



Policy No.	C.3.14
Title	Curriculum Development and Approval Process
Approving Jurisdiction	Board of Governors, Education Council
Policy Sponsor	Vice President, Academic, Students and Research
Last Revised/Replaces	October 28, 2015
Effective Date	September 28, 2016
Signed by	Chair, Board of Governors

**DEFINITIONS**

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

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

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

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

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

Degree Quality Assessment Board (DQAB): An independent advisory board appointed by the Minister of Advanced Education that oversees the quality assurance process for degree level education in British Columbia.

Governance: A prescribed process that identifies who has primary and/or advisory responsibility for select decisions at various stages. The *College and Institute Act* defines the governance bodies at VCC as the Board of Governors and Education Council. The Board Finance and Audit Committee and EDCO's Curriculum Standing Committee are also governance bodies at VCC.

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

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

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

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

Program Content Guide (PCG): The official document that contains the general description of a program of study as outlined in an approved template. Such a template generally includes the program name, program purpose, number of credits, program duration, a statement of program learning outcomes, admission requirements, grading system, information on the evaluation of student learning, and the credential received upon completion of the program. The Program Content Guide falls within the jurisdiction of the Education Council under both its sole powers as well as its advisory role to the Board of Governors.

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

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

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

**Part 3: Business Case**: This section represents the financial case for a new program, and includes expected revenue, tuition and fees. The Business Case falls within the

jurisdiction of the Board of Governors as part of its obligation to manage, administer and control the proper, revenue, expenditures, business and affairs of the institution.

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

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

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

## **PROCEDURES**

### **GENERAL**

1. To ensure student success and the College's ability to market and register students in a timely manner, the Department Leader and Dean/Director work to ensure a reasonable and timely opportunity for consultations, and for stakeholders to provide feedback and recommendations.
2. The design, development, approval, and implementation of programs and courses takes anywhere from one (1) month (for minor revisions) to 18 months, depending on the development type. External approval bodies such as the Degree Quality Assessment Board (DQAB) and the Ministry of Advanced Education may extend these timelines. Deans/Directors and Department Leaders should create an initial timeline using pre-existing meeting dates, length of time for peer review, etc.
3. Education Council is the final approval body for all new courses and revised curriculum per the Resolution of the Board of Governors dated May 29, 2013. The Board of Governors approves all new programs and credentials with advice from Education Council.
4. The Centre for Instructional Development (CID) supports the design and development of curriculum.
5. The Dean provides the final sign off for documentation that is entering the governance process, thus ensuring that all procedures have been followed and all policy requirements have been met.
6. The Curriculum Developer and/or Department Leader prepare the required curriculum documentation for submission to the College's Governance bodies.
7. The Education Council Office will assist Department Leaders through the governance approval process.

### **CONSULTATION**

8. New curriculum and changes to existing curriculum require a series of consultations to ensure educational quality, and that students are fully supported in their programs.
9. Early and thorough internal consultation helps to identify implementation and operational needs and allows areas like the Registrar's Office and Institutional Research to begin work that will facilitate the process (see Appendix A).

10. Where applicable, engaging in external consultations helps to verify that curriculum meets the quality standards of academic peers, and existing and potential new partnerships and agreements.
11. The amount of consultation required depends on the Development Type.
12. Curriculum Developers are expected to exercise due diligence in seeking input, and stakeholders within the College are expected to respond in a timely manner.
13. Faculty within the department must be consulted.
14. It is recommended that Department Leaders and/or Curriculum Developers hold group consultations with similar service area representatives where possible.
15. Curriculum Committee and Education Council have the authority to require further consultations as they see fit.

### **DEVELOPMENT TYPE**

There are four (4) development types:

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

#### A. New Program

16. New programs are approved by both the Board of Governors and Education Council.
17. The documentation required is:
  - a. Proposal for New Program (see Appendix C);
  - b. Curriculum Development Approval Form (see Appendix B);
  - c. New or revised Program Content Guide; and/or
  - d. New or revised course outline(s).
18. The development of a new program requires full consultation with internal and external stakeholders, and involves additional governance steps to ensure institutional support before significant time and resources are spent developing the full program proposal.

#### Stage 1 – Approval to Develop

19. After initial discussions with colleagues (including external experts as appropriate), the Curriculum Developer and Department Leader complete the Concept Paper (Part 1 of the Proposal for New Program, see Appendix C), and validates it with the Dean/Director.
20. The Dean/Director and Department Leader complete the Implementation Plan and Business Case (Parts 2 and 3 of the Proposal for New Program, see Appendix C), and validates with the Vice President Administration & CFO..
21. The Dean/Director presents the New Program Proposal to the Senior Executive for approval to proceed.
22. The Dean/Director presents the Concept Paper and Implementation Plan to Education Council for information.
23. The Chair of Education Council and the Dean/Director prepare an Information Note summarizing the program proposal. The Education Council Chair presents this note to the Board of Governors for information. If possible, the Dean/Director attends the Board meeting in person to answer questions.

### Stage 2 – Program Development and Approval of Curriculum

24. The Curriculum Developer consults with CID to design and map the curriculum.
25. The Curriculum Developer consults with internal and external stakeholders (including Institutional Research (IR) on the FTE divisor) and begins work on the PCG and Course Outlines.
26. The Dean and Department Leader, in consultation with the Vice President Administration & CFO review, revise and complete the Implementation Plan and Business Case.
27. The Curriculum Developer and Department Leader complete the Curriculum Development Approval Form, the PCG, and any course outlines, and submit it to Curriculum Committee.
28. Curriculum Committee reviews the curricula. If possible, both the Curriculum Developer and the Department Leader attend the Curriculum Committee meeting in person to answer questions.
29. Curriculum Committee may:
  - a. Recommend approval of the curricula to Education Council;
  - b. Recommend additional revisions that must be completed and reviewed by the Curriculum Committee Chair before going to Education Council;
  - c. Recommend significant revisions that are returned to the Department Leader, to be brought back to Curriculum Committee at a subsequent meeting.
30. The Chair of Curriculum Committee presents the recommendation and curriculum documentation to Education Council. If possible, the Department Leader and Curriculum Developer attend the Education Council meeting in person to answer questions. Education Council may:
  - a. Approve the curricula;
  - b. Approve the curricula with additional revisions that must be completed and reviewed by the Curriculum Committee Chair prior to implementation; or
  - c. Require significant revisions that are returned to the Department, to be brought back to Curriculum Committee at a subsequent meeting, before returning to Education Council;
31. At the same meeting of Education Council, the Dean presents the final version of the New Program Proposal Parts 1 and 2 (Concept Paper and Implementation Plan).
32. Education Council may:
  - a. Provide advice on the priorities for implementation to the Board of Governors;
  - b. Not recommend implementation of the new program to the Board of Governors.

### Stage 3 – Review and Final Approval:

33. The office of the Vice President Academic, Students and Research coordinates submissions to the Ministry of Advanced Education for provincial peer review through PSIPS and/or DQAB.
34. After Education Council's approval, the curricula for most credentials is sent for provincial peer review.
  - a. Proposals for diplomas and certificates that ladder into diplomas are posted on PSIPS for thirty (30) days.
  - b. Institutions planning to offer new degrees will submit a ministry review template to the Ministry of Advanced Education.

- i. Once the mandate is approved, the full program proposal is posted on the PSIPS website and forwarded to DQAB for review.
  - ii. DQAB submits their recommendation to the Minister of Advanced Education for approval.
- 35. The Vice President Academic, Students and Research reports on the outcome of the provincial peer review process.
  - a. If major revisions are required by the peer review, the proposal will return to Stage 2, above.
  - b. If no major revisions are required, the proposal will proceed to final approval.
- 36. The Vice President Administration & CFO submits the final Implementation Plan and Business Case to the Senior Executive and the Board Finance and Audit Committee.
- 37. The Board Finance and Audit Committee will review and submit the final recommendation of fees to the Board of Governors.
- 38. The Board reviews the proposed New Program, including the recommendations from the Finance and Audit Committee (for fees), Education Council (for implementation) and the VP Academic, Students and Research (for due process, i.e. provincial peer review). If possible, the Dean/Director attends the Board meeting in person to answer questions.
- 39. The Board may:
  - a. Approve the fee structure; and/or
  - b. Approve implementation of the program; and/or
  - c. Based on a budget review, determine a separate timeline for implementation of the program.
- 40. The Board Chair will forward formal written notification of its decision to the Education Council Office.

**B. New Courses and Changes to Programs and Courses**

- 41. Development of new courses and changes to programs and courses require Education Council approval.
- 42. New Standalone courses that involve a fee structure (i.e. tuition), and changes that extend the financial requirements beyond the School's budgetary capacity, also require Board approval.
- 43. The documentation required is:
  - a. Curriculum Development Approval Form (see Appendix B);
  - b. Revised Program Content Guide as required; and/or
  - c. New or revised course outline(s) as required
  - d. Business Case (for new Standalone courses or changes that extend financial requirements beyond the School's budgetary capacity).
- 44. The Curriculum Developer consults with CID to design and map the curricula.
- 45. The Curriculum Developer conducts consultation with internal and external stakeholders as needed (see Appendix A).
- 46. The Curriculum Developer and Department Leader complete the required documentation and submit to Curriculum Committee. If possible, both the Curriculum Developer and the Department Leader attend the Curriculum Committee meeting in person to answer questions.
- 47. Curriculum Committee may:
  - a. Recommend approval of the curricula to Education Council;

- b. Recommend additional revisions that must be completed and reviewed by the Curriculum Committee Chair before going to Education Council;
  - c. Recommend significant revisions that are returned to the Department Leader, to be brought back to Curriculum Committee at a subsequent meeting.
- 48. The Chair of Curriculum Committee presents the recommendation and required documentation to Education Council. If possible, the Department Leader attends the Education Council meeting in person to answer questions.
- 49. Education Council may:
  - a. Approve the curricula;
  - b. Approve the curricula with additional revisions that must be completed and reviewed by the Curriculum Committee Chair prior to implementation; or
  - c. Require significant revisions that are returned to the Department, to be brought back to Curriculum Committee at a subsequent meeting, before returning to Education Council.
- 50. For new Standalone courses that involve approval of a fee structure (i.e. tuition):
  - a. The Vice President Administration & CFO submits the Business Case to the Senior Executive and the Board Finance and Audit Committee.
  - b. The Board Finance and Audit Committee will make a recommendation to the Board of Governors on the fee structure, and the Board of Governors will make a decision prior to implementation of the course.
- 51. If the changes to a program or course have financial requirements (either ongoing or one-time) that are outside the scope of the School's budgetary capabilities:
  - a. The Vice President Administration & CFO submits a Business Case to the Board Finance and Audit Committee.
  - b. The Board Finance and Audit Committee will make a recommendation to the Board of Governors on the new fee structure, and the Board of Governors will make a decision prior to implementation.

C. Minor Revisions to Programs and Courses

- 52. Minor revisions require Curriculum Committee approval.
- 53. The documentation required is:
  - a. Curriculum Development Approval Form (Appendix B);
  - b. Revised Program Content Guide as required; and/or
  - c. Revised course outline(s) as required.
- 54. The Curriculum Developer conducts consultation with internal stakeholders as needed (see Appendix A).
- 55. The Curriculum Developer and Department Leader complete the required documentation and submit to Curriculum Committee. Multiple minor revisions can be made in one submission. If possible, both the Curriculum Developer and the Department Leader attend the Curriculum Committee meeting in person to answer questions.
- 56. Curriculum Committee may:
  - a. Approve the curricula as presented;
  - b. Approve the curricula with additional minor edits that must be completed and reviewed by the Curriculum Committee Chair prior to implementation; or
  - c. Decide the proposal does not qualify as a minor revision and send to Education Council for approval.

57. The Chair of Curriculum Committee reports approved minor revisions to Education Council at least every three (3) months. The documentation for these minor revisions is not included in the EDCO package.
58. Education Council may, at any time:
  - a. Request to review any “minor revision” documentation approved by Curriculum Committee; and/or
  - b. Decide a proposal does not qualify as a minor revision and require that it be submitted to Education Council for approval.

#### **D. Non-Credit Courses in Continuing Studies**

59. Non-credit courses taught in Continuing Studies are exempt from these procedures.
60. The Education Council Office will maintain a record of all non-credit course outlines. Program Coordinators are required to send copies of all new and revised course outlines to the Education Council Office within one (1) month after implementation of that non-credit course.

#### **FINAL REVIEW AND SIGN OFF**

61. Documentation without required sign off will not enter the Governance stage.
62. The sign off of the Department Leader certifies that:
  - a. Thorough consultation has taken place and all stakeholders approve of the proposed new or revised curricula.
  - b. The curricula meets institutional standards and the educational needs of students.
63. The sign off of the Dean/Director certifies that:
  - a. Documentation meets the standards of the College, and all policies and procedures have been adhered to; and
  - b. Resources required to offer and support the course/program have been assessed. If additional resources are needed, the Dean/Director has initiated steps to secure the needed resources.

#### **COMMUNICATION OF DECISIONS**

64. Following approval of all new and revised curricula and programs a formal resolution is signed by the respective Chair.
65. The signed resolution is forwarded by the Education Council Office to key implementation areas within the College.
66. The Education Council Office will catalogue and archive approved curriculum documentation and store a read-only copy of Program Content Guides and Course Outlines where they are accessible to VCC students and staff.
67. All supporting documents for approved curricula will be stored in the Education Council Office (e.g. Curriculum Development Approval Forms, Proposal for New Program, official Resolutions, etc.).
68. The Registrar’s Office will maintain a permanent record of all Program Content Guides.

#### **RELATED POLICY**

Refer to Curriculum Development and Approval Policy.



## CONSULTATION GUIDE

### C.3.14 Curriculum Development and Approval Process

The purpose of thorough consultation in the curriculum development and approval process is to ensure educational quality, and smooth communication, implementation and delivery of curriculum. This document is intended to be a guideline for effective consultation. Additional information may be requested or presented based on the nature of the development type and/or changes being made.

**For New Programs, New Courses and changes to Programs and Courses**, consultation with all internal areas is expected. Consultation with the Centre for Instructional Development, the Registrar’s Office, Institutional Research and the Vice President Finance is required.

**For Minor Revisions**, an expansive consultation process is not expected. Curriculum Developers are, however, required to consider all aspects of the change being made and engage relevant stakeholders as appropriate. The Registrar’s Office should be engaged as early as possible in the revisions process.

**NOTE:** Curriculum Committee and/or Education Council can request additional consultation as they see fit.

INTERNAL CONSULTATIONS	How they can help
<b>Faculty/School</b>	
Department Faculty	
Department Support Staff (e.g. lab demonstrators)	
Broader school(s) as needed, e.g. School curriculum committee	
<b>Educational and Student Services</b>	
Aboriginal Education and Community Engagement (AECE)	Any curriculum development regarding Aboriginal People, Aboriginal content, Aboriginal Learners, First Nations communities and/or First Nations Organizations must be done in consultation with the AECE department.
Assessment Centre	The Assessment Centre can help to determine which assessments would be appropriate for entry into your program.
Centre for Instructional Development	Instructional Associates at the CID support faculty in the design and development of learning outcomes, assessments, content, and learning activities for courses and programs in classroom and online learning environments. They also provide assistance in curriculum mapping, a valuable component of curriculum planning that focuses on educational alignment and scaffolded learning experiences to foster student success.
Counselling & Disability Services (CDS)	CDS can offer input about program pre-requisites and other program information based on experience with career counselling and decision making with prospective students (ie. immigrants, Foreign Trained Professionals, people with disabilities, etc.). CDS can also assist with determining the level of counselling support required for student success.

Financial Aid	British Columbia's Ministry of Advanced Education approval is required for any program offering financial aid to any student. Students must meet specific requirements to be eligible for financial aid. Familiarize yourself with the eligibility requirements to ensure student access to financial assistance for your program.
Learning Centre	The Learning Centre can provide advice on the kind of support your students will need from Learning Centre tutors and the textbooks or computer software you will be using
Library	The Library will determine if resources are currently available in the Library to support the topics covered, and, if not, will provide an estimate of the cost of acquiring new print and/or electronic resources. The Library can also provide support on any copyright issues.
Registrar's Office (including Advising and Recruitment)	The Registrar's Office oversees all student records, course numbering and reviews student applications for specific programs. They will assist you in the development of program entrance requirements and creation of courses. Consult with the Advising Department to determine how students will be informed about your program.
Related additional Student Services	Consideration should be given to the level and nature of student services required for new courses or programs, as well as to agreements with external student service partners.
VCC International and Immigrant Education	<p>Students are expected to meet English Language proficiency requirements according to program admission requirements. Courses which provide additional or integrated language support provide greater accessibility for international students or immigrants.</p> <p>A program must be at least 6 months in length for international students to be eligible to apply for a Study Permit and 8 months for a post graduate work permit. If there is a required practicum or work experience included in this program, students may require a work permit. Tuition fees for international students are different between base and cost recovery programs.</p>
<b>Financial and Operating</b>	
Communications and Marketing	The Marketing team can assist you with student recruitment and program marketing based on target students and proposed roll-out dates.
Facilities	<p>Discuss the availability of general classrooms, designated space/labs, equipment, etc.</p> <ul style="list-style-type: none"> <li>• Which campus is program to be offered at?</li> <li>• Is additional office space required for instructors?</li> <li>• What are the requirements for storage of course related materials?</li> <li>• Do you require special classroom furnishing or other accommodations for disabled or special needs students?</li> <li>• Will courses run during off hours? (i.e. weekends? evenings?)</li> <li>• Is there an anticipated impact on energy use?</li> <li>• Is any specialized equipment required (e.g. electrical/ventilation requirements)?</li> </ul>

	<ul style="list-style-type: none"> <li>• Will the program generate special / hazardous waste?</li> <li>• Will there be any impact on Receiving (e.g. early morning deliveries, couriers between campuses)</li> <li>• Does the program include any special events?</li> </ul>
Finance / Vice President Finance	Financial Services must conduct a financial review and costing of all programs to determine financial sustainability and tuition rates. Before a program goes to the full Board for approval, a financial decision on the program must be made by the Finance and Audit Committee of the Board.
Information Technology (IT)	IT will help you determine the technology that best meets teaching and learning requirements.
Institutional Research (IR)	Institutional Research can provide you with labour market information that will help ensure your program's success. Discuss any changes in FTE counts/divisor, schedule, and graduate outcomes. What is the market viability of your program?
Safety and Security	<ul style="list-style-type: none"> <li>• Will any chemicals/materials be used that require approval?</li> <li>• Will any equipment be used that will necessitate specialized safety training for faculty, staff and/or students?</li> <li>• Will special access or additional staffing be required?</li> </ul>
<b>Required External Consultations</b>	
Industry and Community, such as Program Advisory Committee or Community Engagement Group	
Affiliation, Articulation and/or Accreditation bodies	<ul style="list-style-type: none"> <li>• To verify new/revised curriculum meets the quality standards of existing partnerships and agreements.</li> <li>• To develop new partnerships and agreements that maximize student mobility and success.</li> </ul>
Post-secondary Institution Proposal System (PSIPS)	<ul style="list-style-type: none"> <li>• Proposals for non-degree programs (Certificates and Diplomas) are posted on PSIPS for review.</li> <li>• Speak to the Office of Vice-President Academic for details.</li> </ul>
Degree Quality Assessment Board (DQAB)	<ul style="list-style-type: none"> <li>• Proposals for new and revised degree or associate degree programs must be reviewed by DQAB, both at the time of the initial proposal and again after final governance approval.</li> <li>• Speak to the Office of Vice-President Academic for details.</li> </ul>



### CURRICULUM DEVELOPMENT APPROVAL FORM

#### C.3.14 Curriculum Development and Approval Process

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):** \_\_\_\_\_

**ANTICIPATED START DATE:** \_\_\_\_\_

Curriculum Developer: \_\_\_\_\_ Title: \_\_\_\_\_

School/Centre: \_\_\_\_\_ Department: \_\_\_\_\_

E-mail: \_\_\_\_\_ Phone/Ext.: \_\_\_\_\_

#### 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

Course Outline(s)

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

Course name and number: \_\_\_\_\_

Course name and number: \_\_\_\_\_

Course name and number: \_\_\_\_\_

*(Add additional lines if required)*

**C) RATIONALE**

<p>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.</p>

<p>2. Are there any expected costs as a result of this proposal?</p>

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

<b>INTERNAL CONSULTATIONS</b>		<b>FEEDBACK (include date received)</b>
<b>SCHOOLS</b>		
	Faculty/Department	
	Department Support Staff	
	Other Department(s)	
<b>EDUCATIONAL AND STUDENT SERVICES</b>		
	Aboriginal Education and Community Engagement (AECE)	
	Assessment Centre	
	Centre for Instructional Development	
	Counselling & Disability Services (CDS)	
	Financial Aid	
	Learning Centre	
	Library	
	Registrar's Office / Advising / Recruitment	
	Related additional Student Services	
	VCC International and Immigrant Education	
<b>FINANCIAL AND OPERATING</b>		
	Communications and Marketing	
	Facilities	
	Finance	
	Information Technology (IT)	
	Institutional Research (IR)	
	Safety and Security	
<b>EXTERNAL CONSULTATIONS</b>		<b>FEEDBACK (include date received)</b>
	PAC/CEG	
	Affiliation, Articulation and/or Accreditation bodies	
	PSIPS	
	DQAB	

**E. Implementation Information**

THE FOLLOWING MUST BE COMPLETED FOR NEW PROGRAMS AND NEW COURSES

**COMPLETED BY REGISTRAR'S OFFICE:**

1. Course Identifier:

Subject Code:	Course #:	Credits:	Effective Term:
---------------	-----------	----------	-----------------

2. College Code: \_\_\_\_\_ Level: \_\_\_\_\_

Division Code: \_\_\_\_\_ Major: \_\_\_\_\_

**COMPLETED BY FINANCE:**

3. Which of the following fee structure applies?

UT     Applied     ABE     Differential     Cost Recovery     IE     Contract

4. Finance Org Code: \_\_\_\_\_

5. Tuition for all courses: Domestic: \_\_\_\_\_ International: \_\_\_\_\_

6. College Initiative fee to be charged?     Yes     No

7. Student Society fees?     Yes     No

**COMPLETED BY INSTITUTIONAL RESEARCH:**

8. FTE Divisor: \_\_\_\_\_

9. Classification Code: \_\_\_\_\_

10. Taxonomy: \_\_\_\_\_

**E) FINAL REVIEW AND SIGN OFF**

Approval verifies that each signatory has carried out the responsibilities assigned under the Curriculum Development and Approval Policy (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	Sign off	Date
------	----------	------

**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	Sign off	Date
------	----------	------



**CURRICULUM COMMITTEE**

Date: \_\_\_\_\_

**Minor Revision**

- Approved as presented, proceed with implementation
- Approved with additional minor revisions
  - Revisions approved by Curriculum Committee Chair, proceed with implementation Date: \_\_\_\_\_
- Reclassified as a *significant change*

**New Course or Significant Change to a Program/Course**

- Recommend to EDCO as presented, proceed to EDCO
- Recommend to EDCO with additional minor revisions
  - Revisions approved by Curriculum Committee Chair, proceed to EDCO Date: \_\_\_\_\_
- Recommend significant changes, return to Department Leader

**New Program**

- Recommend to EDCO as presented, proceed to EDCO
- Recommend to EDCO with additional minor revisions
  - Revisions approved by Curriculum Committee Chair, proceed to EDCO Date: \_\_\_\_\_
- Recommend significant changes, return to Department Leader

**EDUCATION COUNCIL**

Date: \_\_\_\_\_

**Minor Revision**

- Received as Information
- Request review of documentation from Curriculum Committee
- Reclassified as *major*, return to Curriculum Committee

**New Course or Significant Change to a Program/Course**

- Approved as presented, proceed with implementation
- Approved with additional minor changes
  - Revisions approved by Curriculum Committee Chair, proceed with implementation Date: \_\_\_\_\_
- Recommend significant changes, return to Department Leader

**New Program**

- Recommend to Board as presented, proceed to Board
- Recommend to Board with additional changes
  - Revisions approved by Curriculum Committee Chair, proceed to Board Date: \_\_\_\_\_
- Recommend significant changes, return to Dean

**BOARD OF GOVERNORS**

Date: \_\_\_\_\_

**New Credential/Program**

- Approved, proceed to implementation
- Not approved (provide reason) \_\_\_\_\_



## PROPOSAL FOR NEW PROGRAM

### INSTRUCTIONS

1. Curriculum development is a consultative process. Therefore, it is understood that this is a living document which will be refined as it moves through the development process.
2. Additional material may be included as appendices.
3. There are three parts to completing this Proposal for New Program document:
  - a. Part 1: Concept Paper
  - b. Part 2: Implementation Plan
  - c. Part 3: Business Case
4. Additional work includes:
  - a. Ongoing consultation
  - b. The design and development of curriculum. The Centre for Instructional Development should be involved as early as possible as they will assist in the mapping/design of your curriculum.
5. The approval stages are:
  - a. Approval of Credential: The Board of Governors approves all new credentials based on the concept, a sound business case, and a recommendation from Education Council.
  - b. Approval of Curriculum: Education Council approves the final curriculum, followed by a recommendation to the Board of Governors for implementation of the new program.
  - c. Peer Review and Final Approval: New programs (Certificates leading to diplomas, diplomas and degrees) must receive feedback (and final approval for degrees) from the Minister of Advanced Education. Following successful peer review, the Board's Finance and Audit Committee will make a recommendation to the Board of governors regarding the approval of fees.
  - d. The Board of Governors makes the final decision on the fee structure and implementation of the program.

# Proposal for New Program

Name of Program: \_\_\_\_\_

Credential Level: \_\_\_\_\_

Anticipated Start Date: \_\_\_\_\_

## PART 1: CONCEPT PAPER

Department Leader: \_\_\_\_\_

Curriculum Developer / Faculty: \_\_\_\_\_

Dean: \_\_\_\_\_

Proposal Date: \_\_\_\_\_

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

\_\_\_\_\_

### A. Purpose and Context

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.
2. Explain how this program adheres to principles and priorities as indicated in the College's strategic, educational or ministerial planning documents.
3. Identify how the program supports VCC's mission, core values, and strategic objectives?
4. How does this program relate to and/or support other programs at VCC?

### B. Program Need

5. What educational gap, if any, is this program intended to fill?
6. What evidence is there of student demand for the program?
7. What evidence is there of labour market, professional or community demand for graduates?

### C. Competitive Analysis

8. Which related programs are available in the lower Mainland and/or on-line: how do they compare in terms of focus, intended outcomes, length, costs and size?
9. Is there an existing articulation committee for this program? Is this committee recognized by the British Columbia Council on Admissions & Transfer (BCCAT)?
10. Is this concept supportable and sustainable with existing and/or available resources?

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?
12. What is the expected length of program (in months/years)? What is the maximum allowable time for completion?
13. How many students would you expect to enroll in each year of the program?

#### **D. Student Profile**

14. Who are your target students (age, gender, educational background, work experience)? Where do they come from (recent high school graduates, mature students, transfers from other institutions)? How do you plan to recruit or attract these students? Are there other characteristics applicants should have that you identify as important?
15. How will the program address the needs of under-prepared students? How will you get these students into appropriate upgrading courses or programs? What options are available?
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?

#### **E. Quality**

17. How will the program ensure educational effectiveness (e.g., retention, progression, completion)?
18. Describe how the program incorporates work experience, practicum, clinical practice, etc. (if applicable).
19. List all accreditations, affiliations or articulations for this program.
20. Is there an existing PAC/CEG for this program? What are your plans for engaging in discussion with industry?
21. Explain how current faculty are qualified to deliver the program. If they are not qualified, how will this issue be addressed?

#### **F. Admission and Delivery**

22. Provide admission requirements, including language proficiency levels and assessment scores.
23. Identify pathways that assist in meeting these requirements.
24. Identify potential courses, if any, that could be developed to assist in meeting these 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).
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.
27. Does this program include Prior Learning Assessment and Recognition (PLAR) as per policy D.3.5 Prior Learning Assessment & Recognition or Flexible Admissions as per policy?

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

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

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

**H. Phase In/Phase Out Plan**

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

## PART 2: IMPLEMENTATION PLAN

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

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

### 1. NON-RECURRING COSTS (provide accurate estimates)

#### Academic non-recurring start-up costs

Item	Yr 1	Yr 2	Yr 3	Yr 4	Total
Program development					
Faculty development					
Staff development					
<b>Sub-total</b>					

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

Item	Yr 1	Yr 2	Yr 3	Yr 4	Total
<b>Sub-total</b>					

#### Totals

Item	Yr 1	Yr 2	Yr 3	Yr 4	Total
Academic Non-Recurring					
Capital Costs					
<b>Sub-total</b>					

### 2. ONGOING OPERATING COSTS (provide accurate estimates)

Item	Yr 1	Yr 2	Yr 3	Yr 4	Total
Faculty					
Required service courses					
Administrative Support					
Student Services					
Marketing					
IT Support					
Library					
Lab operating costs - Salary					
Other (Marketing, Facilities)					
<b>Sub-total</b>					
<b>Grand Totals</b>					

## PART 3: BUSINESS CASE

This document outlines the sources of revenue for the program.

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

### 1. REVENUE

What is the source of funding for this program?

### 2. TUITION AND FEES

Item	Number of Courses	Yr 1	Yr 2	Yr 3	Yr 4	Total
Tuition						

### 3. SIGN OFF

Dean/Director: \_\_\_\_\_

VP Academic: \_\_\_\_\_

VP Finance: \_\_\_\_\_



### CURRICULUM DEVELOPMENT APPROVAL FORM

#### C.3.14 Curriculum Development and Approval Process

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):** \_\_\_\_\_

**ANTICIPATED START DATE:** \_\_\_\_\_

Curriculum Developer: \_\_\_\_\_ Title: \_\_\_\_\_

School/Centre: \_\_\_\_\_ Department: \_\_\_\_\_

E-mail: \_\_\_\_\_ Phone/Ext.: \_\_\_\_\_

**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

Course Outline(s)

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

Course name and number: \_\_\_\_\_

Course name and number: \_\_\_\_\_

Course name and number: \_\_\_\_\_

*(Add additional lines if required)*

**C) RATIONALE**

<p>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.</p>

<p>2. Are there any expected costs as a result of this proposal?</p>

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

<b>INTERNAL CONSULTATIONS</b>		<b>FEEDBACK (include date received)</b>
<b>SCHOOLS</b>		
	Faculty/Department	
	Department Support Staff	
	Other Department(s)	
<b>EDUCATIONAL AND STUDENT SERVICES</b>		
	Aboriginal Education and Community Engagement (AECE)	
	Assessment Centre	
	Centre for Instructional Development	
	Counselling & Disability Services (CDS)	
	Financial Aid	
	Learning Centre	
	Library	
	Registrar's Office / Advising / Recruitment	
	Related additional Student Services	
	VCC International and Immigrant Education	
<b>FINANCIAL AND OPERATING</b>		
	Communications and Marketing	
	Facilities	
	Finance	
	Information Technology (IT)	
	Institutional Research (IR)	
	Safety and Security	
<b>EXTERNAL CONSULTATIONS</b>		<b>FEEDBACK (include date received)</b>
	PAC/CEG	
	Affiliation, Articulation and/or Accreditation bodies	
	PSIPS	
	DQAB	

**E. Implementation Information**

THE FOLLOWING MUST BE COMPLETED FOR NEW PROGRAMS AND NEW COURSES

**COMPLETED BY REGISTRAR'S OFFICE:**

1. Course Identifier:

Subject Code:	Course #:	Credits:	Effective Term:
---------------	-----------	----------	-----------------

2. College Code: \_\_\_\_\_ Level: \_\_\_\_\_

Division Code: \_\_\_\_\_ Major: \_\_\_\_\_

**COMPLETED BY FINANCE:**

3. Which of the following fee structure applies?

UT     Applied     ABE     Differential     Cost Recovery     IE     Contract

4. Finance Org Code: \_\_\_\_\_

5. Tuition for all courses: Domestic: \_\_\_\_\_ International: \_\_\_\_\_

6. College Initiative fee to be charged?     Yes     No

7. Student Society fees?     Yes     No

**COMPLETED BY INSTITUTIONAL RESEARCH:**

8. FTE Divisor: \_\_\_\_\_

9. Classification Code: \_\_\_\_\_

10. Taxonomy: \_\_\_\_\_

**E) FINAL REVIEW AND SIGN OFF**

Approval verifies that each signatory has carried out the responsibilities assigned under the Curriculum Development and Approval Policy (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	Sign off	Date
------	----------	------

**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	Sign off	Date
------	----------	------

**CURRICULUM COMMITTEE**

Date: \_\_\_\_\_

**Minor Revision**

- Approved as presented, proceed with implementation
- Approved with additional minor revisions
  - Revisions approved by Curriculum Committee Chair, proceed with implementation Date: \_\_\_\_\_
- Reclassified as a *significant change*

**New Course or Significant Change to a Program/Course**

- Recommend to EDCO as presented, proceed to EDCO
- Recommend to EDCO with additional minor revisions
  - Revisions approved by Curriculum Committee Chair, proceed to EDCO Date: \_\_\_\_\_
- Recommend significant changes, return to Department Leader

**New Program**

- Recommend to EDCO as presented, proceed to EDCO
- Recommend to EDCO with additional minor revisions
  - Revisions approved by Curriculum Committee Chair, proceed to EDCO Date: \_\_\_\_\_
- Recommend significant changes, return to Department Leader

**EDUCATION COUNCIL**

Date: \_\_\_\_\_

**Minor Revision**

- Received as Information
- Request review of documentation from Curriculum Committee
- Reclassified as *major*, return to Curriculum Committee

**New Course or Significant Change to a Program/Course**

- Approved as presented, proceed with implementation
- Approved with additional minor changes
  - Revisions approved by Curriculum Committee Chair, proceed with implementation Date: \_\_\_\_\_
- Recommend significant changes, return to Department Leader

**New Program**

- Recommend to Board as presented, proceed to Board
- Recommend to Board with additional changes
  - Revisions approved by Curriculum Committee Chair, proceed to Board Date: \_\_\_\_\_
- Recommend significant changes, return to Dean

**BOARD OF GOVERNORS**

Date: \_\_\_\_\_

**New Credential/Program**

- Approved, proceed to implementation
- Not approved (provide reason) \_\_\_\_\_

## CONSULTATION GUIDE

### C.3.14 Curriculum Development and Approval Process

The purpose of thorough consultation in the curriculum development and approval process is to ensure educational quality, and smooth communication, implementation and delivery of curriculum. This document is intended to be a guideline for effective consultation. Additional information may be requested or presented based on the nature of the development type and/or changes being made.

**For New Programs, New Courses and changes to Programs and Courses**, consultation with all internal areas is expected. Consultation with the Centre for Instructional Development, the Registrar’s Office, Institutional Research and the Vice President Finance is required.

**For Minor Revisions**, an expansive consultation process is not expected. Curriculum Developers are, however, required to consider all aspects of the change being made and engage relevant stakeholders as appropriate. The Registrar’s Office should be engaged as early as possible in the revisions process.

**NOTE:** Curriculum Committee and/or Education Council can request additional consultation as they see fit.

INTERNAL CONSULTATIONS	How they can help
<b>Faculty/School</b>	
Department Faculty	
Department Support Staff (e.g. lab demonstrators)	
Broader school(s) as needed, e.g. School curriculum committee	
<b>Educational and Student Services</b>	
Aboriginal Education and Community Engagement (AECE)	Any curriculum development regarding Aboriginal People, Aboriginal content, Aboriginal Learners, First Nations communities and/or First Nations Organizations must be done in consultation with the AECE department.
Assessment Centre	The Assessment Centre can help to determine which assessments would be appropriate for entry into your program.
Centre for Instructional Development	Instructional Associates at the CID support faculty in the design and development of learning outcomes, assessments, content, and learning activities for courses and programs in classroom and online learning environments. They also provide assistance in curriculum mapping, a valuable component of curriculum planning that focuses on educational alignment and scaffolded learning experiences to foster student success.
Counselling & Disability Services (CDS)	CDS can offer input about program pre-requisites and other program information based on experience with career counselling and decision making with prospective students (ie. immigrants, Foreign Trained Professionals, people with disabilities, etc.). CDS can also assist with determining the level of counselling support required for student success.

Financial Aid	British Columbia's Ministry of Advanced Education approval is required for any program offering financial aid to any student. Students must meet specific requirements to be eligible for financial aid. Familiarize yourself with the eligibility requirements to ensure student access to financial assistance for your program.
Learning Centre	The Learning Centre can provide advice on the kind of support your students will need from Learning Centre tutors and the textbooks or computer software you will be using
Library	The Library will determine if resources are currently available in the Library to support the topics covered, and, if not, will provide an estimate of the cost of acquiring new print and/or electronic resources. The Library can also provide support on any copyright issues.
Registrar's Office (including Advising and Recruitment)	The Registrar's Office oversees all student records, course numbering and reviews student applications for specific programs. They will assist you in the development of program entrance requirements and creation of courses. Consult with the Advising Department to determine how students will be informed about your program.
Related additional Student Services	Consideration should be given to the level and nature of student services required for new courses or programs, as well as to agreements with external student service partners.
VCC International and Immigrant Education	<p>Students are expected to meet English Language proficiency requirements according to program admission requirements. Courses which provide additional or integrated language support provide greater accessibility for international students or immigrants.</p> <p>A program must be at least 6 months in length for international students to be eligible to apply for a Study Permit and 8 months for a post graduate work permit. If there is a required practicum or work experience included in this program, students may require a work permit. Tuition fees for international students are different between base and cost recovery programs.</p>
<b>Financial and Operating</b>	
Communications and Marketing	The Marketing team can assist you with student recruitment and program marketing based on target students and proposed roll-out dates.
Facilities	<p>Discuss the availability of general classrooms, designated space/labs, equipment, etc.</p> <ul style="list-style-type: none"> <li>• Which campus is program to be offered at?</li> <li>• Is additional office space required for instructors?</li> <li>• What are the requirements for storage of course related materials?</li> <li>• Do you require special classroom furnishing or other accommodations for disabled or special needs students?</li> <li>• Will courses run during off hours? (i.e. weekends? evenings?)</li> <li>• Is there an anticipated impact on energy use?</li> <li>• Is any specialized equipment required (e.g. electrical/ventilation requirements)?</li> </ul>

	<ul style="list-style-type: none"> <li>• Will the program generate special / hazardous waste?</li> <li>• Will there be any impact on Receiving (e.g. early morning deliveries, couriers between campuses)</li> <li>• Does the program include any special events?</li> </ul>
Finance / Vice President Finance	Financial Services must conduct a financial review and costing of all programs to determine financial sustainability and tuition rates. Before a program goes to the full Board for approval, a financial decision on the program must be made by the Finance and Audit Committee of the Board.
Information Technology (IT)	IT will help you determine the technology that best meets teaching and learning requirements.
Institutional Research (IR)	Institutional Research can provide you with labour market information that will help ensure your program's success. Discuss any changes in FTE counts/divisor, schedule, and graduate outcomes. What is the market viability of your program?
Safety and Security	<ul style="list-style-type: none"> <li>• Will any chemicals/materials be used that require approval?</li> <li>• Will any equipment be used that will necessitate specialized safety training for faculty, staff and/or students?</li> <li>• Will special access or additional staffing be required?</li> </ul>
<b>Required External Consultations</b>	
Industry and Community, such as Program Advisory Committee or Community Engagement Group	
Affiliation, Articulation and/or Accreditation bodies	<ul style="list-style-type: none"> <li>• To verify new/revised curriculum meets the quality standards of existing partnerships and agreements.</li> <li>• To develop new partnerships and agreements that maximize student mobility and success.</li> </ul>
Post-secondary Institution Proposal System (PSIPS)	<ul style="list-style-type: none"> <li>• Proposals for non-degree programs (Certificates and Diplomas) are posted on PSIPS for review.</li> <li>• Speak to the Office of Vice-President Academic for details.</li> </ul>
Degree Quality Assessment Board (DQAB)	<ul style="list-style-type: none"> <li>• Proposals for new and revised degree or associate degree programs must be reviewed by DQAB, both at the time of the initial proposal and again after final governance approval.</li> <li>• Speak to the Office of Vice-President Academic for details.</li> </ul>