlines.
7. Canadian citizens, permanent residents, and others determined eligible by Immigration, Refugees and Citizenship Canada to study in Canada are eligible to apply for admission.
8. The Provincial Government sets the overall institutional enrolment targets for Canadian citizens and permanent residents. Enrolment capacity above Ministry targets may be filled with international students.
9. The College admits students on a first-qualified, first-admitted basis whereby students must satisfy all admissions criteria to establish eligibility and are then offered places by date of eligibility. Exceptions are:
   a. programs/courses that use selective admissions processes to rank order qualified applicants; and
   b. returning students who apply to be readmitted (insert students) into a program at an advanced level.
10. To ensure that the College is not rejecting well qualified students because they have a non-traditional educational background, the College may use flexible admissions processes.
11. The College has related policies that may affect enrolment decisions for student applicants who are Aboriginal, International and/or have a disability.
12. Applicants are responsible for providing all required documents for their programs/courses as outlined on the College’s website.
13. The College will provide a review mechanism for applicants who are not satisfied with an admissions decision.

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

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

Policies:
A.3.1 Prevention of Harassment, Discrimination and Bullying
C.1.1 Course/Program Grading Policy
C.1.3 Granting of Credentials Policy
C.2.1 International students on Study Permits
C.2.2 Eligibility for Domestic Fees
D.3.5 Prior Learning Assessment and Recognition Policy
D.3.6.1 Flexible Admissions Policy
D.3.8 Criminal Record Check Policy
D.3.10 Aboriginal Education Enrolment Policy
D.4.1 Students with Disabilities Policy
D.4.2 Student Grievance

RELATED PROCEDURES
Refer to Policy D.3.6 Admissions Procedures
PROCEDURES

Policy No. D.3.6
Title ADMISSIONS
Approving Jurisdiction Education Council, Board of Governors
Policy Sponsor Vice President Academic, Students & Research
Last Revised/Replaces April 2015
Effective Date
Signed by

March 17, 2017

DEFINITIONS

Admission Requirements: A list of courses, certifications or skills that students must present to be admissible to a program. These requirements are set to ensure that admitted students have the necessary knowledge and background to be reasonably assured of program success.

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

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

English Language Proficiency: An applicant must demonstrate their ability to function in an instructional environment where the language of instruction is English, as dictated by the program or course. This is to ensure that the applicant has the ability to understand and communicate in English so that they are reasonably assured of having the capacity to be successful in their studies. This is demonstrated through completion of previous education in English, an upgrading course or an assessment test.

Equivalent: An alternate course or program of study that is similar to an admission requirement (eg. English 12) which can be presented instead of stated course requirements.

Flexible Admissions: Alternative admissions processes that are based on identifying, assessing and recognizing skills, knowledge, or competencies that have been acquired through previous education, work experience, non-credentialed training, independent study, volunteer activities, and hobbies. To ensure consistency and fairness, standardized evaluation practices will be used to assess an applicant’s qualifications. Refer to the Flexible Admissions Policy (D.3.6.1).

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

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

**Pre-requisite:** A pre-requisite is tied to a specific course. It means that a student must have taken the course noted to ensure that they have the level of understanding and competency in order to complete the class which they are registering in.

**Prior Learning Assessment and Recognition (PLAR):** Assessment by valid and reliable means and by a qualified specialist, of what an individual has learned outside of courses and programs. Assessment will normally result in credit (assigned or unassigned) being granted to satisfy the graduation requirements of a program offered by the College. Refer to the PLAR Policy (D.3.5).

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

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

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

**Selective Admissions:** The right of the College to admit students to a program or course based on a departmental assessment, in addition to the minimum entrance requirements; or to a program where additional admission requirements over and above the College’s general admission requirements have been approved by the Education Council and the Board of Governors. Admission to a program is determined through a review of applications by the Department based on established criteria. Registration for selective admission programs can either be through open registration or limited enrolment (meaning there are a limited number of spaces or seats available in a program or course).

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

**Transfer Credit:** 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. Refer to the Transfer Credit Policy (D.3.11).
Underage Applicants: For the purposes of this policy, underage domestic applicant refers to anyone under 16 years of age, and underage international applicant refers to anyone under 17 years of age.

PROCEDURES

GENERAL COLLEGE ADMISSION REQUIREMENTS

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

2. Underage applicants may be granted special admission on an individual basis, subject to the following:
   For domestic applicants:
   a. a written consent from a parent or guardian, and
   b. letters of support from individuals who are familiar with the applicant’s circumstances (such as a school principal or health care provider).
   For international applicants:
   a. proof of high school graduation, and
   b. adherence to the guidelines established by Immigration, Refugees and Citizenship Canada.

3. At the time of enrolment, students must be at least 16 years of age.

PROGRAM/COURSE ADMISSION REQUIREMENTS

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

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

APPLYING FOR ADMISSIONS AT VCC

6. Applicants are required to submit all required documents as outlined on the College website, to the Registrar’s Office or VCC International including, but not limited to official transcripts, original assessment results, proof of citizenship, or other non-academic requirements. The submitting of fraudulent application related documents...
will result in a minimum penalty of a one year restriction from applying to or acceptance into any VCC program and courses.

7. Applicants will pay an application fee, where required.

8. In programs where demand exceeds capacity applicants may be waitlisted in order of their qualifying date, except for Indigenous applicants. Refer to Aboriginal Education Enrolment Policy (D.3.10).

9. Applicants will be officially notified of admission decisions by the Registrar’s Office, International Education or Continuing Studies Office.

10. Applicants will be notified of conditional acceptance and of any submission deadlines by the Registrar’s Office, International Education or Continuing Studies Office.

TRANSFER CREDIT

11. Students must apply for transfer credit and submit official transcripts, applicable course outlines and any other supporting documents to the Registrar’s Office or Continuing Studies. For further information refer to D.3.11 Transfer Credit Policy (D.3.11).

PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

12. Students seeking PLAR must apply and submit all supporting documentation to the Registrar’s Office or Continuing Studies Office and pay the applicable fee. For further information refer to PLAR Policy (D.3.5).

INSERT APPLICANT

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

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

ADMISSIONS REVIEW

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

16. The Registrar’s Office will determine if the supporting documentation meets the admission/selection requirements in consultation with the relevant department as required.

17. The Registrar’s Office will notify the applicant in writing of the results of the Admissions Review within 15 business days after the form and supporting documentation have been submitted.

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

RELATED POLICY
Refer to D.3.6 Admissions Policy.
DECISION NOTE

August 31, 2017

PREPARED FOR: Education Council
ISSUE: D.3.6.1 Flexible Admissions

BACKGROUND:
Some VCC applicants possess non educational and non-traditional backgrounds that require VCC to have a Flexible Admissions policy. This revised policy better identifies those non-traditional pathways and provides clear steps on how these applicants can successfully navigate the admissions process.

DISCUSSION:
No community feedback was received for this policy. There was some brief discussion about Open Studies courses. A minor language change was made to clarify that VCC decides which courses can be considered for Open Studies.

MOTION:
MOVE THAT Education Council recommends the Board of Governors approve D.3.6.1 Flexible Admissions Policy and Procedures.

Prepared by:
Mike Tunnah
Chair, Education Policy Committee
POLICY

CONTEXT AND PURPOSE
The purpose of this policy is to establish multiple pathways for students to be admitted to Vancouver Community College beyond traditional admission requirements. This includes students with non-traditional educational backgrounds as well as pathways that will assist students with becoming admissible to other programs.

SCOPE AND LIMITS
This policy applies to all programs unless otherwise noted. Determination will be made at the program level and is based on whether there is enough information available to ensure that the applicant stands a reasonable chance of being successful in their program of choice. The means of evaluation is to establish student suitability and ensure that students have the necessary skills, capabilities and knowledge base in order to be successful in their program of choice. Please see D.3.6 Admissions Policy for overall admissions criteria to enter the College.

STATEMENT OF POLICY PRINCIPLES
1. VCC is committed to an admissions process that is fair, transparent, accessible, and timely.
2. The College will establish program admission requirements that seek to optimize student access and success; requirements can be academic and non-academic in nature.
3. Admission requirements are approved by Education Council and the Board of Governors as per Section 23.1 of the College and Institute Act. Admission requirements for programs are listed in the Program Content Guide (PCG).
4. To ensure that the College is not rejecting well qualified students because they have a non-traditional educational background, the College has flexible admissions processes. To ensure consistency and fairness, standardized evaluation processes will be employed to assess applicants’ qualifications.
5. The College has related policies that may affect enrolment decisions for student applicants who are Indigenous, International and/or have a disability.
6. Applicants are responsible for providing all required documents for their programs/courses as outlined on the College website.
7. All formal offers of admission will be issued from the Registrar’s Office, International Education or Continuing Studies Office.

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

RELATED POLICIES & LEGISLATION

Policies:
A.3.1 Prevention of Harassment, Discrimination and Bullying
C.1.3 Granting of Credentials Policy
C.2.1 International Students on Study Permits
C.2.2 Eligibility for Domestic Fees
D.3.8 Criminal Record Check Policy
D.3.5 Prior Learning Assessment and Recognition Policy
D.3.6 Admissions Policy
D.3.6.1 Flexible Admissions Policy
D.3.10 Aboriginal Education Enrolment Policy
D.3.11 Transfer Credit Policy
D.4.1 Students with Disabilities Policy
D.4.2 Student Grievance

RELATED PROCEDURES
Refer to Policy D.3.10 Aboriginal Education Enrolment Procedures
DEFINITIONS

Admission Requirements: A list of courses, certifications or skills that students must present to be admissible to a program. These requirements are set to ensure that admitted students have the necessary knowledge and background to be reasonably assured of program success.

English Language Proficiency: An applicant must demonstrate their ability to function in an instructional environment where the language of instruction is English, as dictated by the program or course. This is to ensure that the applicant has the ability to understand and communicate in English so that they are reasonably assured of having the capacity to be successful in their studies. This is demonstrated through completion of previous education in English, an upgrading course or an assessment test.

Equivalent: An alternate course or program of study that is similar to an admission requirement (eg. English 12) which can be presented instead of stated course requirements.

Flexible Admissions: Alternative admissions processes that are based on identifying, assessing and recognizing skills, knowledge, or competencies that have been acquired through previous education, work experience, non-credentialed training, independent study, volunteer activities, and hobbies. To ensure consistency and fairness, standardized evaluation practices will be used to assess an applicant’s qualifications.

Pre-requisite: A required course that a student must have taken the course noted to ensure that they have the level of understanding and competency in order to successfully complete the course which they are registering in.

Program Content Guide (PCG): The official document that contains the general description of a program of study, including program name, program purpose, a statement of program learning outcomes, admission requirements, grading system, information on the evaluation of student learning, and the credential received upon completion of the program.
Registration Area: The following areas of the College are responsible for registering students into specific programs: • Registrars’ Office (RO) • Continuing Studies (CS) • International Education (IE) • School of Instructor Education (SIE)

Selective Admissions: The right of the College to admit students to a program or course based on a departmental assessment, in addition to the minimum entrance requirements; or to a program where additional admission requirements over and above the College’s general admission requirements have been approved by the Education Council and the Board of Governors. Admission to a program is determined through a review of applications by the Department based on established criteria. Registration for selective admission programs can either be through open registration or limited enrolment (meaning there are a limited number of spaces or seats available in a program or course).

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

PROCEDURES

As with regular admission to College programs, flexible admission is focused on ensuring that potential students have the necessary background to be reasonably assured of success at the post secondary level. Each of the pathways of flexible admission will have their own specific criteria. There may be some limitations associated with admission but these will be detailed below.

FLEXIBLE ADMISSIONS PATHWAYS AT VCC

1) Mature Student Admission is designed for applicants who have not graduated from high school. This pathway is designed to admit students who are reasonably assured of having the necessary skills and capabilities to be successful in their program of choice. Mature Student applicants must meet the following criteria:
   a) Applicants must be at least 19 years of age on the first day of their classes at VCC.
   b) Applicants must be able to demonstrate English Language Proficiency.
   c) Applicants must present English 12 with a grade of C, or equivalent.
   d) Additional information may be requested from the applicant (eg. resume, assessment test results, etc.) dependent on their program of choice to better determine admissibility.

2) Open Studies Admission is designed to admit applicants to the College for the purposes of taking individual courses which are not part of selective enrolment programs (Eg. University Transfer classes.). The student will not be admitted to an actual program but will be able to take individual classes for credit. These credits could be applied if the applicant was admitted to a specific program here at VCC or are potentially transferable. To be admitted as an Open Studies student, applicants must meet the following criteria:
   a) Submit an application and be able to demonstrate English proficiency;
   b) Students will then be able to register for any course where they can demonstrate they meet the pre-requisites and which is available to Open Studies students, provided space is available in the class;
c) Students will be required to provide necessary documentation to show they have the required pre-requisites.

3) Open Studies Admissions does have some specific restrictions that students should be aware of. VCC reserves the right to designate which courses qualify for Open Studies. Open Studies applicants will:
   a) Register after program students to ensure that program students are provided with opportunity to register in courses they require to complete their program of study.
   b) Be restricted to completing a maximum of 30 credits at VCC under the Open Studies umbrella. If students wish to continue, they would then need to apply towards a specific program at the College.

4) Individual Flexible Admissions is designed to admit applicants to the College who may have a non-traditional education background. A standing committee will determine whether the applicant possesses appropriate background and knowledge to be successful in their program of choice. To be admitted as an Individual Flexible Admissions student, applicants must submit the following:
   a) An application along with a written request for Individual Flexible Admission and be able to demonstrate English proficiency;
   b) Applicants will submit all appropriate documentation in support of their application to demonstrate mastery of required skills. This may include but not limited to official transcripts, original assessment results and other supporting documentation.

5) Transfer Student Admission is designed to provide an admissions path for applicants who may or may not present all high school based admission requirements but have gone on to successfully complete some post-secondary education (eg. Open Studies). To be considered for program admission utilizing this pathway, applicants would have to present the following:
   a) Applicants will have to have successfully completed a minimum of 15 credits of transferable post secondary course work with a GPA of 2.0 on these courses.
   b) Of this completed course work, students must present successful complete courses in areas where they may lack high school entry requirements (Eg. English 12 could be replaced with ENGL 1101 or BIOL 12 could be replaced with BIOL 1100) with appropriate grades.

6) Visiting Student Admission is designed to allow students from another recognized post secondary institution to come take specific classes at VCC for credit but that will be transferred back to their home institution for credit towards their program there. In order to be considered as a Visiting Student, applicants must present the following:
   a) A completed application noting they wish to attend as a Visiting Student;
   b) A Letter of Permission from their home institution which stipulates the course(s) the student is to take at VCC which will be recognized by their home institution.

RELATED POLICY
Refer to D.3.6.1 Flexible Admissions Policy.
August 31, 2017

PREPARED FOR: Education Council
ISSUE: F.1.01 Ethical Conduct for Research Involving Humans policy and procedures

BACKGROUND:
Applied research is a growing area of interest for the college and as such it was important to revise our Applied Research policies to ensure they were up to date and in alignment with changes recently made to the Tri-Council Policy Statement. The Tri-Council Policy Statement is a joint policy of Canada’s three federal research agencies.

DISCUSSION:
There was no community feedback received and no further changes made to this policy

MOTION:
MOVE THAT Education Council recommends the Board of Governors approve F.1.01 Ethical Conduct for Research Involving Humans Policy and Procedures.

Prepared by:
Mike Tunnah
Chair, Education Policy Committee
POLICY

Policy No. F.1.01
Title Ethical Conduct for Research Involving Humans
Approving Jurisdiction Board of Governors
Policy Sponsor Vice-President Academic, Students & Research
Last Revised/Replaces April 5, 2013 / April 26, 2007
Effective Date
Signed by

CONTEXT AND PURPOSE

This policy establishes the principles and procedures that will guide the College in ensuring the ethical conduct of research involving humans carried out under the auspices of the College.

Vancouver Community College recognizes the importance of research to the educational process.

The College is committed to ensuring the highest level of ethical standards in research involving humans and to seeing that participants’ safety, welfare, dignity, and rights are protected.

This Policy and related Procedures establish principles and procedures to guide and ensure the ethical conduct of research involving humans carried out within the jurisdiction of Vancouver Community College or under its auspices. This policy and procedures is implemented to be in compliance with TCPS 2- Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans (2014):

The College’s Research Ethics Board (REB) evaluates and monitors the quality and ethical standards of college research involving humans. The REB has the authority to terminate research activity that has not been approved through the College’s Ethics Review process.

SCOPE AND LIMITS

This policy applies to any research activities conducted within the jurisdiction of Vancouver Community College or under its auspices that include human participants:

a. Inclusion of College employees and/or students either as researchers or participants.

b. Affiliation between the College and other institutions and/or members of the public.

c. Non-College individuals or organizations using the College name or its resources and/or conducting research on College students and/or employees.
This policy does not apply to the normal administration, evaluation, or improvement of an operation, program, service, or activity within the College. Such activities include, but are not limited to, quality assurance studies, performance reviews, or testing within normal educational requirements.

**STATEMENT OF POLICY PRINCIPLES**

1. The College ensures oversight of its research activities involving humans by establishing an appropriate structure within the College.

2. In carrying out its responsibilities, the College is at all times guided by the Tri-Council Policy Statement or future standards as may come to stand in its place. In particular the College will adopt as the College’s research ethics principles the core principles contained and defined within the *Tri-Council Policy Statement*. As such, the guidelines in this policy are based on the following three core principles:
   - Respect for Persons
   - Concern for Welfare
   - Justice

3. The College will recognize the independence and authority delegated to the REB and may not override, without a formal appeal process, negative REB decisions reached on the grounds of ethics.
4. The College will establish a Research Appeal Board, to hear appeals of REB decisions according to the *TCPS: Ethical Conduct for Research Involving Humans* guidelines.

**DEFINITIONS**

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

**RELATED POLICIES & LEGISLATION**

**FEDERAL GOVERNMENT**

**POLICIES**
A.3.1 Prevention of Harassment, Discrimination, and Bullying Policy
A.3.3 Freedom of Information & Protection of Privacy (FOIPPA) Policy
A.3.6 Standards of Employee Conduct and Conflict of Interest Policy
D.4.3 Student Code of Conduct Policy (Non-Educational matters)
D.4.5 Student Educational Conduct Policy
F.1.02 Ethics and Integrity in Research and Scholarly Activity Policy
F.1.03 Conflict of Interest Related to Research Policy
RELATED PROCEDURES

Refer to Ethical Conduct for Research Involving Humans Procedures, F.1.01

ACKNOWLEDGEMENTS

This policy is based upon the Research Ethics for Human Participants Policies of British Columbia Institute of Technology, Douglas College, Langara College, Camosun College, and George Brown College.
DEFINITIONS

Ethics Review: Ethics Review means the processes and guidelines by which research proposals are evaluated to determine if they meet the quality and ethical principles and standards for research involving humans. The College will follow the *Tri-Council Policy Statement (TCPS 2); Ethical Conduct for Research Involving Humans*.

Minimal Risk: Minimal Risk means risk that is considered to be within the range normally encountered by, and acceptable to, the participant in everyday life.

Principal Researcher/Principal Investigator: Principal Researcher and Principal Investigator are considered by the College to mean the same thing and will be used interchangeably through these policy and procedures documents; Principal Researcher/Investigator refers to the person primarily responsible and accountable for a particular research project, “and is typically an employee (faculty, staff and/or administrator) at VCC.”

Research: Research refers to an undertaking intended to extend knowledge through a disciplined inquiry or systematic investigation.

Risk: Risk refers to the likelihood that something harmful might occur and to the potential magnitude of the harm.

Sponsor: Sponsor refers to a VCC dean/director who assumes responsibility for research implemented by an individual or organization outside of VCC during the period of the research project.

* federal guidelines developed by Canadian Institutes of Health Research, Natural Sciences and Engineering Research Council of Canada, and Social Sciences and Humanities Research Council of Canada; *Tri-Council Policy Statement 2: Ethical Conduct for Research Involving Humans (2014)*

PROCEDURES

Section 1: Ethics Review

A. Research Requiring Ethical Review

1. Unless specifically excluded under Item A.2 below, any research conducted by an individual under the auspices of Vancouver Community College (VCC) involving (a) living human participants or (b) research on human biological materials \(^1\) or materials related to human reproduction \(^2\) derived from living or deceased individuals is subject to mandatory ethics review and approval prior to the commencement of the research.

2. Exceptions
   I. Research that relies on publicly available information when: (a) the information is legally accessible to the public and appropriately protected by law; or (b) the information is publicly accessible and there is no reasonable expectation of privacy.
   II. Research that exclusively uses data obtained from pre-existing or archival databases that are in the public domain with no identifying information being used.
   III. Research involving observation of people in public places where: (a) there is no intervention staged by the researcher or direct interaction with the individuals or groups; (b) individuals or groups targeted for observation have no reasonable expectation of privacy; and (c) any dissemination of research results does not allow identification of specific individuals.
   IV. Research that exclusively uses anonymous secondary use information or anonymous human biological materials, so long as any data linkage, recording, or dissemination of results does not generate identifiable information.
   V. Quality assurance and quality improvement studies, program evaluation activities and performance reviews, or testing within the normal educational requirements when used exclusively for assessment, management or improvement purposes.
   VI. Creative practices through which art is made or interpreted, provided these processes are not used to obtain responses from participants that will be analyzed to answer a research question.
   VII. Any research not affiliated with or supported by the College (i.e., conducted by College employees or students on their own time, outside their College role, not using College employees, students, or resources).

If a researcher is uncertain whether contemplated research does or does not require approval under this policy, then the researcher shall consult the Chair of the VCC-REB.

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\(^1\) “tissues, organs, plasma, serum, DNA, RNA, proteins, cells, skin, hair, nail clippings, urine, saliva and other bodily fluids” (TCPS 2, Article 2.1)

\(^2\) “embryos, fetuses, fetal tissues and human reproductive materials” (TCPS 2, Article 2.1)
B. Review Procedure

1. Proportionate Approach to Ethics Assessment
   The REB applies a proportionate approach to ethics review based on the general principle that the more potentially invasive or harmful the proposed research, the greater the care necessary in its review. Potential harm is usually understood in relation to risks, which are defined in terms of the magnitude of harm and the probability of its occurrence.

   Proposals are reviewed and may be approved through one of the means listed below. Regardless of the review strategy, the REB remains responsible for the ethics review of all research involving human participants that is carried out at the College.

2. Full Review
   Where a proposal poses more than minimal risk (as defined by the Tri-Council Guidelines in Articles 2.9 and 6.12), the REB will: (a) assess the harm and/or benefits of the proposed research project, (b) determine if the research design is capable of answering the research questions, and (c) ensure that the research procedures and materials conform to established ethical standards.

3. Delegated Review
   Where a proposal: (a) poses only minimal risk, (b) has been approved elsewhere by a Tri-Council policy-compliant REB, and/or (c) is research conducted by students under the supervision of an instructor as part of an approved course research proposal (course designation) designed to fall under the minimal risk category, the REB will assign two (2) members to review the proposal and its conformity to established research ethics standards and practices.

To undergo REB review, researchers will submit to the REB, in addition to the Request for Ethics Review (Form 1), the following documentation:
   I. The research proposal, in sufficient detail to permit the REB to make an assessment of its ethical acceptability;
   II. Experimental protocol (where appropriate);
   III. Informed consent statement and forms (as necessary: normally, participants must also be given a copy of the informed consent form which they have signed);
   IV. Copies of questionnaires and research instruments (where appropriate);
   V. Evidence of TCPS 2-CORE completion or equivalent research ethics training;
   VI. Such other material or information as the REB may request.

C. Research Ethics Board

1. Mandate
   a. The REB is responsible for reviewing the ethical acceptability of all research conducted within the jurisdiction of VCC or under its auspices that involves human participants: its role is to educate researchers and to review and monitor research proposals and projects. It conducts independent
multidisciplinary review of research proposals to determine if they meet ethical requirements necessary for initiation or annual continuance.

b. The REB serves as a consultative body on research ethics and assists in educating the VCC community about research ethics.

2. **Authority of the Research Ethics Board**
   a. The College mandates the REB to approve, reject, and propose modifications to or termination of any proposed or ongoing research involving human participants that is conducted within or by members of the College, using the considerations set forth in the Policy as a minimum standard.
   b. The REB is an independent standing committee with terms of reference approved by the Board of Governors. The REB’s decision to approve or deny proposals for research is made independently and may not be set aside without formal appeal.

3. **Membership of the Research Ethics Board**
   a. The REB shall consist of at least five (5) members, including both men and women, of whom:
      I. at least two (2) are faculty who possess broad expertise in the methods or in the areas of research that are covered by the REB;
      II. at least one (1) member is knowledgeable in ethics;
      III. for biomedical research, at least one (1) member is knowledgeable in the relevant law; and
      IV. at least one (1) member has no affiliation with the College, recruited from the community served by the institution.
   Each member should be appointed to fulfill the formal requirements of a single category.
   b. The REB may from time to time also call on specialists to advise on particular proposals that require additional expertise for appropriate review.
   c. The REB will elect a Chair each year from among its membership. The position is renewable.

4. **Meetings and Attendance**
   a. The REB will meet regularly and as needed to review requests and carry out REB business. It is preferred for members to attend and participate in face-to-face meetings.
   b. A quorum for committee purposes for a full review is at least four (4) members, excluding the chair. Where possible, the REB will reach decisions by consensus; otherwise a simple majority will prevail. The Chair will not vote, except in the event of a tie.

5. **Record Keeping**
   a. Minutes of all VCC-REB meetings shall be prepared and maintained by the chair or designate. The minutes shall clearly document the Committee's decisions and any dissents and the reasons for them. Minutes are accessible
to authorized representatives of the institution, researchers, and funding agencies.

b. The REB will prepare and maintain adequate documentation of REB activities, including the following:
   I. Copies of all research proposals reviewed, certificates of approval, scientific evaluations, if any, that accompany the proposals, approved sample consent documents, progress reports by researchers and reports of injuries to participants;
   II. Records of continuing review activities;
   III. Copies of all correspondence between the REB and the researchers;
   IV. A list of REB members; and
   V. Written procedures for the REB.

c. The required records will be retained for three (3) years, and records relating to research that is conducted will be retained for at least three (3) years after completion of the research.

6. Decision Making
   a. The REB review shall be based upon fully detailed research proposals or, where applicable, progress reports. The REB will function impartially, provide a fair hearing to those involved, and provide reasoned and appropriately documented opinions and decisions. The REB will accommodate reasonable requests from researchers to participate in discussions about their proposals, but not be present when the REB is making its decision. When the REB is considering a negative decision, it shall provide the researcher with all the reasons for doing so (within five to eight weeks) and give the researcher an opportunity to reply before making a final decision.
   b. Final decisions in the full review that are based on consensus or majority quorum (i.e., at least four [4] members present, plus the chair) will be adopted only if the members attending the meeting possess the relevant competence and knowledge necessary to review the proposals under consideration.
   c. The REB will notify the researchers in writing of its decision to:
      I. Approve the proposed research activity as submitted; or
      II. Require minor modifications of the proposed research activity. The resubmitted proposal will be reviewed by the Chair or delegate of the REB; or
      III. Require significant modifications or additional information or major revisions. The resubmitted proposal will be reviewed by the REB; or
      IV. Disapprove the proposed research activity.
   d. The REB will submit an annual report to Senior Management listing the number of proposals reviewed, approved, and denied.

7. Reconsideration
   a. Researchers have the right to request, and the REB has the obligation to provide, reconsideration of decisions affecting a research project.
b. The REB will be guided by principles of natural and procedural justice in its decision-making. Such principles include providing a reasonable opportunity to be heard; an explanation of the reasons for opinions or decisions, and the opportunity for rebuttal; fair and impartial judgment; and reasoned and written grounds for the decisions.

8. **Appeals**

If a request for a review is unsuccessful in resolving the disagreement, the researcher has the right to a formal appeal of the REB’s decision to the Vice President-Academic, Students, and Research (VP-ASR). Upon application by a researcher for a formal appeal of a REB decision, the VP-ASR shall refer the matter to an appeal committee; the VP-ASR may either refer the matter to an appeal committee at another institution or may establish a special Research Ethics Appeal committee to hear the appeal. In either case, no member of the REB whose decision is being appealed may be a member of the committee that hears the appeal. If the matter is referred to another institution for review, that institution must have a Research Ethics Policy and Board whose operations are compliant with the *Tri-Council Policy Statement*, and VCC must have a prior agreement in place with that institution to refer appeals under this policy. In either case, the decision of the appeal committee shall be final.

9. **Conflicts of Interest**

a. If the REB is reviewing research in which a member of the REB has a personal interest in the research under review (e.g., as a researcher or as an entrepreneur), conflict of interest principles require that the member not be present when the REB is discussing or making its decision.

b. Disclosure of conflicts of interest will comply with the VCC’s Conflict of Interest in Research policy (F.1.03).

10. **Review of Multi-Centered Research**

REB is responsible for the ethical acceptability of research undertaken within VCC’s jurisdiction or under its auspices. In case of any ethical concerns, when local practices or standards in other jurisdiction vary from those of VCC, VCC’s REB will require its researchers to comply with whichever expectations are more rigorous.

**Section 2: Free and Informed Consent**

**A. Requirement for Free and Informed Consent**

1. Research governed by this Policy may begin only if (a) prospective participants, or authorized third parties, have been given the opportunity to give free and informed consent voluntarily (i.e., without manipulation, undue influence, or coercion) about participation, and (b) their free and informed consent has been given and is maintained throughout their participation in the research.

2. Evidence of free and informed consent by the subject or authorized third party should ordinarily be obtained in writing. Where written consent is culturally unacceptable, or where there are good reasons for not recording consent in writing, the procedures used to seek free and informed consent shall be documented.
3. The REB may approve a consent procedure which does not include, or which alters, some or all of the elements of informed consent set forth above, or waive the requirement to obtain informed consent, provided that the REB finds and documents that:
   a. The research involves no more than minimal risk to the participants;
   b. The waiver or alteration is unlikely to have an adverse effect on welfare of the participants;
   c. The research could not practicably be carried out without the waiver or alterations;
   d. In the case of a proposed alteration, the nature and extent of the alteration is clearly defined. Wherever possible and appropriate, a plan to provide debriefing to participants and the opportunity to refuse consent and/or withdraw data and/or biological materials.

B. Special Considerations Regarding Consent
1. In some randomized and/or blind clinical trials, neither the research participants nor the researchers know which treatment the participants are receiving. Random/blind assignment is not regarded as an alteration of consent requirements if the participants are informed of the probability of being randomly assigned.
2. Some social science research requires the use of partial disclosure or deception (e.g., giving participants false information about themselves, events, social conditions, the purpose of the research); for such techniques to be considered an exception to the general requirement of full disclosure for consent, the research must meet all the REB waiver/alteration requirements.
3. In some population and public health research, prior informed consent is not obtainable as communicating with community members through a consent process could affect the group response: in such cases, researchers must explain clearly why the research question cannot be answered without an exception to the requirement of prior consent and, if possible, seek community engagement prior to data collection.
4. An individual medical emergency, where an individual who requires urgent medical care is unable to provide consent for research due to unconsciousness or a loss of decision-making ability, is subject to special exemption from informed consent requirements because certain medical emergency practices can be applied only when such emergencies occur. The REB may allow research that involves medical emergencies to be carried out without participants’ informed consent if all of the following apply:
   a. There is a serious threat to the prospective participant that requires immediate intervention;
   b. The research offers the best or only option for treatment;
   c. The risk of the research treatment is clearly justified by the prospect of the direct benefits to the participant;
   d. The participant is not conscious or otherwise able to make an informed consent decision;
   e. Third-party authorization cannot be secured in sufficient time, despite due diligence; and
   f. No relevant prior directive by the participant is known.
When a previously incapacitated participant regains decision-making ability or third-party authorization is found, consent shall be sought promptly for any continuing or subsequent treatment related to the research.

5. Whether or not consent is required for research involving naturalistic observation depends on the degree of privacy expected by individuals in a given setting, the nature of the research, and the potential to violate sensitive interests. Purely observational research done in public settings where there is no expectation of privacy is exempt from REB review; however, some material that is publicly accessible may still require participants’ consent due to the expectation of privacy attached to certain groups or activities (e.g., religious/cultural ceremonies, online chatroom discussions).

C. Informing Potential Participants

1. General Conditions

Researchers shall provide, to prospective participants or authorized third parties, full and frank disclosure of all information relevant to voluntary, informed, and ongoing consent. Throughout the consent process, the researcher must ensure that prospective participants are given adequate opportunities to discuss and contemplate their participation. The REB may approve research without requiring that the researcher obtain participants’ consent where the REB is satisfied that all of the following apply:

a. Information that the individual is being invited to participate in a research project;

b. A comprehensible statement of the research purpose, the identity of the researcher(s), the expected duration and nature of participation, and a description of research procedures;

c. A comprehensible description of reasonably foreseeable harms and benefits that may arise from research participation, as well as the likely consequences of non-action, particularly in research related to treatment, or where invasive methodologies are involved, or where there is a potential for physical or psychological harm;

d. An assurance that prospective participants are free not to participate, have the right to withdraw at any time without prejudice to pre-existing entitlements, and will be given continuing and meaningful opportunities for deciding whether or not to continue to participate.

D. Decision-Making Capacity

1. Subject to applicable legal and regulatory requirements, individuals who lack the ability, either permanently or temporarily, to decide for themselves whether or not to participate, the REB shall ensure that, as a minimum, the following conditions are met:

a. The researcher involves the participants in the decision-making process to the greatest extent possible;

b. The researcher seeks and maintains consent from authorized third parties who have the participants’ best interests in mind;

c. The authorized third party may not be the researcher or any other member of the research team;
d. The researcher demonstrates that the research is being done for the participants’ direct benefit or the benefit of others in the same category; in the latter situation, the researcher shall demonstrate the research will pose only minimal risk and burden to the participant;

e. When participation in a research project occurred through third-party authorization, and a participant regains decision-making ability during the course of the project, the participant’s informed consent shall be sought as a condition of continuing participation.
August 31, 2017

PREPARED FOR: Education Council
ISSUE: F.1.02 Ethics and Integrity in Research and Scholarly Activity policy and procedures

BACKGROUND:
Applied research is a growing area of interest for the college and as such it was important to revise our 3 Applied Research policies to ensure they were up to date and in alignment with changes recently made to the Tri-Council Policy Statement. The Tri-Council Policy Statement is a joint policy of Canada’s three federal research agencies.

DISCUSSION:
There was no community feedback received and no further changes made to this policy

MOTION:
MOVE THAT Education Council recommends the Board of Governors approve F.1.02 Ethics and Integrity in Research and Scholarly Activity Policy and Procedures.

Prepared by:
Mike Tunnah
Chair, Education Policy Committee
CONTEXT AND PURPOSE
This policy addresses Vancouver Community College’s commitment to ensure the highest standards of ethics and integrity in research and scholarly activity.

Vancouver Community College (VCC) is committed to supporting, promoting, and developing processes to ensure the highest standards of ethics and integrity in research and scholarly activity. This policy establishes the principles and procedures that will achieve this aim. This policy also designates responsibility for maintaining these standards and specifies processes for addressing allegations of, and a timely response to, misconduct related to ethics and integrity in research and scholarly activity.

SCOPE AND LIMITS
VCC expects all those conducting research and scholarly activity under the auspices of the College (researchers, faculty, students, technical assistants, administrators, etc.) to adhere to the principles and processes articulated in this policy and accompanying procedures.

STATEMENT OF POLICY PRINCIPLES
1. The College expects that all research and scholarly activities will be conducted with the highest level of integrity and ethics.
2. Researchers are primarily responsible for maintaining the highest level of integrity and ethics while conducting research and scholarly activity.
3. Misconduct while undertaking research and scholarly activity is unacceptable and may be cause for disciplinary action or sanctions.

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

FEDERAL GOVERNMENT

POLICIES
A.3.1 Prevention of Harassment, Discrimination, and Bullying Policy
A.3.3 Freedom of Information & Protection of Privacy (FOIPPA) Policy
A.3.6 Standards of Employee Conduct and Conflict of Interest Policy
D.4.2 Student Grievance Policy
D.4.3 Student Code of Conduct (Non-Educational Matters) Policy
D.4.5 Student Educational Conduct Policy
F.1.01 Ethical Conduct for Research Involving Humans Policy
F.1.03 Conflict of Interest Related to Research Policy

RELATED PROCEDURES
Refer to Ethics and Integrity in Research and Scholarly Activity, F.1.02

ACKNOWLEDGEMENTS
This policy is based upon the Integrity in Scholarly Research Policies of George Brown College, Langara College, Camosun College, and Douglas College.
DEFINITIONS

Researcher/Investigator: The terms researcher and investigator are used interchangeably for the purposes of this policy; researcher/investigator, for the purposes of this policy, means an individual—a VCC employee (faculty, staff and/or administrators at VCC), student, or other—either paid or volunteering to conduct research or scholarly activity at or through the College.

Research and Scholarly Activity: Research and scholarly activity refer to an undertaking intended to extend knowledge through a disciplined inquiry or systematic investigation. Scholarly activity includes research; the dissemination of new knowledge through such means as publications, presentations, and exhibitions; and the application of new knowledge in professional practice and student learning.

Research Ethics Board (REB): A decision-making body that reviews research proposals involving human participants to ensure that ethical principles are upheld.

PROCEDURES

These procedures are organized under the following headings: Mandatory and Appropriate Conduct in Research and Scholarly Activity, Attribution of Authorship, Handling of Research Data, Responsibilities of the College, Responsibilities of the Researcher, Allegations of Scholarly Misconduct.

MANDATORY AND APPROPRIATE CONDUCT IN RESEARCH AND SCHOLARLY ACTIVITY

Appropriate and mandatory conduct in research and scholarly activity includes but is not limited to the following:
1. Obtaining, recording, analyzing, storing, reporting, and publishing data or results using scholarly and scientific rigor and integrity.
2. Recognizing the substantive contributions of all collaborators (including students); using unpublished work of other researchers and scholars only with permission and with due acknowledgement; and using archival materials in accordance with the rules of the archival source.
3. Ensuring the authorship of published work includes those who have materially contributed to and share responsibility for the concepts of the publication, and only those persons.
4. Obtaining the permission of the author(s) before using new information, concepts, or data originally obtained through access to confidential manuscripts.
5. Seeking and obtaining approval by the VCC Research Ethics Board (REB) before engaging in any research involving humans (unless exempted by the Vancouver Community College Policy F.1.01, Ethical Conduct for Research Involving Humans), and then complying fully with the approved research protocols. Complying with VCC regarding the operational and financial terms of research grants and/or contracts awarded to the researcher.
6. Voluntarily and immediately disclosing in writing to the Vice-President Academic, Students, and Research (or delegate) any material financial interest in a company that contracts with VCC to undertake research, particularly research involving the company’s products: material financial interest includes ownership, substantial stock holding, directorship, significant honoraria, or consulting fees, but does not include minor stock holdings in a large publicly traded company.
7. Disclosing as early as possible in writing to the sponsors of the research project, VCC and other institutions, journals or funding agencies, any material conflict of interest, financial or other, that might influence their decision on whether the researcher should be asked to review manuscripts or applications, test products, or be permitted to undertake work sponsored from outside sources.
8. Disclosing to the VCC Research Ethics Board (REB) any conflicts of interest in research involving humans, including any material financial interest in a company that contracts with the College to undertake research, particularly studies involving the company’s products: such disclosure will be made in the application to the REB for ethical review.

ATTRIBUTION OF AUTHORSHIP

9. Authorship implies significant intellectual contributions to the work which, when recognized, must include only those people who have materially contributed to and share responsibility for content.
10. Students will be given the appropriate recognition for authorship or collection of data in any publication.

HANDLING OF RESEARCH DATA

11. Research is conducted and data is acquired in different manners. In the case of collaborative work, all members of the research team are responsible for ensuring proper acknowledgement of each team member when the data is released in any form.
12. A complete set of all original research data must be securely retained by the principal researcher for a period of five (5) years following the completion of the research or as required by law, whichever is longer. All collaborators must have free access to the relevant data at all times and authorization to copy may not be withheld by any team member without valid reason.

RESPONSIBILITIES OF THE COLLEGE

13. VCC is responsible for promoting integrity in research. VCC will engage in educational activities including workshops in support of research and research practices and will post related documents and processes on MyVCC. New faculty will be made aware of research policies as part of their orientation. Updates and changes to research policies will be announced through internal College media and will be available on the College’s website.
14. VCC is responsible for investigating and responding in a timely manner to allegations of misconduct in research, including informing the appropriate funding council(s) of conclusions reached and actions taken.
15. VCC is responsible for creating and maintaining an active Research Ethics Board, as per Policy F.1.01, Ethical Conduct for Research Involving Humans.

RESPONSIBILITIES OF THE RESEARCHER

16. The researcher is responsible for maintaining high standards of conduct in research. The College holds researchers responsible for ensuring that they maintain the appropriate standards of integrity and ethics while conducting research under this policy, and that they meet the requirements for conducting research, some of which are noted in this policy.

ALLEGATIONS OF SCHOLARLY MISCONDUCT

17. Allegations of conflicts of interest related to research and involving employees will be addressed under College policies A.3.6 Standards of Employee Conduct & Conflict of Interest and F.1.03 Conflict of Interest Related to Research. Allegations of conflicts of interest related to research and involving students will be addressed under College policy D.4.3 Student Code of Conduct (Non-Educational matters).

RELATED POLICIES

F.1.02 Ethics and Integrity in Research and Scholarly Activity
F.1.03 Conflict of Interest Related to Research
PREPARED FOR: Education Council  
ISSUE: F.1.03 Conflict of Interest related to Research policy and procedures

BACKGROUND:
Applied research is a growing area of interest for the college and as such it was important to revise our Applied Research policies to ensure they were up to date and in alignment with changes recently made to the Tri-Council Policy Statement. The Tri-Council Policy Statement is a joint policy of Canada’s three federal research agencies.

DISCUSSION:
There was no community feedback received and no further changes made to this policy

MOTION:
MOVE THAT Education Council recommends the Board of Governors approve F.1.03 Conflict of Interest related to Research Policy and Procedures.

Prepared by:  
Mike Tunnah  
Chair, Education Policy Committee
CONTEXT AND PURPOSE
This policy and related procedures addresses the College’s expectation that all members of the College community involved in research activities identify and address actual, potential or the perception of conflict of interest situations.

Members of the College community engaged in research activities may encounter situations that represent an actual, potential, or perceived conflict of interest.

It is essential that public trust be maintained by the appropriate disclosure and management of conflict of interest situations.

SCOPE AND LIMITS
The College expects all those involved in research activities within the jurisdiction of the College or under its auspices (e.g., researchers, faculty, students, technical assistants, administrators, staff, etc.) to uphold the principles and processes articulated in this policy and accompanying procedures.

STATEMENT OF POLICY PRINCIPLES

1. All members of the College community engaged in research are expected to act in a manner that maintains public trust and confidence in the College and, in particular, to avoid any conflicts of interest or perceived conflicts of interest.

2. When it is not possible to avoid a conflict of interest in research activities, then it is the responsibility of the affected College community member to disclose this situation to the College immediately.
3. The College will consider conflict of interest allegations related to research associated with VCC, regardless of whether the research is led by someone within or outside of the College.
4. The College ensures conflicts of interest are dealt with appropriately.

DEFINITIONS

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

RELATED POLICIES & LEGISLATION

FEDERAL GOVERNMENT

Tri-Agency Framework: Responsible Conduct of Research (2016)
Agreement on the Administration of Agency Grants and Awards (2016)

POLICIES

A.3.1 Prevention of Harassment, Discrimination, and Bullying Policy
A.3.3 Freedom of Information & Protection of Privacy (FOIPPA) Policy
A.3.6 Standards of Employee Conduct and Conflict of Interest Policy
D.4.3 Student Code of Conduct Policy (Non-Educational Matters)
D.4.5 Student Educational Conduct Policy
F.1.01 Ethical Conduct for Research Involving Humans Policy
F.1.02 Ethics and Integrity in Research and Scholarly Activity

RELATED PROCEDURES

Refer to Conflict of Interest Related to Research Procedures, F.1.03

ACKNOWLEDGEMENTS

This policy is based upon the Conflict of Interest Related to Research policy of Langara College, with permission.
DEFINITIONS

Researcher/Investigator: The terms researcher and investigator are used interchangeably for the purposes of this policy; researcher/investigator, for the purposes of this policy, means an individual—a VCC employee (faculty, staff and/or administrators at VCC), student, or other—either paid or volunteering to conduct research or scholarly activity at or through the College.

Conflict of Interest: Conflict of interest, for the purposes of this policy and its procedures, means a situation in which a researcher’s/investigator’s personal or financial interests are in conflict or perceived to be in conflict with the College’s interests or mission, or with the proper performance of the employee’s job duties, responsibilities, or obligations. A conflict of interest may be actual, potential, or perceived: a perceived conflict of interest can be as detrimental as an actual conflict of interest. Such actions undermine or compromise public confidence in the College or the College’s trust in the employee’s ability to discharge work responsibilities and obligations.

Research and Scholarly Activity: Research and scholarly activity refer to an undertaking intended to extend knowledge through a disciplined inquiry or systematic investigation. Scholarly activity includes research; the dissemination of new knowledge through such means as publications, presentations, and exhibitions; and the application of new knowledge in professional practice and student learning.

Research Ethics Board (REB): A decision-making body that reviews research proposals involving human participants to ensure that ethical principles are upheld.
PROCEDURES

These procedures are organized under the following headings: Standard for Assessing Actual, Potential or Perceived Conflicts of Interest; Disclosure of Actual, Potential or Perceived Conflicts of Interest; Allegations of Actual, Potential or Perceived Conflicts of Interest, Conflict of Interest Involving the Research Ethics Board (REB) members:

STANDARD FOR ASSESSING ACTUAL, POTENTIAL, OR PERCEIVED CONFLICTS OF INTEREST RELATED TO RESEARCH

The following questions, although not exhaustive, will be used to identify real, potential, or perceived conflicts of interest:

1. Would the researcher be biased in any way that would affect the goals of the research?
2. Would an outside observer question the ability of the researcher to make a proper decision in light of possible private or personal interests?

DISCLOSURE OF ACTUAL, POTENTIAL, OR PERCEIVED CONFLICTS OF INTEREST RELATED TO RESEARCH

3. Any potential conflict of interest will be voluntarily and immediately disclosed in writing by the researcher to the Vice-President Academic, Students, and Research (VP-ASR) or delegate.

4. A conflict is to be allowed only when it can be managed in a way that protects and serves the interests, integrity, and reputation of the College, as well as its legal and contractual obligations, and will stand the test of reasonable and independent scrutiny.

5. Where the VP-ASR or delegate is satisfied that the researcher can conduct the proposed study without compromise, the VP-ASR or delegate will provide the researcher a letter stating the same.

6. Where the VP-ASR or delegate determines that a more structured review is required, the VP-ASR or delegate will name an Ad Hoc Conflict of Interest In Research Resolution Committee (Ad Hoc COIRR Committee) to review voluntarily disclosed conflicts of interest. The Ad Hoc COIRR Committee will assess and resolve the potential conflict in a timely, fair, and open manner. If the conflict is irresolvable, it is in the committee’s purview to deny the research.

7. The Ad Hoc COIRR Committee will consist of:
   - Two (2) peers.
   - The Vice-President Academic, Students, and Research or delegate
8. The Ad Hoc COIRR Committee will communicate in writing with the researcher regarding any decision with respect to the conflict and clearly outline any conditions of managing the conflict.

9. If necessary, researchers will be given the opportunity to relinquish or modify those interests that are conflicting such that the Ad Hoc COIRR Committee is satisfied.

10. In the interest of facilitating research, the Ad Hoc COIRR Committee will make reasonable attempts to provide a means of managing the conflict, rather than simply disallowing the research for the sake of avoiding a conflict of interest.

ALLEGATIONS OF ACTUAL, POTENTIAL, OR PERCEIVED CONFLICTS OF INTEREST RELATED TO RESEARCH

11. Allegations of conflicts of interest related to research will be addressed under VCC policy A.3.6, Standards of Employee Conduct & Conflict of Interest. Allegations of conflicts of interest related to research and involving students will be addressed under College policies D.4.3, Student Code of Conduct (Non-educational Matters) and/or D.4.5, Student Educational Conduct. Individuals should advise the College of any perceived conflict of interest as soon as possible.

CONFLICTS OF INTEREST INVOLVING RESEARCH ETHICS BOARD (REB) MEMBERS

12. To maintain the independence and integrity of ethics review, it is of the highest importance that members of the REB avoid real or perceived conflicts of interest. For example, REB members are in a clear conflict of interest: a) when their own research projects are under review by their REB; or b) when they have been in direct academic conflict, have collaborated with, or have provided support to the researcher whose proposal is under review.

13. In the cases where a member of the REB has a conflict of interest pertaining to the research under review, that person shall not be present when the REB is discussing or making decisions on that research.

14. In the cases of disagreement over conflicts of interest, both the REB member in the alleged conflict and the researcher might present evidence and offer a rebuttal concerning the nature of the conflict of interest. The other members of the REB should make a final decision regarding how to proceed.

15. Senior administrators shall not serve on the REB as their presence casts doubt on the independence of the REB’s decision making.

RELATED POLICY

Refer to Conflict of Interest Related to Research Policy, F.1.03