



**VANCOUVER COMMUNITY COLLEGE**  
**BOARD OF GOVERNORS PUBLIC MEETING AGENDA**

Wednesday, June 29, 2016 at 5:30 p.m. – Room 420, VCC Downtown Campus

- Board of Governors:** Pam Ryan (Chair), Claire Marshall, Sumit Ahuja, Chloe Choi, Brenda Aynsley, Mike Tourigny, Dee Dhaliwal, Steve Kukucha, Erin Klis, Garth Manning, Shaima Jaff, Kay Vandervalk
- Ex-Officio:** Peter Nunoda (President), Todd Rowlatt (Chair, EdCo)
- Recording Secretary:** Deborah Lucas
- Staff Resources:** Kathryn McNaughton, Karen Wilson, Marlene Kowalski, Shannon Railton (Senior Executive Team)  
 David Wells, Debbie Sargent (Deans)
- Guests:** Constituency group representatives

Item	Topic	Time	Speaker	Pre-reading materials	Action	Page
1.	Call to Order	--	P. Ryan	Verbal	--	--
2.	<b>APPROVAL OF AGENDA/CONSENT AGENDA</b> <b>Recommended Resolution:</b> <i>“THAT the VCC Board of Governors approves the agenda and approve/acknowledge receipt of the following items on the consent agenda”</i> <b>2.1</b> Draft Minutes – June 8, 2016 Public Board Meeting			DRAFT Minutes – June 8, 2016 Public Board Meeting	Decision	3
3.	Chair’s Remarks	5 min	P. Ryan	Verbal	Information	--
4.	President’s Remarks	5 min	P. Nunoda	Verbal	Information	--
5.	<b>NEW PROGRAMS &amp; TUITION</b> <b>5.1</b> Post-Degree Diploma in Canadian Business Management <b>5.2</b> Tuition fees & implementation of new program for Environmental Studies Certificate & Courses <b>5.3</b> Tuition fees & implementation of new program Visual Communication Design		T. Rowlatt / D. Wells/ D. Sargent	IN – Post- Degree Diploma in Canadian Business Management DN – Tuition fees Environmental Studies Courses EdCo DN – Implementation of Environmental Studies Certificate DN – Visual Communication Design tuition fees EdCo DN – Implementation of Visual Communications Design	Information Decision Decision Decision Decision	8 10 16 26 31



Item	Topic	Time	Speaker	Pre-reading materials	Action	Page
6.	<b>POLICIES</b> 6.1 D.6.1 Lending and Borrowing College Equipment	5 min	T. Rowlatt	EdCo DN - D.6.1 Lending and Borrowing College Equipment	Decision	86
7.	Education Council Chair Report	10 min	T. Rowlatt	IN – EdCo Chair Report	Information	89
8.	Board of Governors Correspondence	1 min	P. Ryan	Verbal	Information	
9.	<b>CONSTITUENCY GROUP UPDATES</b> 9.1 SUVCC 9.2 CUPE 4627 9.3 VCCFA	5 min each	SUVCC Rep CUPE 4627 Rep VCCFA Rep	Verbal -- -- --	Information	-- -- --
10.	Next meeting date: Sept 28, 2016	--	--	--		
11.	Meeting Adjourns				<b>Meeting duration:</b> Approximately 1 hr	

## DRAFT

### MINUTES OF THE PUBLIC MEETING OF THE BOARD OF GOVERNORS OF VANCOUVER COMMUNITY COLLEGE HELD ON JUNE 8, 2016 AT THE DOWNTOWN CAMPUS

**Board Members:** Pam Ryan (Chair), Erin Klis, Dee Dhaliwal, Shaima Jaff, Stephen Kukucha, Mike Tourigny,  
**Ex-Officio:** Peter Nunoda, Todd Rowlatt  
**Board Secretary:** Deborah Lucas  
**Staff Resources:** Marlene Kowalski, Kathryn McNaughton, Karen Wilson, David Wells, Debbie Sargent  
**Guests:** Karen Shortt (VCCFA), Chris Joyce (CUPE Local 4627)  
**Regrets:** Kay Vandervalk, Brenda Aynsley, Chloe Choi, Garth Manning

#### 1. CALL TO ORDER

The meeting was called to order at 5:32 p.m. by P.Ryan. D. Lucas acted as Secretary of the meeting. P. Ryan declared the meeting to be properly called and constituted.

#### 2. APPROVAL OF CONSENT AGENDA

UPON MOTION duly made, seconded and carried, the following resolution was approved and adopted:

RESOLVED THAT the Consent Agenda of the June 8, 2016 Board of Governors Public meeting was approved, including the following items:

- June 8, 2016 meeting agenda.
- Minutes of the Apr 6, 2016 VCC Board of Governors Public meeting and May 11, 2016 Special Board Meeting.
- Info Note: News and Events
- Report: Financial Performance (MD & A) Period End Mar 31, 2016
- Report: VCCFA

#### 3. CHAIRS REMARK'S

P. Ryan congratulated the VCC and CUPE Local 4627 bargaining teams on the renewal of the Collective Agreement.

#### 4. PRESIDENT'S REMARKS

- P. Nunoda referred to the News and Events Info Note in the meeting package.
- Welcomed new VP, People and Culture, Shannon Railton to VCC.
- Congratulated the CUPE and VCC bargaining teams and commented that reaching a fair and equitable agreement signifies a new day in their relationship.
- Announced \$7M of ITA funding for VCC's Trades and Apprenticeship programs.

#### 5.1 FINANCE & AUDIT COMMITTEE CHAIR REPORT

By conference call FAC Chair, M. Tourigny, presented an update on the Financial Performance for the period ended March 31, 2016. The Management, Discussion and Analysis (MD&A) report was provided in the meeting materials. The 2015/16 year end operating overview included:

- Revenue for the year was \$102.9M compared to 2014/15 of \$101.9M.

- The change in funding model from government grants to tuition based programming for ABE negatively impacted enrolment.
- Salaries and benefits total expense was \$71.6M compared to 2014/15 of \$75.1M. This reduction was contributed to by the cancellation of some ABE and Hospitality programs and by not filling vacant positions and postponing recruitment.
- VCC undertook a comprehensive review of its organizational structure, academic programming and operational costs through the integrated planning and budgeting process.
- The restructuring resulted in one-time costs of \$3.1M, contributing to a total deficit of \$4.1M. AVED approved VCC to run a deficit of up to \$5.0 million for 2015/16.

## **5.2 2015/16 AUDITED FINANCIAL STATEMENTS**

As mandated, VCC must conduct an annual audit of their accounts and transactions. M. Tourigny presented an overview of the 2015/16 Audited Financial Statements as provided in the meeting materials.

The Office of Auditor General of BC (OAG) was appointed in 2015 as VCC's auditor for a period of 5 years. Although not compulsory, VCC also chose to audit its FTE enrolment statement. The OAG worked closely with Finance Department to complete the audit and the OAG presented their findings to FAC on May 16, 2016. The Independent Auditor's Report was provided in the meeting materials. The Board had questions around compliance due to the change in framework from the prior year. This was satisfactorily explained and the statements were presented, as recommended by FAC, for Board approval.

S. Ahuja thanked FAC Chair, M, Tourigny for his support with this matter.

UPON MOTION duly made, seconded and carried, the following resolution was approved and adopted:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve the 2015/16 Audited Financial Statements and the 2015/16 Audited FTE Enrolment Statement.

## **6.1 EDCO CHAIR REPORT**

T. Rowlatt addressed the Board and introduced the agenda items Education Council are recommending for approval.

## **6.2 ACADEMIC SCHEDULE 2017/18**

T. Rowlatt referred to the Decision Note in the meeting materials. The 2017-2018 Academic Schedule is prepared in accordance with Policy C.3.13 Academic Schedule. The Academic Schedule includes the start and end dates of programs as well as courses not part of a program, statutory holidays, known VCC closures, registration and exam dates. ITA programs and non-credentialed courses/programs in Continuing Studies are exempt from this process. The Academic Schedule was created in consultation with the Dean of each school. It was presented to EdCo in May 2016 and minor revisions were recommended. The schedule was revised accordingly and Education Council recommended it for Board approval.

UPON MOTION duly made, seconded and carried, the following resolution was approved and adopted:

THAT, on the advice of Education Council, the Board of Governors approve, in the form presented at the meeting, the 2017-2018 Academic Schedule.

## **6.3 NEW CAD & BIM PROGRAM CREDENTIAL**

T. Rowlatt referred to the Decision Note in the meeting materials. The Drafting programs at VCC have been delivered successfully for over 50 years. The proposal is a significant restructuring of current programs, to

focus both on Computer Aided Drafting (CAD) and Building Information Modeling (BIM). The department has also been renamed “CAD & BIM” to better reflect the currency of their programs and industry. The three specialties remain: Architectural, Civil-Structural, and Steel Detailing. The Program Advisory Committee (PAC) was consulted extensively and supports the proposed changes.

Implementing a short Citation program will benefit students by providing them with the skills in CAD to allow them to gain employment sooner, but allows the graduate to return later to broaden their skills, as the citation program ladders directly into Level 2 of any of the certificates. Education Council reviewed the proposal in Jan 2016 and approved the curriculum for the certificates and the citation and recommended it for Board approval.

UPON MOTION duly made, seconded and carried, the following resolution was approved and adopted:

THAT, on the advice of Education Council, the Board of Governors approve the implementation of the redesigned Architectural Technician Certificate, the Civil-Structural Technician Certificate, and the Steel Detailing Technician Certificate.

THAT, on the advice of Education Council, the Board of Governors approve the implementation of the new credential CAD Technician Citation program.

#### **6.4 DEVELOPMENT OF NEW DENTURIST DIPLOMA PROGRAM**

T. Rowlatt referred to the Info Note provided in the meeting materials. The program was suspended on June 29, 2015 with the plan to renew and re-start in 1-2 years. EdCo and industry professionals did not support the suspension, but with the retirement of the program’s 2 faculty members, the Board supported the opportunity to restructure the program and review learning outcomes. A Steering Committee was struck in October 2015 and includes members of the Denturists Association of BC, and the College of Denturists of BC.

The first draft of the concept paper for a redeveloped Denturist Diploma program was presented to Education Council on April 2016. Benefits of the proposed new program include:

- Aligning program length with NAIT and George Brown College, who run the only other accredited denturist programs in Canada.
- Better preparation of graduates to meet the National Competencies and improve success on the licensing exams.
- Meet industry demand for qualified Denturists. Since average age of Denturists in Canada is 58-68 years old.
- Opportunity to review tuition and fees.

Education Council wanted to inform the Board of their support for the continued development of the Denturist Diploma program.

#### **6.5 REVISED D.1.3 COPYRIGHT POLICY AND PROCEDURES**

The Copyright Act of Canada was updated in 2012. The legislation requires the College to provide reasonable safeguards to ensure the fair and ethical use of copyrighted materials at the College. At that time, the College adopted the procedures for *fair dealing* used by Colleges and Institutes Canada and D.1.3 Copyright Policy and Procedures has been updated to reflect the changes in legislation. The proposed revisions were presented for community feedback and reviewed by the Education Policy Committee. Education Council reviewed it April 2016 and recommended it for Board for approval.

UPON MOTION duly made, seconded and carried, the following resolution was approved and adopted:

THAT, on the advice of Education Council, the Board of Governors approve, in the form presented at the meeting, the D.1.3 Copyright Policy and Procedures.

#### **6.6 D.1.5 USE OF LIBRARY RESOURCES POLICY & PROCEDURES**

The purpose of D.1.5 Use of Library Resources Policy and Procedures is to support VCC's employees and students. The policy was updated to the new College policy/procedures template. It was presented for community feedback and reviewed by the Education Policy Committee. Education Council reviewed it in April 2016 and recommended it for Board for approval.

UPON MOTION duly made, seconded and carried, the following resolution was approved and adopted:

THAT, on the advice of Education Council, the Board of Governors approve, in the form presented at the meeting, the D.1.5 Use of Library Resources Policy and Procedures.

#### **7.1 TUITION & FEES - INTRODUCTION TO CRIMINOLOGY AND CANADIAN LEGAL SYSTEM COURSES**

Dean, David Wells, presented background information on the proposal for the addition of two three-credit courses that will satisfy elective options for a range of internal and university transfer (UT) programs. Both courses were constructed for the Aboriginal Justice Studies Certificate program at the Native Education College (NEC) and would provide strong additional Indigenous content.

The proposed tuition was presented to the Finance & Audit Committee on May 16, 2016 and they agreed with the option of \$450 (\$150 per credit) per student, which provides financial stability by generating a 35.0% net contribution to the VCC overhead, while ensuring standalone tuition is not prohibitive for non-cohort student enrolment.

UPON MOTION duly made, seconded and carried, the following resolution was approved and adopted:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approves a tuition fee of \$450 (\$150 per credit) per student, for the new University Transfer (UT) courses Introduction to Criminology and Canadian Legal System State.

#### **7.2 TUITION & FEES – NEW CAD AND BIM PROGRAMS**

The proposed tuition for 3 new CAD and BIM programs was presented to the Finance & Audit Committee on May 16, 2016. FAC made the recommendation to implement tuition of \$5,917 (\$147.92 per credit) per student, which will fully recover all direct and indirect costs and generate 4% net profit to VCC after recovering institutional overhead. It also gives VCC greater flexibility to react to any changes in industry demands.

UPON MOTION duly made, seconded and carried, the following resolution was approved and adopted:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approves a tuition fee of \$5,917 (\$147.92 per credit) per student, effective September 1, 2016 for the following new CAD and BIM certificate programs:

- 1) Architectural Technician Certificate
- 2) Steel Detailing Technician Certificate
- 3) Civil/Structural Technician Certificate

## **8. BOARD OF GOVERNORS CORRESPONDENCE**

The Board of Governors have signed the 2016/17 AVED Mandate Letter. It will be posted on VCC.ca.

## **9. CONSTITUENCY GROUP UPDATES**

### ***Student Union of Vancouver Community College (SUVCC)***

A representative from the SUVCC was not present.

### ***CUPE Local 4627***

CUPE Local 4627 President, C. Joyce addressed the Board and offered his congratulations to the Human Resources Committee for ratifying the Collective Agreement. C. Joyce commented that this had not yet been communicated to CUPE members.

CUPE Executive met with new VP, Shannon Railton and welcomed her to VCC.

### ***Vancouver Community College Faculty Association (VCCFA) or (FA)***

VCCFA President, K. Shortt congratulated VCC on receiving \$7M in ITA funding and welcomed new VP, Shannon Railton to VCC. The VCCFA report was provided in the meeting materials and it included briefing notes to the Standing Committee on Citizenship and Immigration lobbying for the Learners Instruction for Newcomers to Canada (LINC) program and to the Deputy Minister of AVED lobbying for the Adult Upgrading Grant (AUG).

The VCCFA would like to see new programs reside within with the schools at the college and not in Continuing Studies (CS), e.g. Fashion Design could align with the arts and science programs and Renal Dialysis Technician with health programs. They would also like CS instructors to be part of the VCCFA.

The VCCFA would like to urge FAC to consult with the Tuition and Fees Committee (TAF) when implementing new fees. The tuition items brought to the board meeting had not been presented to TAF. M. Tourigny commented that FAC were satisfied that all relevant stakeholders had been consulted during the tuition review process. M. Kowalski confirmed that the process is under revision.

P. Ryan thanked the constituency group representatives for their comments.

## **11. NEXT MEETING**

The next Board of Governors Public Board meeting will be held on June 29, 2016.

## **12. TERMINATION**

There being no further business, the meeting adjourned at 6:28 p.m.

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Pam Ryan  
Chair, VCC Board of Governors



## INFORMATION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** June 29, 2016

**ISSUE:** Development of New Credential: Post-Degree Diploma in Canadian Business Management

### BACKGROUND:

The Post-Degree Diploma in Canadian Business Management program is currently in development. This program is being designed for international students who already hold a bachelor's degree in any discipline and are interested in business studies in a Canadian context. It will provide students with a solid foundation in business management and prepares them for employment in Canada.

Students will be prepared to seek employment in the areas of business, finance and administration.

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

There are currently no public colleges offering a post-degree business diploma in the Downtown core of Vancouver. Downtown is served by private colleges and universities. Douglas College, Langara College, Capilano University, and the private Ascenda School of Management do offer post-degree diplomas in general management in the Lower Mainland. These schools all seem to be aimed at international students, with tuitions ranging from \$23,730 to \$37,245 (which includes a co-op). All schools are charging at least \$500 per credit hour in tuition. A number of them offer specializations in accounting, finance, or marketing, and some offer co-ops or work placement opportunities.

This project is being led by Fred MacDonald, and will be taught through Continuing Studies, working closely with International Education. The VCC program will focus on general business training rather than any specific specialization. Students will have a two-month practicum as part of the program. The program will be taught over a two year period, the minimum amount of time needed for international students to apply for a post-graduation work permit. Initial recruitment of students will likely focus on India.

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

VCC teaches a number of existing business courses and programs in Continuing Studies and in Hospitality. The development of this credential will create opportunities for collaboration across all



schools on campus. Courses could also be used as electives in a new Associate Degree currently in the planning stages or other programs looking to increase the breadth of student knowledge.

The program's anticipated start date is September 2017.

**DISCUSSION:**

Education Council reviewed the program proposal at its June 2016 meeting. Members had questions related to student outcomes, industry-goals, English requirements, and overall admissions requirement. Mr. MacDonald attended to speak to these questions. Education Council has no significant concerns.

There is one problem that is delaying this project. The College's Policy C.1.3 Granting of Credentials does not recognize the "post-degree diploma" credential. The type of credential is used at other institutions, and will need to be added to the policy prior to approval of this program. Mr. MacDonald is working with Kathryn McNaughton, Vice President Academic, Students and Research, and the Education Council Policy Committee to add this credential type to the policy in Fall 2016.

Education Council recommends that the program be presented to the Board for information, and final approval of the credential can take place after development is completed.

**RECOMMENDATION:**

No motion is required, as the Board cannot establish a credential that is not included in the Granting of Credentials policy. This is presented to the Board for information.

**PREPARED BY:** Todd Rowlett, Chair, Education Council

**DATE:** June 22, 2016



## DECISION NOTE

**PREPARED FOR:** VCC Board of Governors Public Meeting

**DATE:** June 29, 2016

**ISSUE:** Approval of tuition fees for the new University Transfer Courses required for satisfaction of the proposed Environmental Studies Transfer Certificates (Environmental Resource Management, Global Environmental Systems, and Environmental Sciences)

**BACKGROUND:**

VCC provides a range of University Transfer courses in Sciences, Math and Humanities. Historically, these courses came about to fill the need for pre-requisites, breadth requirements and electives for the various Academic post-secondary programs at VCC. A smaller but increasing portion of enrolment is comprised of students looking to complete undergraduate transfer credits that can be transferred into other public post-secondary institutions in BC.

There is an opportunity to prepare students for transfer into academic degree granting institutions as more public institutions are focusing their efforts on degree offerings. These institutions are experiencing high levels of attrition over the first two years of their degree programs and are looking for transfer students to ensure stable enrolment in years two through four. The recently launched Transfer Certificates into the Engineering and Computer Science Faculties at SFU is our first effort to address this identified need. The first cohorts are completing their transfer Certificates at VCC and there has been strong initial interest in this option from both existing VCC students as well as recent high school graduates, the latter of which has not typically accessed University Transfer options at VCC. The new Engineering and Computer Science courses for the SFU option have sustained tuition levels significantly above the standard UT course offerings. The Faculty of the Environment at SFU has expressed a similar interest for a guaranteed transfer pathway.

The British Columbia 2022 Labour Market Outlook projects a steadily increasing labour market over the next 7 years, especially concentrated in the lower mainland. Professional, Scientific and Technical Services are one of the three largest industries in the Lower Mainland. The BC Jobs Plan 4-Year Progress Update (December 2015) notes Technology and the Green Economy as one of eight sectors on which the BC Jobs Plan was constructed.<sup>2</sup>

The course curriculum has been approved by Curriculum Committee and will be presented to Education Council on May 10, 2016. The program credential will be coming before Education Council in June and the Board of Governors following that.

**DISCUSSION:**

In 2015-16 there were 2350 registrations in University Transfer courses, representing a 13% increase over previous enrolment. Surveys were conducted in March of this year with students enrolled in University Transfer courses. There were more than 450 responses gathered to this survey and more than 50% indicated interest in taking additional Science and Humanities courses at VCC, should they be made available. With more than 4000 registrants annually, VCC has the largest number of students in Academic upgrading of any public post-secondary. Approximately two-thirds of those students are going elsewhere for their post-secondary programming. Likewise, high school graduates in the Vancouver areas closest to VCC are going to other post-secondary institutions to obtain their University Transfer credits. Only 98 graduates from four local high schools and VSB adult upgrading came to VCC, while 862 went to other more remote Colleges. These sequential students represent a significant missed opportunity

The Transfer Certificates have been designed to ensure that a minimum of new courses will be created in order to support a maximum number of new credentials. VCC's courses will be strategically scheduled to ensure new course offerings are supported by several coordinated program streams. These courses will also satisfy enrolment demand for electives from existing and impending Degree offerings at VCC in the Health Sciences area. Finally, one of the top planning priorities is the development of first and second year programming that can enable students to complete the Associate of Arts and Associate of Science credential.

Comparable programs in BC charge the following fees:

INSTITUTION	ENVIRONMENTAL RESOURCE MANAGEMENT TRANSFER CERTIFICATE OR EQUIVALENT	GLOBAL ENVIRONMENTAL SYSTEMS TRANSFER CERTIFICATE OR EQUIVALENT	ENVIRONMENTAL SCIENCE TRANSFER CERTIFICATE OR EQUIVALENT
VCC (proposed)	\$4,160 <sup>1</sup>	\$4153	\$4034
SFU (public)	\$6,741	\$6209	\$6740
KPU (public)	\$5,080	\$4678	\$5079
Douglas College (public)	\$3,787	\$3488	\$3787
Langara College (public)	\$3,560	\$3279	\$3560
Alexander College (private)	\$10,108	\$9310	\$10108

**OPTIONS:**

All options are estimated at class enrolment levels of 22 students

- Option 1:** New course tuition fee per credit same as KPU – total fees per student of between \$ 3,713 and \$ 3,854
- Tuition per credit for existing courses - \$ 86
  - Tuition per credit for new courses - \$ 133

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<sup>1</sup> The ERM Transfer Certificate also includes Political Science 1 as an elective option available in term 3. This option would be priced as a new course consistent with the fees proposed for other new courses in this decision note. If students select the Political Science elective the total fees for the Transfer Certificate would increase to approximately \$4,352.

**Implications:** This option will fully recover all VCC costs and generate between 12.7% and 19.0% net contribution to VCC overhead. It gives VCC modest flexibility to react to any changes in the enrolment level. Discrete course offerings priced in range with other institutions.

**Option 2:** New course tuition rates that approximate tuition of upgrading courses at VCC – total fees per student of between \$ 3,968 and \$ 4,352

- Tuition per credit for existing courses - \$86
- Tuition per credit for new courses - \$150

**Implications:** This option will fully recover all VCC costs and generates between 14.2% and 21.1% net contribution to VCC overhead. It gives The College modest flexibility to react to any changes in the enrolment level. Achieve replacement cost for reduced upgrading classes.

**Option 3:** The same average tuition fee per credit as KPU – total fees per student of between \$ 4,655 and \$ 5,054

- Tuition per credit for existing courses - \$ 86
- Tuition per credit for new courses - \$ 177

**Implications:** This option will fully recover all VCC costs and generates between 21.2% and 24.4% net contribution to VCC overhead. It gives The College the most flexibility to react to any changes in the enrolment level. Tuition rates for new courses exceed all but private Colleges.

#### **RECOMMENDATION:**

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approves the implementation of tuition fees, effective September 1, 2016, of \$150 per credit (\$450 for each 3-credit course) the following new University Transfer courses required for satisfaction of the proposed Environmental Studies Transfer Certificates:

- Environmental Resource Management
- Global Environmental Systems
- Environmental Sciences

**ATTACHMENTS:** APPENDIX A - Financial Statement – Environmental Resource Management  
APPENDIX B - Financial Statement – Global Environmental Systems  
APPENDIX C - Financial Statement – Environmental Science

**PREPARED BY:** David Wells, Dean, School of Arts & Sciences  
Marlene Kowalski, VP Administration and CFO

**DATE:** June 21, 2016

Options	Option 1	Option 2	Option 3
Tuition fee per student - Domestic	\$ 3,854	\$ 4,160	\$ 4,655
<b>Revenue</b>			
Tuition revenue - Domestic	\$ 84,792	\$ 91,524	\$ 102,410
Tuition revenue - International	\$ -	\$ -	\$ -
Block fund allocation	\$ 165,000	\$ 165,000	\$ 165,000
<b>Total revenue</b>	<b>\$ 249,792</b>	<b>\$ 256,524</b>	<b>\$ 267,410</b>
<b>Instructor</b>			
Salary (step 1)	\$ 100,318	\$ 100,318	\$ 100,318
Benefits (23.75%)	\$ 23,826	\$ 23,826	\$ 23,826
<b>Total instructor costs</b>	<b>\$ 124,144</b>	<b>\$ 124,144</b>	<b>\$ 124,144</b>
<b>Support Staff</b>			
Salary	\$ 14,729	\$ 14,729	\$ 14,729
Benefits (27.0%)	\$ 3,977	\$ 3,977	\$ 3,977
<b>Total support staff costs</b>	<b>\$ 18,706</b>	<b>\$ 18,706</b>	<b>\$ 18,706</b>
<b>Operational costs</b>			
Operational Expenses	\$ 3,724	\$ 3,724	\$ 3,724
<b>Total operational costs</b>	<b>\$ 3,724</b>	<b>\$ 3,724</b>	<b>\$ 3,724</b>
<b>Indirect student support</b>			
Indirect student support	\$ 55,698	\$ 55,698	\$ 55,698
<b>Total indirect student support</b>	<b>\$ 55,698</b>	<b>\$ 55,698</b>	<b>\$ 55,698</b>
<b>Total expenditures</b>	<b>\$ 202,272</b>	<b>\$ 202,272</b>	<b>\$ 202,272</b>
<b>Net contribution to VCC overhead / (Deficit)</b>	<b>\$ 47,521</b>	<b>\$ 54,253</b>	<b>\$ 65,138</b>
<b>Net contribution to VCC overhead / (Deficit)</b>	<b>19.0 %</b>	<b>21.1 %</b>	<b>24.4 %</b>

Options	Option 1	Option 2	Option 3
Tuition fee per student - Domestic	\$ 3,713	\$ 3,968	\$ 4,655
<b>Revenue</b>			
Tuition revenue - Domestic	\$ 81,683	\$ 87,293	\$ 102,410
Tuition revenue - International	\$ -	\$ -	\$ -
Block fund allocation	\$ 165,000	\$ 165,000	\$ 165,000
<b>Total revenue</b>	<b>\$ 246,683</b>	<b>\$ 252,293</b>	<b>\$ 267,410</b>
<b>Instructor</b>			
Salary (step 1)	\$ 100,318	\$ 100,318	\$ 100,318
Benefits (23.75%)	\$ 23,826	\$ 23,826	\$ 23,826
<b>Total instructor costs</b>	<b>\$ 124,144</b>	<b>\$ 124,144</b>	<b>\$ 124,144</b>
<b>Support Staff</b>			
Salary	\$ 14,729	\$ 14,729	\$ 14,729
Benefits (27.0%)	\$ 3,977	\$ 3,977	\$ 3,977
<b>Total support staff costs</b>	<b>\$ 18,706</b>	<b>\$ 18,706</b>	<b>\$ 18,706</b>
<b>Operational costs</b>			
Operational Expenses	\$ 3,724	\$ 3,724	\$ 3,724
<b>Total operational costs</b>	<b>\$ 3,724</b>	<b>\$ 3,724</b>	<b>\$ 3,724</b>
<b>Indirect student support</b>			
Indirect student support	\$ 55,698	\$ 55,698	\$ 55,698
<b>Total indirect student support</b>	<b>\$ 55,698</b>	<b>\$ 55,698</b>	<b>\$ 55,698</b>
<b>Total expenditures</b>	<b>\$ 202,272</b>	<b>\$ 202,272</b>	<b>\$ 202,272</b>
<b>Net contribution to VCC overhead / (Deficit)</b>	<b>\$ 44,412</b>	<b>\$ 50,022</b>	<b>\$ 65,138</b>
<b>Net contribution to VCC overhead / (Deficit)</b>	<b>18.0 %</b>	<b>19.8 %</b>	<b>24.4 %</b>

Options	Option 1	Option 2	Option 3
Tuition fee per student - Domestic	\$ 3,829	\$ 4,033	\$ 5,054
<b>Revenue</b>			
Tuition revenue - Domestic	\$ 84,243	\$ 88,731	\$ 111,188
Tuition revenue - International	\$ -	\$ -	\$ -
Block fund allocation	\$ 165,000	\$ 165,000	\$ 165,000
<b>Total revenue</b>	<b>\$ 249,243</b>	<b>\$ 253,731</b>	<b>\$ 276,188</b>
<b>Instructor</b>			
Salary (step 1)	\$ 108,917	\$ 108,917	\$ 108,917
Benefits (23.75%)	\$ 25,868	\$ 25,868	\$ 25,868
<b>Total instructor costs</b>	<b>\$ 134,785</b>	<b>\$ 134,785</b>	<b>\$ 134,785</b>
<b>Support Staff</b>			
Salary	\$ 14,834	\$ 14,834	\$ 14,834
Benefits (27.0%)	\$ 4,005	\$ 4,005	\$ 4,005
<b>Total support staff costs</b>	<b>\$ 18,840</b>	<b>\$ 18,840</b>	<b>\$ 18,840</b>
<b>Operational costs</b>			
Operational Expenses	\$ 4,044	\$ 4,044	\$ 4,044
<b>Total operational costs</b>	<b>\$ 4,044</b>	<b>\$ 4,044</b>	<b>\$ 4,044</b>
<b>Indirect student support</b>			
Indirect student support	\$ 59,914	\$ 59,914	\$ 59,914
<b>Total indirect student support</b>	<b>\$ 59,914</b>	<b>\$ 59,914</b>	<b>\$ 59,914</b>
<b>Total expenditures</b>	<b>\$ 217,582</b>	<b>\$ 217,582</b>	<b>\$ 217,582</b>
<b>Net contribution to VCC overhead / (Deficit)</b>	<b>\$ 31,662</b>	<b>\$ 36,150</b>	<b>\$ 58,606</b>
<b>Net contribution to VCC overhead / (Deficit)</b>	<b>12.7 %</b>	<b>14.2 %</b>	<b>21.2 %</b>



## DECISION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** June 29, 2016

**ISSUE:** Approval of new credential: First Year University Transfer Environmental Studies Certificate

### BACKGROUND:

The First Year University Transfer Environmental Studies Certificate is an expansion of the UT offerings at VCC. It is similar to the First Year Engineering and the First Year Computer Sciences certificates approved in the last two years and offers transfer credits for access into the second year of three bachelor programs at Simon Fraser University: Bachelor of Environment - Environmental Resource Management, Bachelor of Environment - Global Environmental Systems, or Bachelor of Science – Environmental Science.

In an agreement with SFU, students will be assured admissions into Year 2 at SFU if students achieve a GPA of 2.75 in all required courses within sixteen months at VCC. If students do not achieve the assured admissions criteria, they can still seek admissions into SFU using the normal transfer process.

VCC already teaches many of the required courses, and are adding new courses in Geography, Environmental Sciences, and Political Science. Course sections will not be exclusively for students in the Environmental Studies program and they will be available to other students. Current students in UT have expressed interest in taking additional courses at VCC if they were made available. There was a 13 percent increase in UT course registrations in 2015-16 over the previous year, and enrolment in Science and Math UT courses has increased 65 percent over the past five years.

Development of this program was identified as a goal in the 2016/17 Integrated Plan, and these courses will also form an important part of the Associate of Arts and Associate of Science credentials currently in the planning stage.

The program's anticipated start date is September 2016.

### DISCUSSION:

Development of this credential started prior to the approval of the Curriculum Development and Approval policy, so the Board did not see this program earlier in its concept phase. The steps required for final approval have all been followed.

There are some costs to implementation, including for the Library to support this program, and hiring of faculty in new subject areas. This is accounted for in the business case.



Education Council requested a few minor changes to the admissions requirements. Those changes have been made. EDCO approved the curriculum at its June 2016 meeting and recommends the Board approve the implementation of the credential.

**RECOMMENDATION:**

THAT, on the advice of Education Council, the Board of Governors approve the implementation of the new credential First Year University Transfer Environmental Studies Certificate program.

**ATTACHMENTS:** APPENDIX A - Proposal for New Program – First Year University Transfer  
Environmental Studies Certificate

**PREPARED BY:** Todd Rowlatt, Chair, Education Council

**DATE:** June 22, 2016

**VANCOUVER COMMUNITY COLLEGE  
PROPOSAL FOR NEW PROGRAM**

**Name of Program:** First-year University Transfer Environmental Studies

**Credential Level:** Certificate

**Anticipated Start Date:** September 2016

**PART 1: CONCEPT PAPER**

Department Leader: Wayne Avery/Jacqueline Shehadeh/Costa Karavas

Curriculum Developer / Faculty: Maria Morlin/Gordon McIntyre/Bruce Clarkson/Tiffany Muller Myrdahal/Widyarani Sumartojo

Dean: David Wells

Proposal Date: May 27, 2016

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

Transfer Certificate with Simon Fraser University Faculty of Environment as receiving Institute

**A. Purpose and Context**

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

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

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

1. Incorporate critical thinking into global interdisciplinary processes and decision making.
  2. Collaborate with peers by participating in research projects and laboratories.
  3. Critically interpret literature and determine the nature and extent of information required.
  4. Apply the appropriate presentation style to produce clear and accurate written, verbal, and visual communication for public individuals, professionals in industry/NGOs, scientists, and politicians.
  5. Utilize accepted research process and abilities in all professional enquiries, communications, and scholarship.
  6. Assimilate scientific and quantitative methodology as well as analytical skills for entrance into second year science courses.
  7. Apply problem-solving techniques in biology, math, geography, global environmental change, management, and leadership.
2. Explain how this program adheres to principles and priorities as indicated in the College's strategic, educational or ministerial planning documents.

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

## VANCOUVER COMMUNITY COLLEGE PROPOSAL FOR NEW PROGRAM

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

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

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

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

## **B. Program Need**

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

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

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

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

## VANCOUVER COMMUNITY COLLEGE PROPOSAL FOR NEW PROGRAM

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

The British Columbia 2022 Labour Market Outlook projects a steadily increasing labour market over the next 7 years, especially concentrated in the lower mainland. Professional, Scientific and Technical Services are one of the three largest industries in the Lower Mainland. The BC Jobs Plan 4-Year Progress Update (December 2015) notes Technology and the Green Economy as one of eight sectors on which the BC Jobs Plan was constructed.<sup>2</sup>

In terms of community demand, feedback from a recent gathering of high school counsellors from the lower mainland indicated a strong demand for University Transfer programming for their students. This seems consistent with recent BCCAT analysis on the movement of sequential students from schools in immediate proximity to VCC. The analysis included movement from four high schools in East Vancouver and the VSB continuing education programming. In all cases, VCC is post-secondary institute most proximate to these schools. A little less than 100 sequential students came to VCC from these schools, while approximately 900 students went to either Douglas College, Kwantlen Polytechnic University, Langara College or BCIT. In many cases these students would have been able to obtain some of the required educational programming at VCC. Additional University Transfer programming will strengthen our ability to meet the needs of those sequential learners.

### C. Competitive Analysis

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

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

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

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

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

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

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

This is both a cohort and open-access program. All of the discrete courses required for the Certificate are open access in nature, and it is possible for a student to assemble the components required for the credential without declaring their intention, so long as they meet criteria outlined for this Transfer Certificate. We are working to ensure that declared Transfer Certificate students are given priority or assured access to the required new courses

## VANCOUVER COMMUNITY COLLEGE PROPOSAL FOR NEW PROGRAM

created to satisfy this credential. The flexible staggering of course delivery will also better enable students starting in the Winter term to complete the Transfer Certificate requirements within the 16 months window required for assured admittance to SFU.

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

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

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

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

### D. Student Profile

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

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

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

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

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

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

This program will address equity by the mix of programming available to satisfy program requirements. The provision of elective options will enable a wider mix of students to assemble the requirements for this credential.

**VANCOUVER COMMUNITY COLLEGE  
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The inclusion of INDG 1100, Introduction to Indigenous and First Nations Studies will better ensure that program content reflects an Indigenous andragogy. In general, this program area is not known for an equity group imbalance.

**E. Quality**

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

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

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

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

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

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

There are no formal affiliations beyond the guaranteed transfer agreement with the Faculty of the Environment at SFU. VCC has an Institution-Wide Affiliation Agreement with NEC Native Education College. There are also not accreditation requirements for this University Transfer Certificate. All discrete courses offered as part of the Transfer Certificate are, or will be articulated with their respective Articulation Committees.

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

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

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

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

**F. Admission and Delivery**

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

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

- Grade 12 graduation, or equivalent.

**VANCOUVER COMMUNITY COLLEGE  
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- English 12 with a final percentage of 76% (in class and Provincial) or English 12 Provincial exam score of 72% (Provincial exam mark only) or English 12 with a final grade of C+ and VCC Writing Skills 12 (ENSK 0902) with a final grade of B, or English 0981/0991 with a final grade of B+ or ONE of the following test scores:
    - ABE assessment with 60 in reading, 52 in writing, and 0991 on essay
    - LPI 5/35
    - LET 4
  - Biology 11 and 12 each with a C+, or VCC Biology 0861/0871 and Biology 0983/0993 both with a C+, or equivalent
  - Chemistry 11 with a C+, or VCC Chemistry 0861/0871 with a C+, or equivalent
- For option C (BSc – Environmental Science):
- Precalculus 12 with a B or:
    - VCC Math 0983/0993 with a B, or
    - VCC Math 1020 with a C, or
    - VCC Math Precalculus Test (MPT) with a 72%.
    - Chemistry 12 with a C+, or VCC Chemistry 0883/0893 with a C+ or equivalent
- For options A&B
- Precalculus 11 with a C or VCC Math 0861/0871 both with a C

23. Identify pathways that assist in meeting these requirements.

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

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

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

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

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

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

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

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

There is no PLAR identified at this time. We will continue to explore options for granting PLAR to components of this Transfer Certificate.

**VANCOUVER COMMUNITY COLLEGE  
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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.

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



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

EXTERNAL CONSULTATIONS		FEEDBACK (include date received)
	PAC/CEG	
X	Affiliation, Articulation and/or Accreditation bodies	Simon Fraser University – April 15, 2016 (Susan Rhodes)
	PSIPS	

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

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

N/A



## DECISION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** June 29, 2016

**ISSUE:** Tuition Fees for New Visual Communication Design Certificate and Visual Communication Design Diploma

### BACKGROUND:

The Visual Communication Design Certificate program (previously called the Digital Graphic Design Certificate program) has been in existence since 2001 and has undergone substantial change warranting a tuition review.

Industry standards have changed significantly and it has become evident that the current Digital Graphic Design certificate program is not meeting the future needs of clients/employers. Many graduates of the certificate program have a desire to advance their education/skills but have no opportunity to do this at VCC. Graduates must choose other institutions to meet their needs. A year ago, the Digital Graphic Design Department began to design a new diploma program to meet these needs and to provide opportunities for graduates to pursue degree options.

The Visual Communication Design Diploma is a new credential that was approved by the Board at the February 24<sup>th</sup> Board meeting. The credential was approved as Digital Graphic Design Diploma. Since then the program name has changed to Visual Communication Design to align with current industry terminology.

The renewed Visual Communication Design Certificate and new Visual Communication Design Diploma were approved by Education Council on May 10, 2016.

The new Visual Communications Design programs respect the current demands of the graphic design sector and will strengthen the skills of students, positioning them more strategically in graphic designer roles. These new programs will align training with current industry needs and standards, and will offer multiple avenues for students, including laddering opportunities into degree programs. This program will also attract additional students who are pursuing jobs that require a two year diploma.

Registered Graphic Designers of Canada administers a survey every four years to focus on industry professionals. The survey states that graphic designers, after graduation, will likely work in three different capacities:

- working freelance (sole-proprietorship)
- working in in-house corporate environments (for example, VCC's Marketing Department)
- working in advertising, marketing and interactive agencies

The new curriculum will prepare graduates to work in all of these environments.

## DISCUSSION:

The new courses in the Visual Communications Design certificate and diploma programs have been designed to meet industry needs and they incorporate technical, theoretical, and applied skills.

Students will have an opportunity to enter either the Visual Communications Design certificate program or the Visual Communications Design diploma program. Those in the diploma program will be able to exit after first year with a certificate if their plans change and they will then be able to return to the second year of the diploma program at a later time if they wish.

With the implementation of these two new programs, VCC will no longer offer the stand alone Digital Graphic Design certificate program.

An extensive comparative study has been done to examine tuition at other similar programs in BC, taking into account the per-hour and per-credit tuition (this excludes supplies and other additional fees). BCIT is a direct competitor with VCC, followed by UFV and then distantly the private institutions. BCIT has some attributes that VCC does not have:

1. 24 hour lab access and direct Apple IT support
2. A positive reputation in the technology sector
3. A large selection of graphic programs
4. Approximately 50 faculty working within their department
5. Greater student support
6. More scholarships
7. A established relationship with Emily Carr University

As such, our tuition should remain lower than BCIT's tuition.

Please see the attached chart for comparisons. This chart also includes the proposed tuition options for this new certificate and diploma.

## OPTIONS:

### OPTION 1:

- \$14,465 for the two year Diploma (\$130.31/credit 111 credits)
- \$7,297 for the Certificate (\$130.31/credit 56 credits)

**Implications:** This would be our break-even point and would be a net 0% contribution. This pricing is well below our main competitors in both certificate and diploma programs.

### OPTION 2:

- \$15,066 for the two year Diploma (\$135.73/credit 111 credits)
- \$7,601 for the Certificate (\$135.73/credit 56 credits)

**Implications:** 2% net contribution. Program costs are still below our main competitors for the diploma and certificate. This would be the highest we should raise tuition as it is very close to our main competitor's price (BCIT). It would be more difficult to recruit students with tuition priced at levels higher than this point.

### OPTION 3:

- \$15,692 for the two year Diploma (\$141.37/credit 111 credits)
- \$7,917 for the Certificate (\$141.37/credit 56 credits)

**Implications:** 4% net contribution. This tuition price is close to our main competition, BCIT. If we get any closer, we risk losing applicants to BCIT.

**RECOMMENDATION: Option 3** \$15,692 for the two year Diploma (\$141.37/credit 111 credits)  
\$7,917 for the Certificate (\$141.37/credit 56 credits)

**RECOMMENDED MOTION:**

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approves the following tuition fees, effective September 1, 2016, for the new Visual Communications Design Certificate and Visual Communications Design Diploma:

- \$15,692.07 for the two year Diploma (\$141.37/credit 111 credits)
- \$7,916.72 for the Certificate (\$141.37/credit 56 credits)

**ATTACHMENTS:** APPENDIX A - Financial Statement  
APPENDIX B - Tuition Comparisons

**PREPARED BY:** Debbie Sargent, Dean, School of Health Sciences and Interim Dean, Design Programs  
Marlene Kowalski, VP Administration and CFO

**DATE:** June 13, 2016

**Vancouver Community College**  
 School of Music, Dance & Design  
**Visual Communications Design Diploma**  
 Org 4403

<b>Tuition fee per student</b>	<b>\$15,692</b>
No. of Intakes	1
No. of students per intake - Domestic	18
Total students (with X FTE admission) - Domestic	16
Students	16
Duration - instructor months	17
Duration - days	346
Other days	0
Department head release days	90
Duty days per year	180
Instructor FTE required per intake	2.42
Number of credits	111
Existing tuition fee per credit - Domestic	\$ 0
New tuition fee per credit - Domestic	\$141
Support staff FTE	0.50
Operational costs	7 %
<b>Revenue per student</b>	<b>\$ 30,692</b>
<b>Cost (breakeven tuition fee) per student</b>	<b>\$ 29,465</b>
<b>Breakeven tuition fee per student</b>	<b>\$ 29,465</b>
<b>Block fund per student</b>	<b>\$ 15,000</b>

**Revenue**

Tuition revenue - Domestic	\$ 251,077
Block fund allocation	\$ 240,000
<b>Total revenue</b>	<b>\$ 491,077</b>

**Instructor**

Salary (step 1)	\$ 230,695
Benefits (23.75%)	\$ 54,790
<b>Total instructor costs</b>	<b>\$ 285,485</b>

**Support Staff**

Salary (actual)	\$ 29,539
Benefits (27.0%)	\$ 7,975
<b>Total support staff costs</b>	<b>\$ 37,514</b>

**Operational costs**

Operational expenses	\$ 18,620
<b>Total operational costs</b>	<b>\$ 18,620</b>

**Indirect student support**

Indirect student support	\$ 129,815
<b>Total indirect student support</b>	<b>\$ 129,815</b>

<b>Total expenditures</b>	<b>\$ 471,434</b>
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<b>Net contribution to VCC overhead</b>	<b>\$ 19,643</b>
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<b>Net contribution to VCC overhead</b>	<b>4.0 %</b>
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**VANCOUVER COMMUNITY COLLEGE  
 VISUAL COMMUNICATIONS DESIGN  
 TUITION COMPARISONS**

## CERTIFICATE COMPARISON

PROGRAM	FOCUS & FEATURES	CREDENTIAL	INTAKES	STUDENT CAP	TERMS	CREDITS	HRS/ CREDIT	BASE TUITION	TUITION/ CLASS HR	TUITION/ CREDIT
BCIT <b>Communication Design Essentials</b> (Emily Carr & BCIT joint Certificate)	In direct partnership with Emily Carr, direct entrance into year 2 with 3.0GPA. High focus on the relationship. Odd course time offering (some weekends, evenings & days). Some courses at Emily Carr some at BCIT.	<b>CERTIFICATE</b> 12 months (738 hrs)	October April	24	2	61.5	12	\$9,706	\$13.15	\$157.82
BCIT <b>Technical Web Designer</b>	Focus is web technologies and video. Claims graduates to be industry ready (but doubtful given extremely short duration).	<b>CERTIFICATE</b> 6 months (480 hrs)	October April	21	2	40	12	\$5,397	\$11.24	\$134.93
BCIT <b>Associate Graphic Design Certificate</b>	At your own schedule, many course options/including full & part time. Very basic foundation program.	<b>ASSOCIATE CERTIFICATE</b> 6 months (360 hrs)	Oct. & April (Full Time) Sept. Jan. Apr. (Part Time)	24	1	30	12	\$5,285	\$14.68	\$176.17
<b>VCC - NEW VCD</b>	Small instructor/class ratio Concentration on web, print, photography, client & marketing. Most class hours for Certificate in Lower Mainland	<b>CERTIFICATE</b> 900hrs	September & January	18	2	56		\$7,917	\$8.80	\$141.37

## DIPLOMA COMPARISON

PROGRAM	FOCUS & FEATURES	CREDENTIAL	INTAKES	STUDENT CAP	TERMS	CREDITS	HRS/ CREDIT	BASE TUITION	TUITION/ CLASS HR	TUITION/ CREDIT
BCIT <b>Digital Design &amp; Development</b>	Two year, full time with 8 week practicum at the end. Focus on web development, video and marketing (includes social media). Touts to have the best industry professionals (how do they quantify the claim?)	<b>DIPLOMA</b> 2 Years (1338 hrs)	September	24	4	111.5	12	\$15,160	\$11.33	\$135.95
BCIT <b>Graphic Communications Technology Management</b>	Two year, full time, no practicum. Focus is on print, marketing, web (in that order). High concentration on business. Boasts 100% students find jobs within 3 months (does not say industry jobs).	<b>DIPLOMA</b> 2 Years (1392 hrs)	September	24	4	116	12	\$10,580	\$7.60	\$91.21
University of Fraser Valley <b>Graphic + Digital Design Diploma</b>	Curriculum involves web, print, video & illustration. Some courses are purely analogue (drawing and business). Lots of ground to cover in 2 yrs, very small recognition in industry. Only short program to offer Grad Show.	<b>DIPLOMA</b> 2 Years (1200 hrs)	September (one cohort)	24	4	60	20	\$13,189	\$10.99	\$219.82
<b>VCC - VCD Option 1 - 0%</b>	Small instructor/class ratio Concentration on web, print, photography, client & marketing. Most class hours for Diploma in Lower Mainland. Includes Studio Mentorship, Practicum & Grad Show	<b>DIPLOMA</b> 1620 hrs	September & January	18	4	111		\$15,692	\$9.69	\$141.37



## DECISION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** June 29, 2016

**ISSUE:** Approval of Visual Communication Design Diploma and Certificate

### BACKGROUND:

The Digital Graphic Design Department is proposing to re-develop their existing certificate program into a two-year diploma. The program has been taught at VCC since 2001; the current version of the certificate program started in 2011, and has had full enrolment since its launch. The department believes that a longer diploma program will better respond to the needs of its industry, which more and more requires “all-in-one” designers who can work in both print and web, and particularly with hand-held devices and tablets. The current program is not fully meeting those industry needs.

The new Visual Communication Design programs have a strong applied focus that better prepares students for current industry needs and standards. Students will work in a studio environment with real clients. The program still provides a 1 year option where students will graduate with a Certificate, providing flexibility. Students will be able to enter the certificate program, Year 1 of the diploma program, or Year 2 of the diploma program (if they have previously completed an equivalent certificate).

There is strong industry demand, as demonstrated in the proposal, and the program has an active Program Advisory Committee that has already been extensively consulted on this proposal. There is some capital and staffing requirements needed for successful implementation of this program.

### DISCUSSION:

Education Council reviewed these credentials at our May 2016 meeting. Some minor changes were required to clarify admission requirements. Education Council approved the curriculum for both credentials. The program start date is planned for January 2017.

### RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the implementation of the new credentials Visual Communications Design Diploma and Visual Communication Design Certificate (formerly called Digital Graphic Design).

**ATTACHMENTS:** APPENDIX A - Proposal for New Program – Visual Communication Design Diploma and Certificate (formerly Digital Graphic Design)

**PREPARED BY:** Todd Rowlett, Chair, Education Council

**DATE:** May 20, 2016

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PREPARED BY  
VCC's  
**DIGITAL GRAPHIC DESIGN  
DEPARTMENT**

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FEBRUARY 2016

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# NEW DGD DIPLOMA PROGRAM PROPOSAL

PREPARED FOR

The Board of Governors, and  
Education Council



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## CONTENTS

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### APPENDICES

- DGD Grad Audit
- Government Support Periodicals
- Canadian Indeed Employment Trends

# PURPOSE & 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.

## SIGNIFICANT INDUSTRY CHANGES

The purpose of the **Digital Graphic Design [DGD] Diploma** is to address industry changes for graphic design graduates. Companies are looking for multifaceted, all-in-one designers who can work both print and web with in-depth knowledge of both media. This was not the case when the original certificate program was originally designed in 2011. The rise of the iPad and similar devices in 2011 began the introduction and dependence on hand-held devices and tablets in the mass market.

## MULTIPLE ENTRANCE AND EXIT POINTS

This new program will provide students with multiple entry and exit points to allow flexibility. The diploma program will be two years in length, students will be able to exit the first year with a **Digital Graphic Design [DGD] Certificate**. Students that remain for the second year will graduate with a **Digital Graphic Design Diploma**. Applicants with prior education or experience may be eligible to apply for PLAR for entry into the second year of the program.

## APPLIED LEARNING WITH REAL WORLD EXPERIENCES

The new program will also have a very applied approach. No other graphic design program in Western Canada offers students the opportunity to first work in a studio environment with clients which prepares them for an practicum. The second distinguishing feature of the program is that students work from one course to another rather than having many courses at once. This has been proven in our current program that in the same time line as other schools, portfolios and job skills are far superior in our program than others. And thirdly the new program greatly adds to the overall VCC community, as DGD students help other VCC students and faculties with visual and web collateral.

# PURPOSE & CONTEXT

## GRADUATES OF THIS PROGRAM WILL BE ABLE TO

- ✓ Practice efficient research, analysis, critical thinking and creative problem-solving techniques
- ✓ Communicate and work effectively with a wide range of clients and audiences
- ✓ Apply typographic skills and knowledge to create effective visual communications
- ✓ Design visual communication for a variety of modern media and platforms
- ✓ Select, plan and use a variety of applications for production of design projects
- ✓ Author design projects proficiently, demonstrating a high degree of creative and technical ability
- ✓ Effectively manage time, organize, and prioritize in order to meet deadlines
- ✓ Present and explain rationale for design decisions
- ✓ Apply the foundations of design to a variety of projects
- ✓ Build a professional portfolio
- ✓ Perform in a professional manner, by maintaining professional relationships and communicating effectively with clients, co-workers, supervisors and others
- ✓ Pro-actively seek current information and advance skills to keep up with changing technology
- ✓ Develop and implement solutions to complex problems encountered in all phases of the graphic design process

## STUDENTS WILL BE PREPARED TO ENTER THE FOLLOWING JOBS

Graduates of this program may find employment in the following areas: in-house designers, design firms, advertising agencies, print houses and service bureaus, web development, public and private companies as well as freelance contracting.

Further, students will build a solid portfolio for the purpose of future competition and admission into degree granting institutes.

# PURPOSE & CONTEXT

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

## 1 | AN INNOVATIVE COLLEGE FOR HIGHER EDUCATION, OFFERING A WIDE RANGE OF QUALITY, RELEVANT CAREER AND APPLIED/ACADEMIC PROGRAMMING

### EXTREMELY RAPID CHANGES IN BOTH TECHNOLOGY BASED AND SOFT SKILLS BASED COMPONENTS OF THE INDUSTRY.

Changes in graduate expectations from industry require students to have training and exposure to business practices in their field as well as the soft skills necessary to deal with real clients.

### PROVIDE EXPERIENTIAL OPPORTUNITIES THROUGH COMMUNITY INTERACTION AND WORK PLACEMENTS.

With the development of the new diploma, we would use client-based learning as an innovative introduction to real industry practice and would be the only college in the Lower Mainland to do so, giving us a distinct edge.

### ENGAGE IN PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

By providing an entrance point into the Diploma in the second year to those who have valuable work experience and establish clear and transparent equivalent standards to reflect prior student accomplishment.

## 2 | A STUDENT-CENTERED COLLEGE, ENGAGING OUR LEARNERS AND PROVIDING MULTIPLE, FLEXIBLE PATHWAYS TO ADVANCEMENT

### OFFERING SERVICES TO OTHER STUDENTS AND FACULTIES.

A welcome byproduct that would engage DGD students as well as offering services and giving students in other programs help with their own job placement.

### PROVIDE STUDENTS WITHIN A MORE AUTHENTIC AND RELEVANT EDUCATIONAL EXPERIENCE.

Curriculum additions in business practices, marketing, and social media would support our students in being competitive with other graduates.

### PARTNERSHIPS TO ENHANCE MUTUAL STUDENT PATHWAYS AND ADVANCEMENT.

Work towards building a pathway into the Capilano IDEAS program. Conversation has been started with Carol Aitken at IDEAS, so that students could enter into the second year of that program.

# PURPOSE & CONTEXT

## 3 | A COLLEGE OF ACCESS, RECOGNIZED FOR ENABLING ALL TYPES OF LEARNERS TO REACH THEIR FULL POTENTIAL

### SECOND YEAR ADVANCED ENTRANCE INTO PROGRAM BY NEW ARRIVED IMMIGRANTS.

During the initial portfolio interviews with potential students and communication with hopeful candidates it has been indicated that newly arrived immigrants already practicing design in their countries are looking for formal Canadian certification for them to enter into our workforce. These potential students already have a rich foundation design background and are seeking education and retraining with our industry standards. They look to upgrade skills and practice in a design environment.

## 4 | AN INSTITUTION THAT INCREASES AND ENHANCES ABORIGINAL PRESENCE AND PARTICIPATION

### HISTORICALLY ABORIGINAL STUDENTS ENTER THE PROGRAM WITH NO PRIOR EDUCATION IN THE FIELD OR OTHER CERTIFICATIONS.

Having a 2-year diploma option would provide very valuable potential for Aboriginal graphic designers who want to pursue careers in design and marketing with no prior education in the field or experience. The program has proven that only those with prior experience and/or education are successful in entering the workforce.

The single year program leaves these students in need of further courses, or continue to work freelance to develop a portfolio which will enable them to be prepared for the workforce (see two year program audit)

## 5 | A COLLEGE THAT DELIVERS QUALITY, RELEVANT EDUCATION, WITH INTEGRITY AND ACCOUNTABILITY

### UPDATED AND REFRESHED THE PROGRAM WOULD PROVIDE STUDENTS WITH RELEVANT EDUCATION AND WOULD FURTHER EXTEND THE PROGRAM REPUTATION.

Currently the program is far too short to prepare students with the expanded skill set that is required for entrance to the work force.

# PURPOSE & CONTEXT

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

## 1 | EDUCATION QUALITY

Graduates of the Diploma Program will meet the following requirements; two years of design training experience or training in multimedia design at a post-secondary college or technical institution and a well-developed portfolio to meet the criteria of the *Society of Graphic Designers of Canada (GDC)* and be eligible for registration.

The curriculum has been revised to address the emerging requirements of the work place. The Diploma provides multiple entrance and exit points providing flexibility to address student needs.

## 2 | OPERATIONAL EXCELLENCE

The Diploma centers around the development of student problem-solving, teamwork, and leadership skills. This renewed curriculum identified important feedback from the PAC, graduates and other internal and external stakeholders and lead to the revision of this program to be current and better prepare students for a dynamic workplace.

## 3 | FINANCIAL STABILITY & SUSTAINABILITY

The development of the new Diploma allows for the review of program costs. New resources could be shared with Continuing Studies in order to offset costs. Program support services could potentially also be shared with other departments on the seventh floor of the downtown

campus (CAD and BIM Program and CID). The studio component of the second year would charge external clients a fee for services rendered and also a reduced fee for internal clients (both students and programs).

## 4 | REPUTATION MANAGEMENT

The program currently enjoys a stellar reputation with industry and potential students, however feedback from PAC, DASCO, industry and alumni have demonstrated the need for an extended program to better prepare graduates for the workplace. The current certificate does not allow students to apply for registration with our governing association GDC. Finally the addition of the Diploma will enhance the already positive reputation of DGD.

## 5 | BUSINESS DEVELOPMENT

The studio component and the practicum will provide an opportunity to build new partnerships with businesses and community. Currently other VCC students do not have access to any support for development of visual materials (*student business cards, single promo web pages, nursing student poster presentations, help with social media profiles, resume designs, etc*). Long term value can come from any of these offerings.

# PURPOSE & CONTEXT

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

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The Digital Graphic Design [DGD] program is unique in that it seeks clients within its own community. Due to the small staff of two including the Department Leader, creating design work for VCC students and programs creates real world experiences without needing to go very far. DGD has found that other programs at VCC are eager to participate in our efforts. Below is a list of some of the initiatives DGD has taken over the last two years.

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### CULINARY ARTS

**Collin Gill, Department Head**

DGD students and DH have met with Collin. DGD has produced info session posters (2014, 2015, 2016), promotional posters and infographics for the program. Collin supports all efforts made by DGD and the new program.

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### HAIR AND ESTHETICS

**Lucy Griffith, Department Head**

DGD students and DGD instructors have met with Lucy, as well as many staff members on several occasions. DGD has produced info session posters (2014, 2015), and infographics for the program as well as continued projects between their students and DGD students. Lucy supports all efforts made by DGD and the new program.

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### JEWELRY AND DESIGN

**Dariusz Bebel (Absent DH) / Karin Jones (Acting DH)**

DGD students and DH have met with both Dariusz and Karin, on several occasions. DGD has produced info session posters (2014, 2015), Year End Show Promotions and infographics for the program as well as continued projects between their students and DGD students. Karin supports all efforts made by DGD and the new program.

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### HOSPITALITY MANAGEMENT

**Kevin Kovalycsik and Mike Tittel, Department Heads**

DGD students and DGD instructors have met with both Kevin and Mike, on several occasions. DGD has produced info session posters (2014, 2015), and infographics for the program. They both support all efforts made by DGD and the new program.

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### APPLIED BUSINESS

**Helen Roberts, Department Head**

DGD students and DGD instructors have met with Helen on several occasions. DGD has produced info session posters (2015) for the program. She supports all efforts made by DGD and the new program.

# PURPOSE & CONTEXT

## BAKING & PASTRY ARTS

Kimberly Tada, Instructor

DGD students and DGD instructors have met with Kim to produce stationary and menu design between their students and DGD students. Kim supports all efforts made by DGD and the new program.

With the new Diploma Program, DGD would continue to support these programs, be able to extend to others, offer additional services and extend outreach to external community in Vancouver.

### Selected Student Works



**VCC** DGD Student Work for Hospitality  
Designed by: Yenne Olivetto | Digital Graphic Design Student | www.vcc.ca/dgd



# PROGRAM NEED

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

### 1 | CURRENT CERTIFICATE

Our current certificate will continue to serve those students who are using the program to add to their skill set. Although we would be upgrading the curriculum we will continue to serve this sector since there continues to be a high demand for the short nine month program.

### 2 | GDC CERTIFICATION REQUIRES 2-YEAR DIPLOMA MINIMUM

Commentary from [www.workbc.ca](http://www.workbc.ca): Graphic designers and illustrators are required to have a university degree or at least two years education in visual arts with specialization in graphic design, commercial art, graphic communications or cartooning. Other professional requirements may include:

- ✓ A college diploma in graphic arts or certification by the Society Of Graphic Designers of Canada
- ✓ Two years of design training
- ✓ Experience or training in multimedia design at a post-secondary college or technical institution
- ✓ A well-developed portfolio so clients and prospective employers can view the designer's abilities

[www.workbc.ca/Jobs-Careers/Explore-Careers/Browse-Career-Profile/5241#section-statistics](http://www.workbc.ca/Jobs-Careers/Explore-Careers/Browse-Career-Profile/5241#section-statistics)

### 3 | CLIENT BASED EXPERIENCES

The Lower Mainland currently does not offer a graphic design diploma, certificate or degree with continuous client based experiences. Other schools use pretend projects and re-designs or a centered capstone project with a singular client experience while students at VCC would be working with client experiences everyday. In industry a graphic designer does not have a job without having a client. Learning how to manage the push and pull of client expectations makes a student much more industry relevant.

Through the PAC discussion they have agreed and identified the advantage of client based learning, the idea of a studio guided mentor course before students move towards practicums.

### 4 | WEB AND PRINT BLENDED PRACTICES

No other program is weaving together the emerging technologies of web with the traditional practices of print. In the re-design of the program we recognize that in today's industry they are not separate practices but rather blended practices from foundation onwards.

*See appendix - Summary of program content comparison*

# PROGRAM NEED

## 5 | ADVANCED CERTIFICATION

Programs not only in Greater Vancouver greater area but also in Western Canada do not offer opportunities for Advanced credentials for those who wish to upgrade or add to existing skills in industry. Almost all offerings are geared towards foundation first and then working towards advanced credentials within the program.

the merging of print and web under one title, the current labour expectation is for designers to be intimately familiar with both. DGD would continue to prepare students with foundation skills, however the Diploma would add business practices, marketing, photography, written communication as well as advanced level technical and work experience components to answer to the changing need.

## 6 | RESPONSIVE DESIGN AND PRODUCTION

Because emerging technologies are moving so quickly, most programs in this field are struggling to respond to industry needs. Although currently we are offering students an introduction to responsive design, with the development of a longer two year program we would be able to provide students with an advanced level of education for these emerging technologies.

*See appendix - Summary of program content comparison*

## 7 | GRAPHIC DESIGNER WITH MANY HATS

The job market for graphic design has traditionally been separated as print designers or web designers (pre 2010 arrival of mobile devices). Currently however, entry level designers who have college educations commonly find most of the entry work as in-house designers or freelance designers (see table of past DGD graduates). Because of

# PROGRAM NEED

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

### CURRENT DEMAND

The graphic design program at VCC has a history of over 30-years. The current program has a solid positive reputation proven by on-line reviews, social media positive comments, and word of mouth. The current program has always had full enrollment. With the new diploma program, the department would be further suited to provide current necessary changes as well as adding a new credential.

Demand for the current certificate is strong but the diploma program allows for students to pursue advanced training without the need to complete a four year degree or a specialized program.

### ALUMNI FEEDBACK

DGD considers alumni feedback to be a key indicator for the support of the Diploma. Communication with recent graduates confirms that those students who entered the program with no prior relevant experience are having challenges entering the design industry with only a certificate (see 2014 and 2015 graduate report) as compared with those graduates who entered the program with some accreditation.

### JOB OUTLOOK IN BC

#### GRAPHIC DESIGNERS AND ILLUSTRATORS, NOC 5241

Graphic Designers knowledgeable in current technology will be most in demand. In particular, sustainable design practitioners. Sustainable design practice is relatively new, but growing quickly. There is currently a demand for consultants and designers alike in this area.

#### Opportunities

Job openings outlook  
Expected number of job openings (2012 - 2022)



Cumulative number of new jobs (2012 - 2022)	<b>6,800</b>
% job openings from replacement	<b>65 %</b>
% job openings from expansion	<b>35 %</b>

<https://www.workbc.ca/>

## CURRENT GRAPHIC DESIGN EMPLOYMENT OVERVIEW

Registered Graphic Designers of Canada administers a survey every four years to focus on industry professionals. In 2014 of 3,331 respondents over 30% of those employed in the industry work as in-house designers (organizations where design is not a core service). This statistic aligns with the DGD graduate percentage of those students who found jobs after graduation as in-house designers. It is not unusual for a recent graduate to have either a part-time job or full time job and work as freelancers in addition to their primary employment (54%). While others enjoy the flexibility of freelancing full time as the primary source of income (18%). Whether full time or part time it is important for graduates to learn skills at school on managing a business, marketing and written communication in addition to design and creative skills which needs a longer teaching term.

The study also indicated the new emergence of User Experience/User Interface Designers, Front-End Developer and Content Editor/Manager. This is one example of how the emerging technologies are pushing the work force to create new jobs.

## DASCO LONG SURVEY REPORT

Dasco surveys in the long form which accommodate for graduate commentary, include many instances where students would have taken an advanced credential if it was being offered (dating back to graduates from 2012-2008. Some respondents commented:

### DASCO 2013 (2012 GRADUATES)

- ✓ "They should have a longer course, it ran out of time. They need a practicum component as well"
- ✓ "Program is extremely short, not enough time to cover all graphic design topics."

### DASCO 2012 (2011 GRADUATES)

- ✓ "It would have been helpful to have a practicum, as it is difficult to get your foot in the door without one"
- ✓ "My group never had real clients...students need to be able to stay longer at computers after class"

## ADDITIONAL INTAKES: JANUARY & SEPTEMBER

There is only one college (BCIT) that offers an intake other than September in two very specific programs and none that offer Advanced credentials in January. Those potential learners have to wait for September intakes in order to advance their careers. Through program inquiries and conversations with case workers this would allow the flexibility to intake students at alternate timelines.

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

Since employers are changing the work-flow in their studios, they are looking for graduates who are familiar with current industry job sequences. For example, the industry no longer looks for a *web master* they now look for *front-end designers*, *user experience designers*, and *back-end designers*. These are titles that did not exist two years ago.

*(See periodicals for Christy Clark initiatives in the last two months supporting this sector financially, including education initiatives. Periodical section is commented.)*

# 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?

## VANCOUVER & GREATER AREA PROGRAM COMPARISON TUITION (COMPARED PER HOUR), INTAKES, DURATION

PROGRAM	CERTIFICATION *	INTAKES	STUDENT PER CLASS	# OF TERMS	CREDITS	HRS/ CREDIT	TOTAL TUITION	TUITION/ CLASS HR
VCC Digital Graphic Design Print & Web	Certificate (900 hrs)	2 Cohorts September	18	2	36	25	\$3,980	\$4.42
BCIT Communication Design Essentials	Certificate (738 hrs)	October April	24	2	61.5	12	\$10,343	\$14.01
BCIT Technical Web Designer	Certificate (480 hrs)	October April	21	2	40	12	\$6,890	\$14.35
BCIT Associate Graphic Design Certificate	Associate Certificate (360 hrs)	Oct. & April (Full Time) Sept. Jan. Apr. (Part Time)	24	1	30	12	\$5,603	\$15.56
BCIT Digital Design and Development	DIPLOMA (1338 hrs)	September	24	4	111.5	12	\$15,160	\$11.33
BCIT Graphic Communications Technology Management	DIPLOMA (1392 hrs)	September	24	4	116	12	\$12,466	\$8.96
University of Fraser Valley Graphic + Digital Design Diploma	DIPLOMA (1200 hrs)	September (one cohort)	24	4	60	20	\$12,300	\$10.25
Vancouver Film School (Private) Digital Design Diploma	DIPLOMA (900 hrs)	May August	26	6	-	-	\$27,250	\$30.28
LaSalle College (Private) Graphic Design Diploma	DIPLOMA (915 hrs)	September	21	3	-	-	\$22,596	\$24.70

\*Comparison of Credentials: Hours of class provided for clear comparison. BC Certification is not consistent.

## VANCOUVER & GREATER AREA PROGRAM COMPARISON

### PROGRAM FOCUS

PROGRAM	CERTIFICATION *	OFFERING	PROGRAM FOCUS	ENTRANCE PORTFOLIO	LADDERING	INTERNSHIP OR CAPSTONE
<b>VCC</b> Digital Graphic Design Print & Web	Certificate (900 hrs)	Full Time Day	<ul style="list-style-type: none"> <li>Foundation in design, print and web.</li> <li>Applied concept and client focused, with technology.</li> </ul>	yes	no	Many real clients throughout program.
<b>BCIT</b> Communication Design Essentials	Certificate (738 hrs)	Full Time, Evening & Weekend	<ul style="list-style-type: none"> <li>Visual web &amp; print.</li> <li>Very high in drawing and subjective concepting.</li> <li>PRO-Joint program with EC.</li> <li>CON-Schedule does not appeal to most students</li> </ul>	no	Emily Carr Ladder 2nd Year (3 more years)	no
<b>BCIT</b> Technical Web Designer	Certificate (480 hrs)	Full Time Day	<ul style="list-style-type: none"> <li>Internet and digital technology (web &amp; video).</li> <li>Coding and video technology driven.</li> <li>CON-Too short to deliver promised outcomes</li> </ul>	no	no	no
<b>BCIT</b> Associate Graphic Design Certificate	Associate Certificate (360 hrs)	Full Time & Part Time	<ul style="list-style-type: none"> <li>Fast foundation, at your own schedule.</li> <li>CON-Very basic curriculum, technology driven.</li> </ul>	no	no	no
<b>BCIT</b> Digital Design & Development	Diploma (1338 hrs)	Full Time Day	<ul style="list-style-type: none"> <li>Foundation in designing, developing, &amp; creating social and online applications across various digital media platforms.</li> <li>Technology driven curriculum.</li> <li>PRO-One of the longest running design BCIT programs with Practicum</li> </ul>	no	no	Eight Week Practicum
<b>BCIT</b> Graphic Communications Technology Management	Diploma (1392 hrs)	Full Time Day	<ul style="list-style-type: none"> <li>Working with websites, marketing, &amp; printed media.</li> <li>Business &amp; technology driven.</li> <li>CON-Students feel too much emphasis on business</li> </ul>	no	no	no
<b>University of Fraser Valley</b> Graphic + Digital Design Diploma	Diploma (1200 hrs)	Full Time Day	<ul style="list-style-type: none"> <li>Visual web, print, video &amp; illustration.</li> <li>No client or applied, print technology based as well as analogue illustration and business.</li> <li>PRO - Accreditation towards Degree</li> </ul>	yes	May continue to Bachelor (2 more years)	no
<b>Vancouver Film School (Private)</b> Digital Design Diploma	Diploma (900 hrs)	Full Time Day	<ul style="list-style-type: none"> <li>Graphic design foundations with a major emphasis on video production</li> </ul>	yes	Bachelor Ladder UFV or BCIT (3 more years)	Capstone project with one client.
<b>LaSalle College (Private)</b> Graphic Design Diploma	Diploma (915 hrs)	Full Time Day	<ul style="list-style-type: none"> <li>Foundation graphic design, very fragmented courses due to high turn over of instructors.</li> </ul>	no	no	Capstone project with one client.

# COMPETITIVE ANALYSIS

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

In the process of pursuing an articulation process with Capilano University.

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

There will be a step change to the costs of the first year and also we will need to include partial/shared Program Assistant support for the program. There is currently no support staff working in the department. Efforts will be made to attain a tuition lift and have a higher tuition than the current programs has in order to offset costs as well as be competitive within the current market.

The department will require an additional Mac supported lab for the second year ([Refer to the Capital Request Chart for lab options](#)). The options being presented include a new relationship of shared resources between Continu-

ing Studies and the Digital Graphic Design program which would be cost efficient for the college.

For the second year we would also need to prepare for additional faculty. Current staff is able to teach curriculum for both years, however we will require a web specialist faculty to teach within year two. However, the second year does not need to incur the costs of a full faculty since the studio component of the program would require a lab assistant. We are also seeking additional Department Head release hours.

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 program will remain as a cohort and will include to be a selective entry program, with a portfolio review and interview process.

# COMPETITIVE ANALYSIS

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

The Diploma program would be two years in length with an option to exit after the first year. If students is to continue with the Diploma it would be an additional year. Maximum allowable time for completion is four years.

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

We would like the first cohort to start in January 2017. This would allow faculty and facility resources to launch during a quieter time and to catch students from the previous two cohorts that are showing interest. Also decreasing realigning starts for year one would give us flexibility in the sequence of web and print which the current program sequence finds challenging. It also allows those students who exited with a Certificate to return for a Diploma if they are having challenges finding work.

Summary plan is as follows:

YEAR	# OF STUDENTS/ COHORT	START DATE	END DATE
2	18/1	JAN 2017	SEPT 2017
1	36/2	SEPT 2017	MAY 2018
2	18/1	SEPT 2017	MAY 2018
2	18/1	JAN 2018	SEPT 2018
1	36/2	SEPT 2018	MAY 2019
2	18/1	SEPT 2018	MAY 2019



# 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?

## RECENT HIGH SCHOOL GRADUATES

Currently we under serve this group. After a nine month program without any prior experience we cannot graduate work ready students. With a two-year design program we would supply students with enough theory and practical work experience to enter the workforce.

## PARENTS WHO ARE RE-ENTERING THE WORKFORCE

The AM cohort gives parents the flexibility to only need child care in the morning. Upon graduation some parents are looking for the flexibility of freelance work as a life-balance decision. *(Refer to the Appendix Entrance and Exit DGD chart).*

## STUDENTS WHO HAVE A PREVIOUS RELATED DEGREE OR DIPLOMA

Once students graduate from degree programs they are having a difficult time in applying their education to the workforce. Through the portfolio interview questionnaire and applications we have gathered evidence to prove that the current program is being used for these graduates as an advanced supplement to their education *(Refer to the Appendix Entrance and Exit DGD chart).*

## STUDENTS WHO ARE ALREADY IN THE WORKFORCE AND ARE SELF TAUGHT AND WOULD LIKE FORMAL EDUCATION

The current technology allows candidates to teach themselves, however when applying for jobs, or once they get

to a certain point they understand that they need to learn the foundation and have the certification required to move forward.

## STUDENTS WHO ARE RE-TRAINING

Students who have been injured in the work force and would like to re-train in a career that is non physical labour intensive, as many students have enrolled in the program through Work Safe BC.

Students who have been involved in the traditional print industry and require retraining or updated training. These students have become unemployed because they no longer hold a relevant skill set, or they wish to move upwards in their chosen career field.

## INTERNATIONAL STUDENTS WHO ARE GRAPHIC DESIGNERS IN THEIR OWN COUNTRY AND WOULD LIKE CANADIAN ACCREDITATION.

These students enter the program because they are looking to include Canadian Credentials to their experience so their native experience is seen as applicable.

## INTERNATIONAL STUDENTS WHO ARE SEARCHING FOR A TWO YEAR DIPLOMA

A two year program allows them to have flexibility when applying for work visas. These students may also feel that because of their language barrier, a fast paced one year program is not what they are looking for.

# STUDENT PROFILE

## RECRUITMENT STRATEGIES

The following recruitment strategies and action plans will be implemented in varying stages through 2016-2017. Action plans may be changed, updated, and even eliminated as factors that influence enrollment change, as budgets dictate, or as evaluations of specific programs or activities warrant.

### 1 | SPECIAL EVENTS

Despite increased digital activity, a recent survey found that the most effective marketing strategies for colleges are nevertheless events-based and involve direct interaction with potential students.

#### GRAD SHOW EXHIBIT

Each year the DGD graduating students hold an interactive exhibit to showcase their work, which is also quite important for the program's presence in the industry. Many prospective students are 'wowed' by this exciting event and are able to speak with the graduating student from their perspective.

#### OPEN HOUSE - INFO SESSIONS

These types of events are informative and give prospects the idea of how the program runs and feels in the classroom setting. The tours of the college also increase strong connections.

### 2 | EXTERNAL ASSOCIATION LINKS

Graphic Designers of Canada

### 3 | SOCIAL MEDIA

Web and social media are not only crucial tools in student recruitment, they have forcibly sharpened the accuracy of college branding. We have seen a strong following on our social media outlets such as Facebook and the creative social media platform - Behance.

### 4 | DIRECT MARKETING

Enhance the current prospective student communication flows designed to convert prospects into inquiries by incorporating personalized messaging targeted at specific student populations (*for example, high-school students, previous students and international students*) using a systematic approach that includes varied communication methods (*for example direct mail, e-mail, phone calls*) yielding a comprehensive result. Communication methods for prospective students are designed to build and sustain student interest resulting in the movement of students from inquiries to applicants.

Types of communications to include:

- ✓ Fact Sheet / Post Cards
- ✓ DGD Info Booklet
- ✓ Step-by-Step Guides for high school students
- ✓ Infographics for Social Media
- ✓ Personalized e-mails

# STUDENT PROFILE

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?

Students who appear to be under-prepared will be referred to the VCC Learning Centre, Counseling, Disability Services and/or to Advising to determine how their needs can best be met.

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?

The program will hold two seats for First Nations applicants. Those with disabilities and/or underrepresented groups are welcome in the program and will be referred to the appropriate VCC support area to identify the needed services to support student success. Faculty and administration will respond to perceived inequalities if they arise.

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

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

# QUALITY

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

The current program has already been integrating these student to client relationships for the last two years. Future students in the Diploma Program will design for clients in the following sequence:

YEAR 1	YEAR 2
DGD Student to DGD Student project <i>(eg. Student designs a logo for another student in the class)</i>	DGD student to Sole Proprietor
DGD student to another program student project <i>(eg. Student designs a business card for a Spa student)</i>	DGD student to Non-Profit Organization
DGD student to another Faculty project <i>(eg. Student designs a poster for the Jewellery Department)</i>	DGD student to For-profit Small Organization

## YEAR 1- IN-CLASS CLIENT RELATIONSHIPS

The current program has already been integrating these student to client relationships for the last two years. We start with one DGD student working on a design project for another DGD student. Then with the co-operation of external departments (Salon & Aesthetics has been very supportive) our DGD student works with a student in another faculty, Then the experience grows to have small teams of students to work with other faculties, usually a Department Head,

## YEAR 2 - STUDIO PRACTICUM

A small studio is opened and managed by VCC staff, very much like Hair Salon but much smaller. Clients make appointments and choose from design menu items for students to execute. Students are overseen by a Lab Assistant. Clients can pay through the bookstore. This aligns

with VCC's tradition of experiential learning and support of the downtown community.

This idea has only received positive feedback by interested stakeholders which include internal as well as external.

## YEAR 2 - WORK PRACTICUM

Four to five week practicum overseen by DGD faculty (Standard practicum budgeting).

# QUALITY

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



GDC [GRAPHIC DESIGNERS OF CANADA] has been Canada's national certification body for graphic and communication designers since 1956, establishing professional standards and actively regulating professional conduct. Professional standards for the practice guide learning outcomes for design curriculum and the career path for emerging designers. But finding Canadian standards can be a challenge. The GDC, as the national professional association for Canadian design has established industry standards for professional certification. Relevant design education considers professional industry standards and includes both practical studio skills as well as theory, and faculty who are CGD™ certified and engaged in the design industry through practice, research and/or professional communities.

A GDC student membership offers a great start to a promising career. It is also a first step to becoming CGD™ certified – the highest standard of professional practice.

For design educators, CGD certification is a testament to professional knowledge and contribution. GDC's national standards for the profession, certification of services, internship guidelines and ethics serve as benchmarks for professional practice and inform graphic design education in Canada. As Canada's national certification body for graphic and communication designers, GDC licenses the unique CGD™ certification mark only to designers, educators and administrators whose services meet rigorous, standardized criteria. The CGD certification mark is recognized across Canada.<sup>1</sup>

<sup>1</sup> [www.gdc.net/education/about](http://www.gdc.net/education/about)

# QUALITY

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

1. In the process of embarking on an articulation with Capilano University into the IDEA Bachelor program.
2. DGD has a Program Advisory Committee [PAC] and communicates with it's members through quarterly meetings, phone and emails.
3. The DGD faculty regularly attends the ADOBE Creativity Conference where both DGD faculty members have participated in round-table discussions with other members of industry, Adobe leaders, and educators to discuss programing and industry work trends and expectations.

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

The current faculty is very well qualified to deliver the new program, however additional specialized faculty members will be required as the curriculum is expanded.

## LORENA ESPINOZA

Lorena Espinoza is an expert in the fast-changing world of web and graphic design. Graduated from Ryerson University with a Visual Communication Fashion Degree and later completed a BEd from Queens in Education Technological Studies. She has worked in Northern Ontario, with at risk kids and high skills major through Photography. She then initiated the new Digital Image Design program at Fleming College, where she held the role of Academic Program Coordinator and Instructor.

During her private career, she ran her own studio Room 101 for over 15 years, in Toronto, which specialized in fashion visual collateral including photography, print and web development. Some of her clients included Toronto Fashion Week, the Toronto Fashion Incubator, Visa and many prominent Canadian fashion designers.

## ASHLEA SPITZ

Over the past two decades, Ashlea Spitz has focused on crafting effective digital design experiences and leading teams that build them. She practices, teaches and speaks about design, branding and the intersection of business and design. Ashlea attended KPU studying in the School of Business, Marketing Management and subsequently attended BCIT for Communications and New Media Design, where she graduated with distinction. For 11 years Ashlea was maintaining her own successful graphic design business Pixsoul Media Inc., which was nominated as a finalist for the 'Successful You Award: Best Company' in 2012. Ashlea Spitz is an Adobe Certified Instructor and is an accredited member of the Adobe Education Exchange. She is a long-standing member of the Society of Graphic Designers of Canada.

# ADMISSION & DELIVERY

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

Admission is a competitive selection based on:

- Grade 12 graduation, or equivalent
- Resume and letter of intent
- Portfolio review and interview (a means to assess the likelihood of your success in the digital graphic design program).

VCC recognizes that some applicants may not possess a detailed artistic history and portfolio. The opportunity for a career change and lifelong learning are acknowledged

and seriously considered by the department. These applicants will need to submit all documentation and participate in an interview.

Applicants whose first language is other than English, who have not completed English 098/099 and are presenting foreign documents equivalent to Grade 12, must successfully complete an English Language Assessment, which includes a Canadian Language Benchmark of Listening 8, Speaking 8, Reading 7, and Writing 7 or better.

23. *Identify pathways that assist in meeting these requirements.*

VCC provides Adult Basic Education to allow students to complete Grade 12 graduation equivalency. During portfolio interviews DGD Faculty will provide students with advice on skills requirements.

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

Courses currently exist at VCC to meet program admission requirements (i.e. *English Language courses, CS Adobe and web courses*).

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 structure will be face-to-face full time with second year studio and practicum.

# ADMISSION & DELIVERY

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.

Yes, the program does allow for multiple entry and exit points. The following outlines this process.

## YEAR ONE

- ✓ Entrance into year one is upon a portfolio review.
- ✓ Students may exit upon completion with a DGD CERTIFICATE
- ✓ Students may continue towards guaranteed seat in year two

## YEAR TWO

- ✓ Student coming from year one into year two, completes year two, exits with DGD DIPLOMA
- ✓ Student applies into year two with PLAR, finishes year two, exits with DGD DIPLOMA.

## DIPLOMA EXPERIENTIAL LEARNING

Adobe is the industry standard (and the monopoly) of design software. The main three applications designers use from Adobe are Photoshop (for images), Illustrator (for logos, illustrations and single page design) and InDesign (for multiple page design).

Designers today are expected to be familiar with these three applications as well as having basic understanding of coding, Wordpress (or CMS), marketing (including social media campaigns), and business practices (including quoting and budgeting).

Soft skills have become incredibly important these can include both written and verbal communication. With the integration of a consistent client component and final practicum, students would be able to apply all of their learning towards becoming ready for the work force.

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

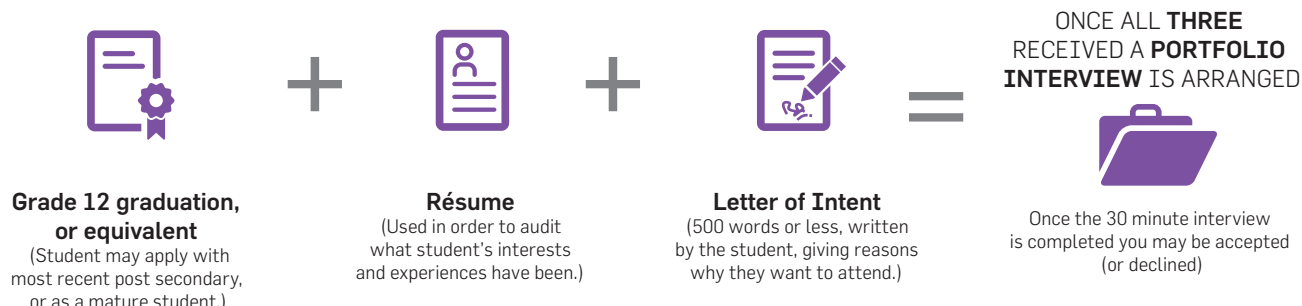
PLAR will be used for entry into second year of the diploma program.



# ADMISSION & DELIVERY

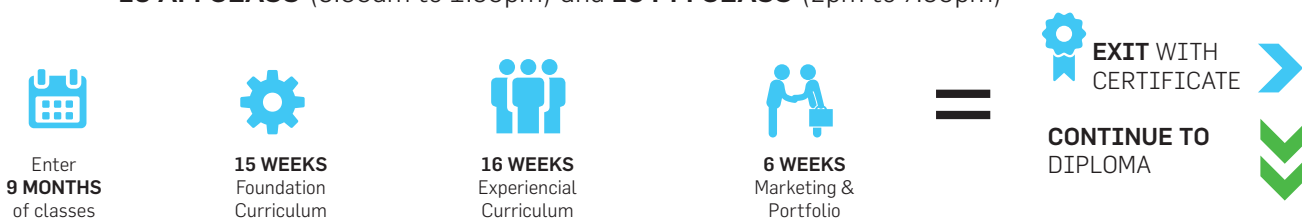
28. Provide an outline of course sequence, demonstrating any leveling from lower to advanced courses. This is particularly important for diploma and degree programs.

## APPLICATION PROCESS YEAR 1



## YEAR 1 ACCEPTED INTO PROGRAM 36 STUDENTS

**18 AM CLASS** (8.00am to 1.30pm) and **18 PM CLASS** (2pm to 7.30pm)

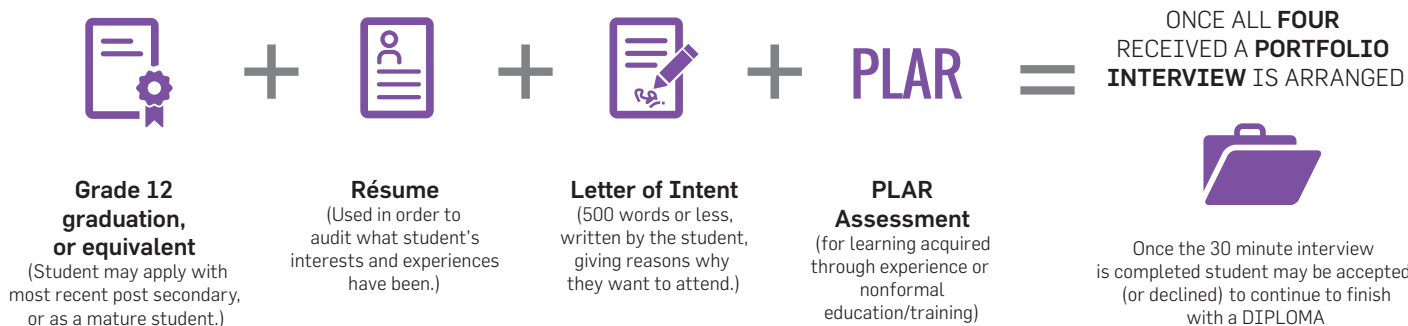


## YEAR 2 PLAR ACCEPTED INTO PROGRAM OR STUDENTS CONTINUE FROM YEAR 1

**18 STUDENTS** (SEPTEMBER START) and **18 STUDENTS** (JANUARY START)



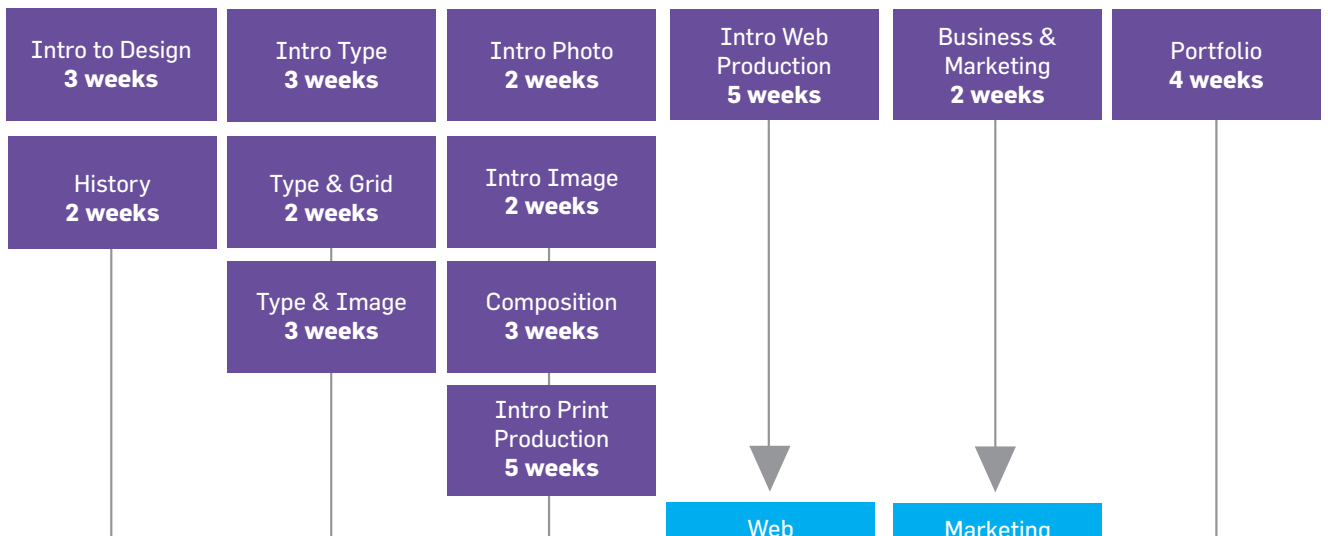
## APPLICATION PROCESS YEAR 2 (advanced standing)



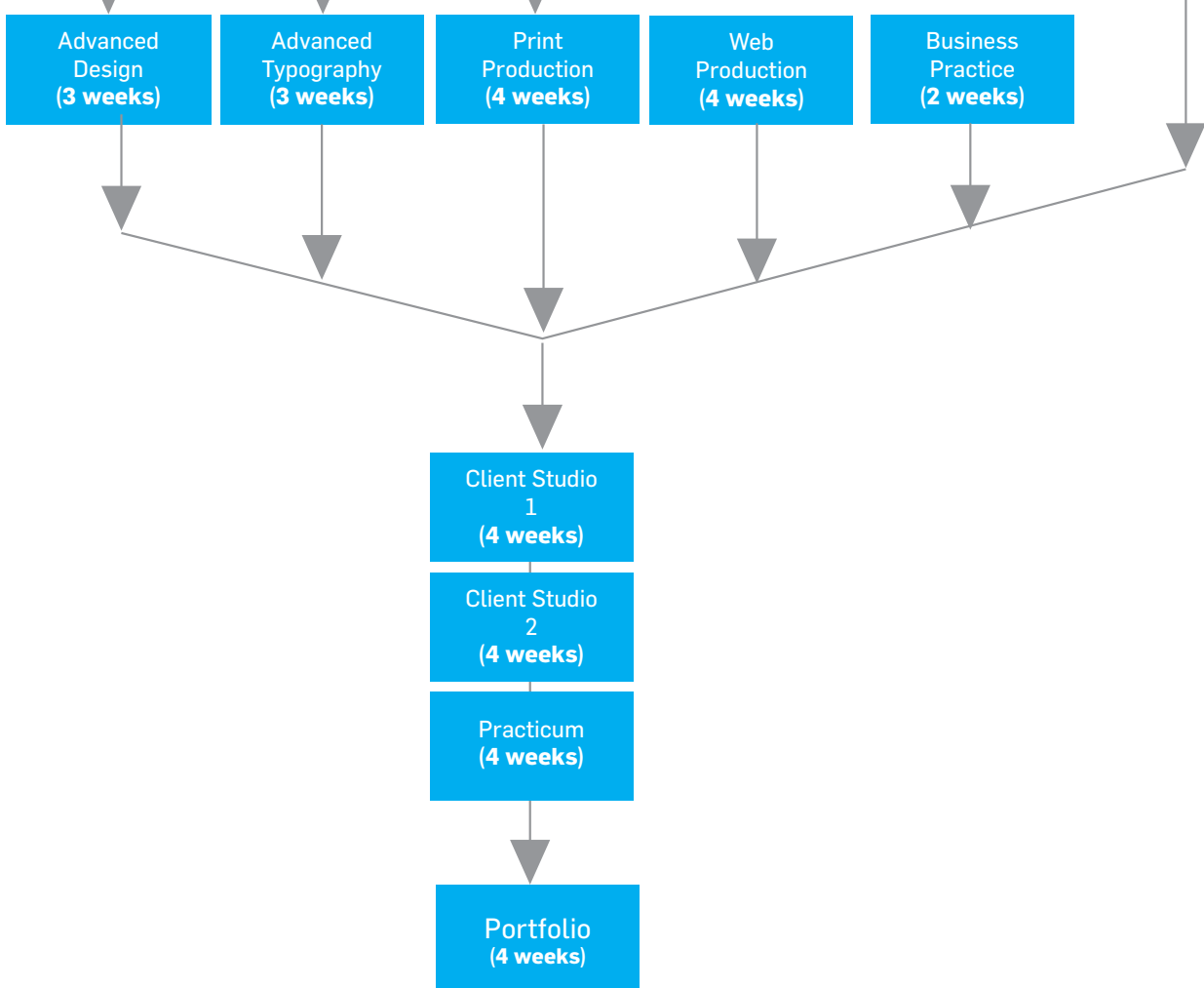
# DIGITAL GRAPHIC DESIGN

## DIPLOMA COURSE OUTCOME FLOW

### YEAR ONE



### YEAR TWO



# DIGITAL GRAPHIC DESIGN

## DIPLOMA COURSE SKETCH

### YEAR ONE

#### FOUNDATION SKILLS 13 WEEKS

Intro to Design	History	Intro Typography	Intro Photography	Intro Image	Typography & Grid
week 01	week 04	week 06	week 09	week 11	week 13
week 02	week 05	week 07	week 10	week 12	week 14
week 03		week 08			

#### APPLIED WORK SKILLS 16 WEEKS

Typography & Image	Composition	Intro Print Production	Intro Web Production
week 15	week 18	week 21	week 26
week 16	week 19	week 22	week 27
week 17	week 20	week 23	week 28
		week 24	week 29
		week 25	week 30

#### PORTFOLIO SKILLS 6 WEEKS

Business & Marketing	Portfolio
week 31	week 33
week 32	week 34
	week 35
	week 36

## YEAR TWO

### ADVANCED SKILLS 16 WEEKS

Advanced Design	Web Intermediate	Advanced Typography	Web Production	Print Production
week 01	week 04	week 06	week 09	week 13
week 02	week 05	week 07	week 10	week 14
week 03		week 08	week 11	week 15
			week 12	week 16

### CLIENT WORK APPLIED 17 WEEKS

Business Practice	Marketing Practice	Client Studio 1	Client Studio 2
week 17	week 19	week 22	week 26
week 18	week 20	week 23	week 27
	week 21	week 24	week 28
		week 25	week 29

### WORK SKILLS 8 WEEKS

Practicum	Portfolio
week 30	week 34
week 31	week 35
week 32	week 36
week 33	week 37

# ADMISSION & DELIVERY

29. *With whom have you consulted internally regarding this proposal? What were the results of these consultations?*

## DEAN WEBBER

Previous Dean of DGD

Dean Webber and DH DGD have had many conversations and planning about the two year program since the beginning of 2013. Webber was instrumental in preparing CD proposals for funding for the second year in 2013 and 2014. Webber was present during PAC meetings and witnessed strong support from PAC for the second year, the studio component and the practicum component of the program.

## DEAN SARGENT

Current Dean of DGD

Discussions were initially began as Dean Sargent took over for Dean Webber and reviewed the status of the CD proposal. Sargent has been extremely supportive of the Diploma. DH and DGD have discussed rough costing analysis for the practicum component, faculty costing for the year as well as capital expenses. We have had a round table discussion with Advising and Admissions on better retention of applicants for the program.

## KAREN BELFER

Previous Dean of CID

Karen and DH DGD had many conversations about the second year Diploma. She had strong suggestions on how to include the client component into the program and met with students during that year for the pilot relationship between students and CID.

## SUSIE FINDLAY

Previous Dean of CID

Susie and DH DGD held many meetings between January 2014 and her exit as Dean in summer of 2015. She was instrumental in helping DGD organize and retrieve data from the conceptual PAC meeting in February of 2014 which supported and encouraged the Diploma extension to the program.

## GARTH MANNING

CID Associate

Garth was on the team with Suzie and DH in preparing for the conceptual PAC meeting to present the Diploma elements. While on the team he aided in the development of the guided discussion for the brainstorming activities from PAC to confirm the development of second year, in particular the studio and practicum component.

## KATE CHANDLER

Previous Marketing Director

Both DGD members met with Kate Chandler (March 2014) as an initial meeting of how DGD and Marketing could offer VCC community design collateral. Marketing and DGD agreed on what collaterals could be designed for VCC and those that could not keeping in adherence with union regulations of staffing in the Marketing Department (CUPE).

# ADMISSION & DELIVERY

## KRISTY NEVILLE

Marketing and Communications Officer

Various conversations through the last two years. Kristy and DGD have talked about how Marketing feels about the program in regards to how students would design collateral for the school. The challenge for the two departments has been the perceived consequence that the students would take away work from the Marketing Department. DGD and Marketing have drawn boundaries around what materials the program can produce internally particularly addressing collateral for programs. Last formal conversation occurred over the summer July 2015.

## TENE BARBER

Previous Dean of CS and previous DH of DGD

Then new DH had conversations with Tene Barber and discussed initial concept for DGD Diploma Program, DH and Tene later discussed the opportunities that could exist between the two departments for the sharing of facilities, in particular with the Fashion Program. A continuation of this conversation is schedules between DGD and CS in February to further discuss sharing of resources.

## ELMER WANSINK

Manager of Application Services

Conversations with Elmer, Denis and Brett around software, hardware and server support for a proposed Diploma. Last meeting January 8, 2016.

## ANGELA ABBINANTE

Supervisor, Advising Services

She has attended various info sessions for the program and has witnessed interest from potential students into the program. Last formal conversation January 19, 2016.

## HELEN CARMO

Bookstore Manager

DGD has built a procedure with the bookstore for students to pay for items purchased from DGD into an income account. We continue to build relationships with the bookstore, we are currently working on a promotional item for VCC Bookstore. The bookstore supports DGD and would be part of the income loop for the second year Diploma. Last formal conversation was January 14, 2016.

## INTERNATIONAL

A very casual conversation with staff including Cathy Snyder, support the idea, questions about practicum needing special visa paperwork, overall support for the program, waiting for Tina Chou to return from overseas for a formal appointment.

## PEER FACULTY SUPPORT

DGD also has support from various other programs that DGD has produced design projects ([also see question #4](#)).

# ADMISSION & DELIVERY

30. *With whom have you consulted externally regarding this proposal? What were the results of these consultations?*

## DAVID THOMAS MANZI

Senior Designer, Coffee Stain Designs

David is a top leading designer in industry and has worked designing collateral for Lululemon, Mount Seymour, Nike, Blackberry, Nintendo, Levi's, Anthem Properties, David Foster, Opus Hotels, Kopali Organics, Greenpeace, David Suzuki Foundation, Sierra Club, Amnesty International and many more. As a designer working in a constant changing industry, he sees what a graphic designer needs to enter the design industry. He sees now candidates need a wider and stronger skill set, web being an integral part of that set. He has also hired Bachelor Lower Mainland graduates and finds them to be good at explaining design theory but not very good at applying it. Smaller budgets in studios are looking for graduates who are thinkers, problem solvers and good communicators. He supports the program and is looking forward to joining PAC.

## LYNN CURRELLY

Strategic Accounts, Digital Marketing,  
AEM, Adobe Systems.

DGD instructors met Lynn during an Adobe workshop (Vancouver, October 23, 2014). She was then Lead Education Specialist. When instructors discussed changes in curriculum from silo curriculum (software program driven single courses, ie: Photoshop Course) to a layered technology curriculum (teaching many programs at same time with different roles) she was very excited since it reflected the way in which Adobe was structuring software since moving to the cloud.

## LANCE CUMMINGS

Senior Interactive Designer, Glance.

Lance specializes in crafting immersive, interactive and responsive websites that deliver across the wide range of devices and screen sizes. As the Senior Interactive Designer for Cowie and Fox between 2004 and 2013, Lance led the team on projects for HSBC, Lululemon, Avalon Dairy, Bootlegger, BC Dairy Foundation, Taste of Nature, 1-800-GOT-JUNK, Westbeach, Cactus Club Cafe, White Water West, Boughton Law, Anthem Properties and many more. Lance views the curriculum changes from a web perspective. He has seen in his experience how today's designers need to apply traditional skills to the web much earlier in their education. His opinion is that designers need to think about web and print as simultaneous options, and design is not web driven first and print second. He supports the program and is looking forward to joining PAC.

## DAVID SHEA

VP of User Experience, Mobify.

Dave leads a team of user interface and experience designers who create Mobify's industry-leading products and services. The creator and cultivator of the highly influential CSS Zen Garden and co-author of The Zen of CSS Design, Dave is also a frequent speaker around the world, having presented at conferences in more than a dozen countries. David created and leads a Style and Class Meet-Up in Vancouver. DH has met with David after these

# ADMISSION & DELIVERY

Meet-Ups and has discussed what companies are looking for when hiring new designers. David comments that it is important for students to understand the user experience and how today that leads design. It's design for audience. Students who understand that from a ground level are much more successful when looking for work and linking that theory to their portfolio work. He supports the program and is looking forward to joining PAC.

## PAUL MULGREW

VP of Marketing, Pacific Western Brewery

In 2014-2015 DGD formulated a strategic association with Pacific Western Brewery to apply existing brand product lines in a redesign case study and interactive brand design lab for the DGD students. The partnership has proven to be quite successful as the students were able to articulate realistic working guidelines in the industry. Mulgrew has been very supportive of this project, resulting in a scholarship to the graduating students of 2015. Mulgrew has indicated that developing these partnerships aids their company in supporting community initiatives, supports the arts to help grow a better future for rising graphic designers.

## ALUMNI

DGD also has strong ties with its Alumni. DH has communicated with many alumni (we are more than happy to provide a list with dates and emails). The consensus is that; had students had the opportunity to continue with a second year at VCC they would have done so. They felt that by the time they had time to process the learning, as they were really ready to apply the knowledge the program was over. Many feel that the program needed to supply them with business, marketing, written communication and more client applied experiences; as well as advanced level theory and practice. This aligns with the Dasco survey from 2009-2012 as well as verbal communication with alumni from 2013-2015.



# 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):*  
////////////////////////////////////

Updated program content has been slowly revised and integrated into the current certificate program. However, these revisions are not reflected in the current program content guide and course outlines. Therefore, there is no need to phase in/out the new/old curriculum.

As current students and recent graduates would like to pursue the new diploma it is desirable to launch the new second year of the diploma program in January 2017.

Currently delivering updated curriculum:

- ✓ Apply appropriate and effective business practices when dealing with clients
- ✓ Originate visual communications through the application of design theories and principles to develop effective design solutions;
- ✓ Use a variety of advanced technologies to capture and manipulate design elements in producing a final product



# DIGITAL GRAPHIC DESIGN

## INCOMING & OUTGOING LABOUR & EDUCATION AUDIT

### 29 2013/2014 GRADS

Students graduated  
**18 months** ago when  
audited

**44 %** (13)  
Changing Career  
or Just Graduated  
High School

**48 %** (14)  
Became Full  
Time Graphic  
Designers

**55 %** (16)  
Previous Post  
Secondary  
or Related  
Experience

**10 %** (3)  
Became Part  
Time Graphic  
Designer

**20 %** (6)  
Continued Their  
Education After  
Graduation

**17 %** (5)  
Not Working in  
Related Industry

### 30 2014/15 GRADUATES

Students graduated  
**8 months** ago when  
audited

**36 %** (11)  
Changing Career  
or Just Graduated  
High School

**66 %** (20)  
Became Full  
Time Graphic  
Designers

**64 %** (19)  
Previous Post  
Secondary or  
Related  
Experience

**13 %** (4)  
Became Part  
Time Graphic  
Designers

**0\* %**  
Continued their  
Education After  
Graduation

**20 %** (6)  
Not Working in  
Related Industry

\* This number is interesting to note for two reasons:

1. This audit is one year less than the previous audit grads. Grads try many things including; still working in other industries and add freelance to enhance portfolio or freelancing full time for at least a full year before they decide to go back to school.
2. This can be seen as an opportunity as catching these students in a January intake
3. A large percentage of this year's students had previous secondary education or industry experience and used the program to compliment their skills.

## 2013/2014 CLASS

### 29 GRADS

**30 %** (8)

Became  
In-House  
Designers

**15 %** (4)

Became Full  
Time Freelance  
Designers

**48 %** (14)

Full Time  
Graphic Designers

**10 %** (3)

Part Time  
Graphic Designers

**20 %** (6)

Continued  
Their Education  
After Graduation

**17 %** (5)

Not Working in  
Related Industry

### TOTAL STUDENTS INDUSTRY STANDING AFTER DGD

(Measure is 19 months after Graduation)

- 02 Agency Graphic Designers (Junior and Senior)**  
*Working for a business who creates graphic design as a service to other companies*
- 08 In-House Designers**  
*A graphic designer who executes one company design, may work as a single designer or part of a team*
- 04 Freelance Full Time**  
*A graphic design who works independently, finds their own clients, and designs as their sole income*
- 02 Freelance Part Time**  
*A graphic design who works independently, finds their own clients, designs as supplement income, and are building their portfolio*
- 01 Intern**  
*Graphic designers who work for a company, not getting paid the industry rate because they are gaining experience from the company and are building their portfolio*
- 06 Continued Study**  
Graduated from DGD and continued their studies, assume it was a related industry unless specified.
- 05 Not working in related industry**  
Graduates either could not find work in the design industry, or are working in a different industry.

## DIGITAL GRAPHIC DESIGN 2013/2014 CLASS

### 29 INCOMING STUDENTS

---

# 44 %

Changing Career  
or High School

## 13 > STUDENTS CHANGING CAREERS AND RECENT HIGH SCHOOL GRADUATES

- 11** Changing Career (*out of high school for 3 yrs or over*)
- 02** Recent High School Grad (*out of high school two years or less*)

# 55 %

Previous Post  
Secondary  
or Related  
Experience

## 16 > STUDENTS HOLDING PREVIOUS POST SECONDARY EDUCATION OR RELATED EXPERIENCE

- 04** Certificate  
(*Film , IT, Photo, Writing*)
- 04** Diploma  
(*Animation, Economics, Graphic Design, Marketing*)
- 06** Degree  
(*Animation, Economics, Gen. Arts,  
Illustration, Languages, Psychology*)
- 02** Working FT Freelances  
(*Illustration, Graphic Design.  
Self taught over 5 years, makes a living as a freelancer*)

### 13 GRADS

### GRADUATING STUDENTS (ENTER WITH NO PREVIOUS EXPERIENCE)

---

# 30 %

Graphic Design  
Full Income

## 11 > STUDENTS CHANGING CAREERS AND RECENT HIGH SCHOOL GRADUATES CHANGING CAREER

- 02** Freelance Full Time
- 02** InHouse Designer Full Time
- 02** Freelance Part Time
- 01** Intern (Partial Income)
- 04** Not working in related industry

# 23 %

Part Time  
Graphic Designers

## 2 >

### RECENT HIGH SCHOOL GRADS

- 01** Continued Study
- 01** Not working in related industry

# 7 %

Continued  
Their Education  
After Graduation

# 38 %

Not Working in  
Related Industry

## DIGITAL GRAPHIC DESIGN 2013/2014 CLASS - 29 Graduates

# 16 GRADS

### ENTER PROGRAM WITH POST SECONDARY EDUCATION OR FREELACING

## 38 %

Became  
In-House  
Designers

## 9 > STUDENTS WITH RELATED POST SECONDARY EDUCATION

03 In-House Designer	Animation Degree (Seattle) Graphic Design Diploma (Art Institute) Creative Writing Certificate (Simon Fraser)
01 Junior Graphic Designer	Film Certificate (Capilano)
02 Freelance FT	Marketing Diploma (BCIT) Photo Certificate (Langara)
03 Continued Study	Animation Diploma (Art Institute) Illustration Degree (Emily Carr) IT Certificate (BCIT)

## 36 % (11)

Became Full  
Time Graphic  
Designers

## 0 %

Became Part  
Time Graphic  
Designers

## 5 > NON - RELATED POST SECONDARY EDUCATION

03 In-House Designer	General Arts (Capilano) Economics & Sociology Degree (University of Toronto) Psychology Degree (St. Francis Xavier)
01 Freelance FT	Languages Degree (UBC)
01 Continued Study	Economics Diploma (Kwatlen)

## 0 %

Not Working  
in Related  
Industry

## 2 > PREVIOUS FREELANCING EXPERIENCE

01 Continued Study	Illustration Freelancer
01 Senior Graphic Designer	Self-Taugh Graphic Designer

## 31 % (5)

Continued  
Their Education  
After Graduation

### STUDENTS AFTER DGD BY CATEGORY WITH PAST EDUCATION OR EXPERIENCE

01 Senior Graphic Designer
06 In-House Designer
01 Junior Graphic Designer
03 Freelance FT
05 Continued Study

## DIGITAL GRAPHIC DESIGN 2014/2015 CLASS

### 30 GRADUATES

**40 %** (12)

Became  
In-House  
Designers

**13 %** (3)

Became Full Time  
Graphic Designers

**10 %** (4)

Became Agency  
Graphic Designers

**66 %** (20)

Became Full  
Time Graphic  
Designers

**13 %** (4)

Became Part  
Time Graphic  
Designers

**0\* %**

Continued their  
Education After  
Graduation

**20 %** (6)

Not Working in  
Related Industry

### TOTAL STUDENTS INDUSTRY STANDING AFTER DGD

(Measure is 10 months after Graduation)

**02 Agency Graphic Designers (Junior and Senior)**  
*Working for a business who creates graphic design as a service to other companies (may work web or print)*

**12 In-House Designers**  
*A graphic designer who executes one company design, may work as a single designer or part of a team*

**04 Freelance Full Time**  
*A graphic design who works independently, finds their own clients, and designs as their sole income*

**03 Freelance Part Time**  
*A graphic design who works independently, finds their own clients, designs as supplement income, and are building their portfolio*

**01 Intern (PT)**  
*Graphic designers who work for a company, not getting paid the industry rate because they are gaining experience from the company and are building their portfolio*

**01 Junior Web Designer**  
Joined a Design Agency as a Junior Web Designer (differentiated since these designers work only in web).

**01 Print Operator**  
Works for a print company doing technical work.

**06 Not working in related industry**  
Graduates either could not find work in the design industry, or are working in a different industry.

\* This number is interesting to note for two reasons:

1. This audit is one year less than the previous audit grads. Grads try many things including; still working in other industries and add freelance to enhance portfolio or freelancing full time for at least a full year before they decide to go back to school.
2. A large percentage of this year's students had previous secondary education or industry experience and used the program to compliment their skills.

## DIGITAL GRAPHIC DESIGN 2014/2015 CLASS

### 30 GRADUATES

**36 %** (11)  
Changing Career  
or Just Graduated  
High School

**64 %** (19)  
Previous Post  
Secondary or  
Related  
Experience

### INCOMING STUDENTS

#### STUDENTS CHANGING CAREERS AND RECENT HIGH SCHOOL GRADUATES

- 07** Changing Career (*out of high school for 3 yrs or over*)
- 04** Recent High School Grad (*out of high school two years or less*)

#### STUDENTS HOLDING PREVIOUS POST SECONDARY EDUCATION OR RELATED EXPERIENCE

- 04** Certificate  
(*Animation, Marketing, 2 Photography*)
- 03** Diploma  
(*Marketing, 2 Photography*)
- 10** Degree  
(*Advertising, Architecture, Film, Gen. Arts, Fine Arts,  
Marketing, Languages, Physical Sciences*)
- 01** Working FT Freelances  
(*Photographer.  
Self taught over 5 years, makes a living as a freelancer*)

### 11 GRADS

**64 %** (7)  
Changing Career

**36 %** (4)  
Recent High  
School Grads

**45 %** (5)  
Full Time  
Employment

**38 %** (3)  
Part Time  
Employment

**27 %** (3)  
Not working in  
related industry

### GRADUATING STUDENTS (ENTER WITH NO PREVIOUS EXPERIENCE)

#### STUDENTS CHANGING CAREERS AND RECENT HIGH SCHOOL GRADUATES

##### CHANGING CAREER

- 02** In-House Designer (FT)
- 01** Print Operator (FT)
- 01** Freelance Part Time (PT)
- 01** Intern (PT)
- 02** Not working in related industry

##### RECENT HIGH SCHOOL GRADS

- 01** Freelance Full Time (FT)
- 01** In-House Designer (FT)
- 01** Freelance Part Time (PT)
- 01** Not working in related industry

# THE VANCOUVER SUN

## BC GOVERNMENT ANNOUNCES \$100 MILLION TECH INNOVATION VC FUND

December 8, 2015. 10:51 am • Section: Digital Life

The British Columbia government announced a \$100 million technology innovation venture capital fund today to help fuel growth among tech companies in the province.

“We have to find ways to ensure there are more success stories in tech,” Premier Christy Clark told an audience gathered at Vancouver’s Mobify headquarters for the funding announcement.

Clark said the \$100 million fund will help companies grow and expand.

“This should be a tech hub for the world, for talent to come to and for money to come,” Clark said of the province.

Clark said with jobs in the tech sector paying on average 60 per cent above the industrial average, growth in the sector will provide good-paying jobs.

The announcement, designed to bolster venture capital funding for companies making that step from startup to growth, was welcomed by tech sector leaders in the province.

“It closes the funding gap,” said Paris Gaudet, executive director of Innovation Island, a Vancouver Island tech association. “Access to capital is the lifeblood of any tech company.

“... This funding demonstrates a strong commitment to the tech sector.”

Bill Tam, president and CEO of the BC Technology Industry Association said the funding will help companies stay and grow in BC.

“It is such a super exciting day for us... I think this announcement is very much about job creation and investing in the economic growth we see for the tech sector going forward,” he said.

Igor Faletski, co-founder and chief executive of Mobify, a mobile commerce company in Vancouver, said he never imagined “the company we started in my mom’s basement would grow into a global ecommerce leader.”

What made the difference, he said, was support from government and businesses in BC. He said if BC companies are to go head to head with well-funded global competitors, “venture capital is a crucial step.”

Faletski said had such funding had been more broadly available five years ago, there would be more tech companies in BC today.

*\$100 million support by Premier Christy Clark shows that the BC Government is committed to support non-resources based industries.*

*In particular attention due to the falling dollar, they must ensure the diversity of the economy; particularly the tech sector which requires higher education and produces workers who are being paid higher than the industrial average.*



*Vancouver has a robust tech sector which includes Canada's best success stories. Americans are also seeking a concentrated industry by moving branches to Vancouver. The design and communication sector feeds small as well as new businesses. This sector is also a high consumer of visual design and branding since the industry is very aware how important identity can be.*

## B.C. UNVEILS DETAILS OF \$100-MILLION FUND FOR FLOURISHING TECH SECTOR

**SEAN SILCOFF**

The Globe and Mail

Published Tuesday, Dec. 08, 2015 3:59PM EST

British Columbia Premier Christy Clark has unveiled the first part of her strategy to boost the province's high tech sector, announcing the creation Tuesday of the \$100-million BC Tech Fund earmarked for investing in startup companies.

"B.C.'s technology sector is consistently growing faster than the overall economy making this the perfect time to catch the wave and help smaller companies join in the ranks of economy builders," Ms. Clark said at a press conference held at the headquarters of Mobify, a startup located in the Yaletown area of downtown Vancouver.

The announcement of the fund, revealed by the Globe and Mail on Monday, is the first plank of the Clark government's innovation strategy, which comes following a multi-year push to expand more conventional, old-economy industries including natural gas and shipbuilding.

While the government has focused on building out a liquefied natural gas industry, the province's at-times overlooked tech industry has flourished in recent years and now employs more than 86,000 people, more than B.C.'s forestry, mining and oil and gas sectors, combined. The tech sector is growing at a faster pace than the overall economy and added \$13.9-billion to its gross domestic product in 2013, with tech jobs paying 60 per cent more than the province's industrial average. The province is home to some of Canada's most successful startups, including Hootsuite Media, Builddirect.com Technologies and BroadbandTV. Several other local companies, including Recon Instruments and Plentyoffish.com, have also sold to major international firms in the past year.

The remainder of the government's innovation plan will be unveiled next month and will include actions to bring "the highest quality talent" to the province and "to make it easier to access new markets," the government said in a release.

Under B.C.'s new venture capital plan, the government will select a private sector fund manager to administer its pool of capital. Sources told the Globe the manager hired by government will act as a "fund-of-funds," which would direct the money to venture funds that invest directly in startup companies. Although the government's tech strategy is being led by the ministry of technology, innovation and citizen's services, the money will come from the international trade department budget.

## The Globe and Mail (continued)

This marks the province's return to venture financing. It last committed \$90-million to the B.C. Renaissance Capital Fund in 2008. That fund was overseen by the government's investment capital branch rather than a third party.

In addition to the venture fund, the government said it will increase the number of B.C. technology companies that can claim tax credits available for firms engaging in digital animation, visual effects, or interactive digital media. The government also reiterated its support for \$33-million in annual tax credits through its small business venture capital legislation.

While the startup sector welcomed the funding news, observers are keenly hoping the rest of the B.C. plan will address other chronic issues facing the tech sector, including a shortage of programmers and immigration challenges faced by surging tech companies that have held up their efforts to recruit skilled foreign senior executives into their companies.



## PREMIER CHRISTY CLARK ANNOUNCES FUNDING TO SUPPORT HOME-GROWN TECH TALENT

OFFICE OF THE PREMIER  
Tuesday, April 28, 2015 10:30 AM

*Government starts to take a turn as they recognize Canada's fastest growing sector. How can VCC sit at the education technology table to give students more choice in our design sector.*

KELOWNA - Targeted funding of \$250,000 was announced today by Premier Christy Clark to help students at five public post-secondary institutions in Kelowna, Victoria and Vancouver develop coding-related skills for occupations that are in demand by the tech sector.

"British Columbia is home to a growing tech sector that generates about \$23 billion in annual revenue and employs around 84,000 people," said Premier Clark, who made the announcement at Hyper Hippo Games in Kelowna. "Aligning coding skills needed by local tech businesses with post-secondary courses will keep this sector growing, and create more career paths for students who want to stay in B.C."

Coding is what makes it possible for people to create computer software, apps and websites.

Five public post-secondary institutions will each receive targeted one-time funding of \$50,000 to pilot short-term coding training tailored to meet local industry needs and job openings. The five institutions are: British Columbia Institute of Technology, Okanagan College, Simon Fraser University, the University of British Columbia and the University of Victoria.

"The tech sector told us of their talent shortage - and our government has listened," said Advanced Education Minister Andrew Wilkinson. "This pilot will use post-secondary training funds to support job creation and growth as we grow our diverse, modern economy."

"Technology has been the second-fastest private-sector job creator over the past decade," said Amrik Virk, Minister of Technology, Innovation and Citizens' Services. "What better way to continue on building that strength than by focusing on B.C.'s youth, the future and the backbone to this industry?"

The pilot project supports B.C.'s Skills for Jobs Blueprint which was launched in April 2014 as it aligns funding for post-secondary education and training with in-demand occupations.

“The tech sector has sent a loud and clear message that there are job opportunities locally, nationally and internationally,” said Okanagan College president Jim Hamilton. “With the right training, hands-on experience, and industry contacts, thriving careers are easily within grasp for students from Okanagan College.”

“Succeeding in our industry is very, very hard. Our international success is completely because of the super-awesome Kelowna team,” said Hyper Hippo Games CEO Lance Priebe. “We see the opportunity to make Kelowna the leader in digital entertainment. As a growing tech company, Hyper Hippo is thrilled to see this help today in growing talent in our own backyard.”

To ensure a strong match with job openings in local industry, public post-secondary institutions are being asked to work closely with the British Columbia Innovation Council and its Acceleration Network to determine the focus of the coding-related courses.

“We have seen growth and demand for local talent,” said Accelerate Okanagan CEO Pilar Portela. “Partnerships with post-secondary institutions such as Okanagan College are important because connecting industry needs with what is being taught in the classroom helps develop local, high-skilled, high-tech talent.”

The BC Innovation Council supports new start-ups and entrepreneurs. The BC Venture Acceleration Program helps early stage technology entrepreneurs in British Columbia to commercialize their innovation.

A labour-market outlook study released on March 12, 2015, by the Information and Communications Technology Council projected an estimated demand of more than 182,000 new people to fill jobs across Canada.

Computer programmers and Interactive Media Developers are among the top 60 occupations in the British Columbia 2022 Labour Market Outlook.

*Efforts should be made to link the Digital Graphic Design Program and High School Dual Credits. Today we cannot target High Schools but with a Diploma Program we can. We have a superior product which appeals to today's learner.*

## B.C. TO ADD COMPUTER CODING TO SCHOOL CURRICULUM

**SEAN SILCOFF**

The Globe and Mail

Published Sunday, Jan. 17, 2016 10:30PM EST

The B.C. government unveiled plans Monday to introduce computer coding in its school curriculum, addressing a chronic skills shortage in one of the few areas of the Canadian economy that is doing well – technology.

“Every kindergarten to grade 12 student will have...the opportunity to learn the basics of coding,” Premier Christy Clark said at the opening of a two-day provincial government-backed summit on technology in Vancouver.

Tech sector could make up for resource slump (BNN Video)

Ms. Clark announced the change, first revealed Sunday by The Globe and Mail, as part of a broader strategy to deliver more support to the province's tech sector. It's a shift for a government whose economic agenda has largely focused on natural resources, though B.C.'s flourishing tech sector employs 86,000 people – more than forestry, mining and oil and gas combined. The government unveiled the first piece of the strategy last month, creating a \$100-million venture fund to finance startups.

Canadian political leaders have increasingly championed the digital economy after largely overlooking the sector in recent years. With oil and other commodities trading at multiyear lows, the economy teetering and a new class of startups gaining traction and disrupting traditional industries, Canadian politicians are hearing they need new, effective approaches to foster innovation and support tech startups.

A group of successful Canadian tech entrepreneurs, for example, recently warned Ottawa that a Liberal election pledge to fully tax stock-option gains above \$100,000 would stunt their ability to attract talent.

Meanwhile, a chronic skills and talent shortage is expected to worsen, with Canada forecast to be short more than 180,000 information, communications and technology workers by 2019, according to one recent report.

“Computer science skills ... are increasingly critical as technology is where all future job growth lies,” said Jeff Booth, CEO of Vancouver's BuildDirect Technologies Inc., a web platform for ordering construction materials with 330 employees. “There is already a war for

talent in technology that has companies like ours searching the world for the best engineers. ... It's very possible that computer coding and other technology skills may become as critical as reading and writing."

Last week, during a visit to Google's new Canadian operation in Waterloo, Ont., Prime Minister Justin Trudeau acknowledged, "We need to do a lot better job of getting young people to understand what coding is and how it's important."

The new B.C. coding curriculum will be introduced across all grades over the next three years, featuring new standards in mathematics and sciences and a new and redesigned "applied design, skills and technologies" (ADST) component to improve students' abilities to solve problems and think creatively.

The way students are taught will change starting in kindergarten, through "exploratory and purposeful play" that stimulates an aptitude for ADST. As they age, B.C. students will learn about computational thinking and learn the various aspects of programming. By the end of Grade 9, the government "students will also be able to experience basic coding," a government source said.

Ms. Clark said it's her goal to ensure coding education "doesn't just become an opportunity for every child to take part in, but to ultimately make it mandatory for every child from kindergarten to grade 12 to learn about coding and how it works.

Students in middle grades will learn how to code, debug algorithms and use various coding techniques, including visual programming, while high-school students will have the opportunity to specialize in particular areas of technology.

B.C. follows Nova Scotia, which announced last October it will introduce coding to the curriculum this fall. Coding was also recently added to school curriculum in Britain and is coming in Australia.

While most Canadian provinces offer some computer-science classes and technology in classrooms, the net result is a patchwork, bolstered by outside initiatives aimed at addressing the coding deficiency in schools, such as Google-backed program Codemakers, which seeks to expose 100,000 Canadian children to programming.

Members of the Canadian tech community praised the coming B.C. initiative. "Providing a science, technology, engineering and math curriculum early in a child's education is fundamental in advancing Canada's innovation agenda," said John Ruffolo, CEO of OMERS Ventures, a leading Canadian venture-capital fund. "Hopefully, the rest of Canada will follow [B.C.'s] lead."

Canadian tech entrepreneur and investor Jevon MacDonald said, "It's amazing to see different provinces taking the initiative to include computer programming in our public-

school curriculum,” and called on provinces to jointly develop national coding education standards. “This would mean that no Canadian child would miss out.”

Tobi Lutke, chief executive officer of Ottawa-based Shopify Inc., one of Canada’s most successful startups, said it’s essential to vanquish “one of the greatest generational divides in history” by encouraging widespread computer literacy. “To the initiated, computers can solve nearly any workflow problem,” he said. “There is a reason why almost all entrepreneurs are ‘techies’ these days – they are the only ones that can teach computers new things. It’s an unfair advantage and entirely unnecessary. Computer programming is not hard and it is a whole lot of fun.”

“Essentially every company in the world is either turning into a software company or is in the process of dying because of a software company,” Mr. Lutke added. “In this great reshuffling of the business world, we need Canada to end up with a good share of the newly created and scaled companies. There is tremendous upside for Canada in making computer literacy part of the core curriculum. ... Whoever figures out how to teach computer literacy first will have by far the most prepared work force. It’s hard to overestimate the potential of that.”

The B.C. government announced other initiatives to support the tech sector, including making it easier for tech firms to sell to government.

*Affirmation of dual credit  
opportunity with VCC.*

## CHRISTY CLARK REVEALS DETAILS OF #BCTECH STRATEGY AT THE INAUGURAL B.C. TECH SUMMIT

by Amanda Siebert on January 18th, 2016 at 2:20 PM

Premier Christy Clark was in attendance at the inaugural B.C. Tech Summit earlier today to reveal details of the provincial government's new #BCTech Strategy.

More than 2,800 tech-sector workers, business leaders, investors, academics, and students from around British Columbia and the world are participating in the summit, which is being held on Monday and Tuesday (January 18 and 19) at the Vancouver Convention Centre.

Clark opened the summit by discussing details of the multiyear strategy, which will focus on three key components: providing access to capital for entrepreneurs and emerging businesses, developing local talent by including more tech-based information—such as coding—in K-12 and postsecondary curricula, and ensuring increased market access.

Clark said the strategy comes as a result of extensive consultations with the tech sector.

"The things that we don't have enough of, you've said, are money: access to investments and venture capital; talent, we need to deepen the local talent pool; and new markets, access to new customers for emerging products," Clark said.

Announced in December, the B.C. Tech Fund will give entrepreneurs and start-up companies increased opportunities for capital funding. The province's \$100-million investment will address the early stage funding gap recognized through consultation.

Clark added that the province would also increase the number of companies that can claim tech-related tax credits such as the Digital Animation or Visual Effects (DAVE) credit and the Interactive Digital Media Tax Credit (IDMTC).

Starting in September, school curricula will be adapted to give B.C.'s 600,000 students the skills needed for careers in the tech sector. Coding academies, greater access to work-experience electives, and dual-credit partnerships are all part of these adaptations.

Although these initiatives would focus on increasing local talent, Clark also said that streamlining pathways for companies that require employees from outside of B.C. is an important aspect of the strategy's talent component.





**INDEED.ca JOB POSTINGS**  
**CANADIAN INDUSTRY EMPLOYMENT TRENDS**  
 Information Technology (sub category :Graphic Design)

### JOB POSTINGS

total job posts	current year	current year/ previous year change
17,609	2012	-13%
18,472	2013	+5%
20,508	2014	+11%
22,825	2015	+15%

Technology has recovered well since 2012 (most industries did not do well year/year) with sustained total added jobs year/year. Last year 2015 saw +15% job postings with 22,825 jobs.

### TOP JOB TITLE POSTED WAS "Graphic Designer"

post standing	year	amount of posts
#1	2012	21,572
#1	2013	32,605
#1	2014	24,069
#1	2015	34,095

"Graphic Designer" (a sub category of technologies) is the top job title posted for four years running showing consistent demand in the technology industry.

### TOP KEYWORD SEARCHES

year	ranking	searches	clicks
2012	#1	"graphic designer"	19,723
2012	#3	"graphic design"	14,715
2013	#1	"graphic designer"	33,322
2013	#3	"graphic design"	28,609
2014	#2	"graphic design"	24,519
2014	#3	"graphic designer"	22,538
2015	#2	"graphic design"	37,648
2015	#4	"graphic designer"	33,003

"Graphic Designer" and "Graphic Design" remain the top four options for those looking for jobs in the technology sector, showing the demand for the sector.

### TECHNOLOGY LOCATION FOR POSTINGS CLICKS "Vancouver"

post standing	year	amount of clicks
#6	2012	49,427
#5	2013	80,451
#4	2014	102,988*
#4	2015	136,105*

Vancouver and the Vancouver Area is becoming more prominent as a place to seek "graphic design" job talent.

\* Burnaby now a considered a different city, is added with Vancouver

CANADIAN INDUSTRY EMPLOYMENT TRENDS - DECEMBER 2012

Graduating Class 2011-2012 would be looking at this market 4 months after grad.

Industry	Job Postings	Change vs. Prior		
		Month	Quarter	Year
Accounting	9,040	-16%		
Construction	25,667		7%	
Education	5,212		12%	
Financial Services and Banking	12,876	-19%		
Healthcare	13,312	-7%		
Hospitality	11,287	-3%		
Human Resources	3,880	-11%		
<b>Information Technology</b>	<b>17,609</b>	<b>-13%</b>		
Manufacturing	13,241		7%	
Media	3,966	-5%		
Real Estate	1,646	-17%		
Retail	23,882	-6%		
Transportation	9,201	-6%		

Statistical approximations are used to compute these results.

Top Job Titles

Graphic Designer	21,572	
Software Developer	13,623	
Business Analyst	11,053	
Electrical Engineer	8,701	

Top Keyword Searches

graphic designer	19,723	
business analyst	15,666	
graphic design	14,715	
electrical engineer	14,281	

Top Locations

Toronto, ON	231,657	
Calgary, AB	87,370	
Montréal, QC	70,439	
Mississauga, ON	60,759	
Ottawa, ON	52,998	
Vancouver, BC	49,427	

Job Postings



Information Technology job postings have decreased **13%** since December 2011.



Clicks on Information Technology jobs have increased **53%** since December 2011.

CANADIAN INDUSTRY EMPLOYMENT TRENDS - DECEMBER 2013

Graduating Class 2012-2013 would be looking at this market 4 months after grad.

Industry	Job Postings	Change vs. Prior		
		Month	Quarter	Year
Accounting	10,027	11%		
Construction	26,535	3%		
Education	6,542	26%		
Financial Services and Banking	13,991	9%		
Healthcare	14,391	8%		
Hospitality	14,803	31%		
Human Resources	4,012	3%		
<b>Information Technology</b>	<b>18,472</b>	<b>5%</b>		
Manufacturing	13,885	5%		
Media	4,126	4%		
Real Estate	2,139	30%		
Retail	27,588	16%		
Transportation	10,480	14%		

Statistical approximations are used to compute these results.

Top Job Titles (0-35,0000)

Graphic Designer	32,605	
Business Analyst	14,571	
Software Developer	14,179	
Electrical Engineer	11,519	

Job Postings



Top Keyword Searches (0-35,0000)

graphic designer	33,322	
it	30,097	
graphic design	28,609	
business analyst	23,859	

Top Locations

Toronto, ON	363,224	
Calgary, AB	149,026	
Montréal, QC	112,337	
Mississauga, ON	82,653	
Vancouver, BC	80,451	



Information Technology job postings have increased **5%** since December 2012.



Clicks on Information Technology jobs have increased **39%** since December 2012.

CANADIAN INDUSTRY EMPLOYMENT TRENDS - DECEMBER 2014

Graduating Class 2013-2014 would be looking at this market 4 months after grad.

Industry	Job Postings	Change vs. Prior		
		Month	Quarter	Year
Accounting	12,158			21%
Construction	33,526			26%
Education	9,300			42%
Financial Services and Banking	16,404			17%
Healthcare	18,346			27%
Hospitality	17,960			21%
Human Resources	4,945			23%
<b>Information Technology</b>	<b>20,508</b>			<b>11%</b>
Manufacturing	19,650			42%
Media	5,875			42%
Real Estate	2,723			27%
Retail	33,604			22%
Transportation	15,648			49%

Top Job Titles (0-25,000)

Graphic Designer	24,069	
Business Analyst	16,545	
Software Developer	13,937	
Technical Writer	9,019	

Top Keyword Searches (0-30,000)

it	29,533	
graphic design	24,519	
graphic designer	22,538	
business analyst	21,797	

Top Locations (0-400,000)

Toronto, ON	356,613	
Calgary, AB	118,763	
Montréal, QC	112,908	
Vancouver, BC	82,692	
Burnaby, BC	20,296	

Job Postings



11%

Information Technology job postings have increased **11%** since December 2013.

20%

Clicks on Information Technology jobs have increased **20%** since December 2013.

CANADIAN INDUSTRY EMPLOYMENT TRENDS - DECEMBER 2015

Graduating Class 2014-2015 would be looking at this market 4 months after grad.

Industry	Job Postings	Change vs. Prior		
		Month	Quarter	Year
Accounting	12,403			5%
Construction	29,705	-9%		
Education	10,334			15%
Financial Services and Banking	17,544			10%
Healthcare	20,645			16%
Hospitality	20,797			19%
Human Resources	5,232			9%
Information Technology	22,825			15%
Manufacturing	17,708	-7%		
Media	7,436			31%
Real Estate	2,385	-10%		
Retail	35,880			10%
Transportation	13,614	-10%		

Statistical approximations are used to compute these results.

Top Job Titles (0-25,000)

Graphic Designer	34,095
Business Analyst	21,857
Software Developer	18,675
Data Analyst	16,410

Top Keyword Searches (0-30,000)

it	42,740
graphic design	37,648
business analyst	34,739
graphic designer	33,003

Top Locations (0-400,000)

Toronto, ON	519,770
Montréal, QC	175,942
Calgary, AB	170,661
Vancouver, BC	115,809
Burnaby, BC	20,296

Job Postings



**3%** Information Technology job postings have increased 3% since January 2014.

**17%** Clicks on Information Technology jobs have increased 17% since January 2014.



## DECISION NOTE

**PREPARED FOR:** Board of Governors

**DATE:** June 29, 2016

**ISSUE:** Approval of revisions to D.6.1 Lending and Borrowing College Equipment Policy and Procedures

### BACKGROUND:

The Lending and Borrowing College Equipment Policy D.6.1 (formerly called *Off Campus College Related Use of College Equipment*) governs short-term lending of equipment to students and employees. It is primarily used by the Library to lend equipment such as iPads, laptops, camcorders, and projectors.

The College and Institute Act, Section 23(1) states “an education council must advise the board and the board must seek advice from the education council, on the development of educational policy for the following matters ... (g) policies concerning library and resource centres.”

This policy was discussed at the June 2016 Education Council after review by the Education Policy Committee and going out for community feedback.

### DISCUSSION:

Based on community feedback, the policy and procedures were written broadly enough that it can be used by any College department if they choose to lend any of their equipment, but does not require any department to lend their equipment. If they choose to lend, they must provide terms of use to borrowers prior to lending, and consider ways to minimize any risk to the College. This policy does not apply to equipment that is provided to employees as a regular part of their job (such as their desktop computer).

### RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve, in the form presented at the meeting, the D.6.1 Lending and Borrowing College Equipment policy and procedures.

**ATTACHMENTS:** APPENDIX A - D.6.1 Lending and Borrowing College Equipment Policy  
APPENDIX B - D.6.1 Lending and Borrowing College Equipment Procedures

**PREPARED BY:** Todd Rowlett, Chair, Education Council

**DATE:** June 22, 2016



## POLICY

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

**CONTEXT AND PURPOSE**

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

**SCOPE AND LIMITS**

This policy applies to VCC students and employees.

**STATEMENT OF POLICY PRINCIPLES**

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

**RELATED POLICIES & LEGISLATION**Policies:

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

**RELATED PROCEDURES**

Refer to D.6.1 Lending and Borrowing College Equipment Procedures.





## PROCEDURES

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

### DEFINITIONS

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

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

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

### PROCEDURES

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

### RELATED POLICY:

Refer to D.6.1 Lending and Borrowing College Equipment Policy.





## INFORMATION NOTE

<b>PREPARED FOR:</b>	Board of Governors
<b>DATE:</b>	June 29, 2016
<b>ISSUE:</b>	Education Council Chair Report to Board of Governors

### **IMPLEMENTATION OF CHANGES TO C.1.1 GRADING, PROGRESSION, WITHDRAWAL POLICY:**

Education Council approved changes to the Grading policy in February 2016. These policy changes apply to all programs starting on or after August 1, 2016, and require that all Program Content Guides be updated with a new grading standard chart. This table, located on the last page of all PCGs, lists letter grades and the associated GPA. The new table will also show percentage ranges next to the letter grades (e.g. A = 85-89%).

The policy sets out a recommended percentage range that is the standard scale used by the Registrar's Office and is also currently used by many departments. Departments could choose to use a different percentage range. The policy allows this flexibility given the variety of programs taught at VCC – a one-size-fits-all standard did not work well.

Departments submitted their preferred grading standard to Education Council, and EDCO will be approving them in an omnibus motion at a special meeting on June 28, 2016.

### **REPORT ON CONTRACT TRAINING AND NON-CREDIT CONTINUING STUDIES COURSES:**

Education Council received reports on all contract training and all non-credit Continuing Studies courses taught at VCC. These reports, provided by Kathryn McNaughton, Vice President Academic, Students, and Research, Gordon McIvor, Dean of Continuing Studies, and Claire Sauve, Senior Program Coordinator in Continuing Studies, provided a list of all training contracts and copies of all course outlines for non-credit CS courses.

These reports were provided so that the EDCO office can maintain an on-going record of what is taught at VCC, and to fulfil part of EDCO advisory role by receiving reports after implementation of non-credit programs and programs offered under service contract (*College and Institute Act 23(1)(c)*). This has not been done previously. Education Council will receive these reports every six months to a year.

**EDUCATIONAL POLICY DEVELOPMENT:**

This is an update on educational policy development from January to June 2016.

POLICY	STATUS	TARGET COMPLETION
<b>POLICIES RECENTLY APPROVED / TO BE APPROVED</b>		
C.1.1 Grading, Progression, Withdrawal		Approved February 2016
C.1.4 Assignment of Credit		Approved February 2016
C.3.1 Program Advisory Committee		Approved February 2016
D.1.3 Copyright		Approved June 2016
D.1.5 Use of Library Resources		Approved June 2016
D.4.4 Students Required to Withdraw	Rescinded when the new C.1.1 Grading policy is approved.	Rescinded February 2016
D.6.1 Lending and Borrowing College Equipment		To be approved – June 2016
<b>POLICIES CURRENTLY UNDER REVIEW AT POLICY COMMITTEE</b>		
C.3.3 Criteria for cancelation of Programs leading to Certificates, Diplomas or Degrees	Small working group formed (including VP-Academic and Chair of Policy Cmte) to review and make revisions.	November 2016
D.1.1 Education Services Review		December 2016
D.3.5 Prior Learning Assessment	Small working group has reviewed best practices.	November 2016
D.3.10 Aboriginal Education Enrolment Policy		December 2016
NEW Transfer Credit	Split out from D.3.5 Prior Learning Assessment. Currently out for community feedback.	November 2016

**SUMMARY OF CURRICULUM APPROVALS:**

Education Council and Curriculum Committee approved the following curriculum from January to June 2016.

***Education Council approved:***

- revised course outlines for Braille 1 Level 1 (VOVI 0711), Braille 1 Level 2 (VOVI 0712), Braille 2 Level 1 (VOVI 0721) and Braille 2 Level 2 (VOVI 0722)
- revised Program Content Guide for the Health Care Assistant ESL Program
- changes to the Architectural Technician, Civil-Structural Technical and Steel Detailing

- Technician Certificate Program
- revisions to Chemistry 1 (CHEM 1121) and Chemistry 2 (CHEM 1223) course outlines
  - revisions to the Health Care Assistant Program
  - revisions to the Certified Dental Assisting-Onsite Program
  - Revisions to the Bachelor of Hospitality Management Program Content Guide
  - new course Intensive Academic Reading and Writing (ELSK 0930)
  - the curriculum for the renewed Renal Dialysis Technician program
  - the curriculum for the Fashion Design and Production program
  - the Fashion Design and Production Certificate Program Content Guide
  - revisions to the Certified Dental Assisting Onsite and the Certified Dental Assisting Distance programs
  - revisions to the Dental Reception Coordinator program
  - revisions to American Sign Language Level 3 (SIGN 3000) course outline
  - new courses: Introduction to Criminology (CRIM 1150), The Canadian Legal System (CRIM 1160), Society, Space, Environment: Introducing Human Geography (GEOG 1100), Earth Systems (GEOG 1110) and Introduction to First Nations and Indigenous Studies (INDG 1100)
  - the curriculum for the new Visual Communications Design Diploma and the renewed Visual Communications Design Certificate (formerly Digital Graphic Design)
  - the new University Transfer Environmental Studies Certificate Program Content Guide and course outlines
  - new course NURS 3160 Mental Health Nursing (formerly NURS 3161 and 3162)

***Curriculum Committee approved:***

- changing the ABE Articulation Handbook web address in course learning outcomes of Physics 12 Part 1 (PHYS 0983) and Physics 12 Part 2 (PHYS 0992) course outlines
- changes to the Digital Graphic Design Program Content Guide
- changes to the ESL Pathways Certificate and Advanced Certificate Program Content Guides
- revised course outlines for Improve Your Pronunciation Intermediate Focus A (ELSK 0646), Improve Your Pronunciation Intermediate Focus B (ELSK 0647), Improve Your Pronunciation Advanced Focus A (ELSK 0666), Improve Your Pronunciation Advanced Focus B (ELSK 0667)
- new course name for English 1 (ENGL 1100) and English 2 (ENGL 1200), formerly “University Transfer English”
- revised course outlines for Biology 12 Part 1 (BIOL 0983) and Biology 12 Part 2 (BIOL 0993)
- changes to the University Transfer Computing Science and Software Systems Program Content Guide
- revised course outline for English 1 (ENGL 1100)
- revised course outlines and program content guide for Interior Design Certificate

**PREPARED BY:** Todd Rowlett, Chair, Education Council

**DATE:** June 22, 2016