Vancouver Community College
EDUCATION COUNCIL

MEETING AGENDA
March 12, 2019, 3:30-5:30pm, Room 5025 BWY-A

Item	Topic	Time	Speaker	Pre-reading materials	Action	Pages
1.	Call to Order	1 min	Elle Ting			
2.	Acknowledgement	1 min	Elle Ting			
3.	Adopt Agenda	1 min	Elle Ting	March 12, 2019 Agenda	Approval	1–2
4.	Approve Past Minutes	1 min	Elle Ting	February 20, 2019 Minutes	Approval	3–9
5.	Enquiries & Correspondence	1 min	Elle Ting		Information	
6.	Business Arising					
	a) Budget Update	10 min	Jamie Choi		Information	
	b) Annual Update/Report Deans and Directors	30 min	Tami Pierce, Dennis Innes, Shirley Lew		Information	
	c) Annual Update on Affiliation Agreements	5 min	Kathryn McNaughton	Affiliation Agreements	Information	10–22
7.	Committee Reports					
	a) Curriculum Standing Committee		Todd Rowlatt			
	i) New Course: ACED 0700: Career Planning 12	5 min	Cindy Reeves	Decision Note, CourseLeaf outline	Decision	23–27
	ii) Course Update: ENSK 0826: Writing Skills 11	5 min	Margaret Buxton	Decision Note, CourseLeaf outline	Decision	28–32
	iii) Course Update: MATH 1020: Precalculus	5 min	Costa Karavas	Decision Note, CourseLeaf outline	Decision	33–40
	iv) New Program: Transportation Trades Sampler	5 min	Brett Griffiths	Decision Note, PCG, CourseLeaf outlines	Decision	41–91
	v) Provisional Approval of Curriculum	10 min	Todd Rowlatt	Decision Note, Terms of Reference	Decision	92–96

	b) Policy Standing Committee i) D.1.4 Curriculum/Instructional Materials Created within the College	5 min	John Demeulemeester Virginia Adams	Decision Note, Policy, Procedures	Approval	97–103
	c) Appeals Oversight Committee i) Terms of Reference Update	5 min	Andrew Candela	Terms of Reference	Approval	104–105
	d) Program Review and Renewal Committee i) QAPA Response	10 min	Todd Rowlatt	Decision Note, Assessors' Report Workbook, Response Letter, VCC Action Plan	Approval	106–128
8.	Research Report	5 min	Elle Ting		Information	
9.	Chair Report	5 min	Elle Ting		Information	
10.	Student Report	5 min	Ilyes Belhacene		Information	
11.	Next Meeting: April 9, 2019 3:30-5:30pm room 240 DTN	1 min	Elle Ting		Information	
12.	Adjournment	1 min	Elle Ting			

Vancouver Community College
EDUCATION COUNCIL

MEETING MINUTES - DRAFT
February 20, 2019, 3:30-5:30pm, Room BWY 1223-B

Item	Topic	Discussion
1.	Call to Order	The meeting was called to order at 3:36 pm.
2.	Acknowledgement	E. Ting acknowledged that the meeting is being held on the traditional unceded territory of the Sḵwx̱wú7mesh Úxwumixw (Squamish), xʷməθkʷəy̓əm (Musqueam) and Tsleil-Waututh peoples.
3.	Adopt Agenda	**Motion:** Moved by A. Candela and seconded THAT Education Council adopt the February 20, 2019 agenda as presented. All in favour. **Motion carried.**
4.	Approve Past Minutes	**Motion:** Moved by I. Belhacene and seconded THAT Education Council adopt the January 8, 2019 minutes as presented. All in favour. **Motion carried.**
5.	Enquiries & Correspondence	There were none.
6.	Business Arising a) Annual Update/Report Deans and Directors	Deans and directors presented their departments' accomplishments from 2018/19 and priorities for 2019/20. Presentations were made by Brett Griffiths, Dean of Trades, Technology and Design; Jo-Ellen Zakoor, Dean of Health Sciences; and Jennifer Gossen, Director of International Education. T. Rowlatt inquired about the CASN accreditation for the Practical Nursing Diploma. Jo-Ellen Zakoor responded that, since this is a pilot, some of the accreditation cost will be covered by CASN, and a site visit is scheduled for 2020. H. Parisotto asked about opportunities for repeated cohorts in the Health Care Assistant Program through the Aboriginal Community Career Employment Services Society (ACCESS) Partnership. Jo-Ellen Zakoor responded that there are 12 students currently enrolled. K. McNaughton added that the Head of ACCESS is now on the Indigenous Advisory Committee. J. Gossen responded to T. Rowlatt's question that international students now make up about 11 percent of the student population. The department is cognizant of the need to maintain a balance. A. Candela asked about oversight of representatives in other countries regarding ethical practices. J. Gossen responded that there is no oversight body on a national level, but IE consults with local resources and ICEF, a training organization, to confirm agents meet industry standards. T. Rowlatt asked about challenges finding housing in Vancouver. J. Gossen responded that housing does not appear to be an issue for international students. VCC's homestay program is only used by 6–10 students per year. Some students live with family and friends or find

Item	Topic	Discussion
		roommates through agents. J. Gossen will send S. Sullivan information to increase awareness of the homestay program among students.
	b) Annual Update/ VP Academic, Students and Research	K. McNaughton presented the major accomplishments and priorities of the Office of the VP Academic, Students and Research. She welcomed C. Deans to the new project coordinator role and thanked T. Rowlatt, J.-E. Zakoor, and P. Fahim for their work on the main project, the Quality Assurance Process Audit (QAPA). K. McNaughton noted that the panel had commended VCC for its collaborative and collegial atmosphere. Other accomplishments include the creation of a Leaders' Forum working group to identify training opportunities, development of ILOs, completion of the Online Learning Strategy, and the hiring of A. Dunn as the manager of Online Learning Strategy & Design. Priorities for 2019/20 include diversity, Universal Design for Learning (e.g., the use of Blackboard Ally), and partnership development.
7.	Committee Reports a) Curriculum Committee Reports i) Program Update: Business and Project Management Post-Degree Diploma	**Motion:** Moved by T. Rowlatt and seconded THAT Education Council approve, in the form presented at this meeting, the revisions to the Business & Project Management Post-Degree Diploma program. A. Petrone presented the proposed changes to the math admission requirements to include courses at the post-secondary level in finance, statistics, or accounting, in addition to mathematics or pre-calculus. The rationale is that students require quantitative skills in the second year of the program, when the program content diverges from the Canadian Business Management Post-Degree Diploma. The department is expecting enrolment of about 50 students in two cohorts for the first offering starting in September. A. Candela expressed concern that requiring only one math course may be insufficient to ensure student success. N. Mandryk explained that students need to have completed one degree in any discipline and one post-secondary quantitative course. T. Rowlatt responded that there is a fair amount of math in the program and emphasized that the program is only an introduction to Project Management. A. Petrone took note of the comment. D. Innes added that the program is marketed to students with a math background. He expressed confidence that the updated prerequisite and marketing strategy will attract students who can succeed in the program. E. Ting suggested considering a maximum time limit after course completion for these courses to be accepted as pre-requisites. K. McNaughton commented that faculty and staff need to be more aware of students' diverse experiences in their home countries. All in favour. **Motion carried.**

Item	Topic	Discussion
	ii) Program Update: Culinary Arts Diploma	**Motion:** Moved by T. Rowlatt and seconded THAT Education Council approve, with the change approved at this meeting, the revisions to the Culinary Arts Diploma program and two new courses: CULI 1526 Cook Chill Production Kitchen 2 and CULI 1528 Short Order Café 2. T. Rowlatt reported that the original proposal came to Curriculum Committee in January. The proposal was revised at the February 19 meeting, based on C. Gill's discussion with the Registrar's Office. T. Rowlatt distributed copies of the revised decision note, PCG, and two new course outlines. C. Gill presented the proposal, which aims to streamline course scheduling by creating blended international and domestic cohorts. Terms 1 and 2 will be identical for both student populations. Only international students continue on after Term 2 to complete their diploma. Currently, CULI 1516 and CULI 1518 (8 credits per course) are each split between the DTN and BWY campuses. After revisions, the content will be split into four courses of 4 credits each: CULI 1506 & CULI 1508 at the Downtown cafeteria in Term 2 (blended), and the new courses CULI 1526 & CULI 1528 at Quizine on the Broadway campus (international only) in Term 3. The remaining program content was moved to Term 4 and a newly created Term 5. Other proposed changes include • Removing "(International Cohort)" from the title of the program to reflect blended cohorts in Terms 1 and 2 • New "upon acceptance" admission requirements, including a FoodSafe Level 1 Certificate; an immunization record; a negative skin TB test; a note regarding the ability to handle meat, seafood and dairy; and the disclosure of food allergies • Adding Math 10 to admission requirements T. Rowlatt explained that CULI 1511 was replaced with CULI 1501, which does not include FoodSafe, since students need to obtain their FoodSafe Level 1 Certificate separately. The PCG was revised to clearly state that evidence for completion of "upon acceptance" requirements needs to be submitted by the end of Block One to the department (not to International Education). This allows international students to obtain their FoodSafe Level 1 Certificate and immunizations after arrival in Canada. H. Parisotto asked whether students can continue in the program if they fail to provide immunization records. C. Gill responded that in order to continue after Block One (during which

Item	Topic	Discussion
		students do not work in a food outlet) students need to provide proof of immunization. J.-E. Zakoor asked what record is used to verify immunization status and who will review the records. N. Degagne responded that she is planning a meeting with D. Seremba, C. Gill, Health Sciences, and Hospitality to discuss centralizing this process. N. Degagne will report to Education Council next month. J.-E. Zakoor noted that Health Sciences uses a form with more vaccinations and suggested considering the inclusion of measles vaccinations due to the current outbreak. T. Rowlatt clarified that immunization requirements have already been added to Professional Cook 1 and 2, but not yet to Asian Culinary Arts. K. Crossett requested clarification of terminology, since the term "Block" is used internally by the department to indicate one month but is not defined in the PCG. The wording will be revised to "before the end of CULI 1501 Kitchen Orientation (the first course of the program)." All in favour. **Motion carried.**
	iii) Course Update: NETT 2107	**Motion:** Moved by T.Rowlatt and seconded THAT Education Council approve, in the form presented at this meeting, the revisions to NETT 2107 Active Directory. S. Khullar reported that the revisions are necessary since Microsoft has retired exam 70-640 relating to the Windows Server 2008 environment. Support for Server 2008 will end in 2020. Windows Server 2012R2 will still be supported for a number of years. Updates were made to reflect the fact that students use Microsoft Azure cloud technology, and the participation grade was separated out in the evaluation plan. T. Rowlatt added that this urgent change is a stopgap measure, since the Networking Technology Certificate program is in the last stages of renewal, with major changes coming next year. All in favour. **Motion carried.**
	iv) Program Updates: Practical Nursing & Access to Practical Nursing Diplomas	**Motion:** Moved by T. Rowlatt and seconded THAT Education Council approve, in the form presented at this meeting, the revisions to the Practical Nursing Diploma and Access to Practical Nursing Diploma programs. J. Schappert reported that the British Columbia Practical Nursing Program Provincial Curriculum (PNPPC) was revised in 2018. The Practical Nursing and Access to Practical Nursing Diploma programs need to align with these updates to maintain recognition by the BCCNP. The provincial revision process included eight major recommendations including language modifications, changes to faculty qualifications, admission requirements updates, and additions to learning outcomes. Additional outcomes refer to cultural humility and safety, especially regarding

Item	Topic	Discussion
		Indigenous people, intercultural competency, LGBTQ2 content, trauma informed practice, and enhanced leadership skills. H. Parisotto inquired about the required passing grade of 100% in math for Pharmacology. J. Schappert responded that this requirement was put in place in view of medication errors. All in favour. **Motion carried.**
	b) Policy Standing Committee	J. Demeulemeester reported on the January meeting's discussion about D.1.4 Students with Disabilities, led by B. Higgins and S. Wiwchar. The report from the February 13 meeting will come to Education Council in March.
	c) Appeals Oversight Committee	A. Candela reported that the Tribunal Training online Moodle course is complete and accessible to all students and employees of VCC. He presented the 15-hour module as a good PD opportunity. After course completion, participants can opt to have their name added to a roster of potential tribunal panel members. A. Candela will promote the training at the Leaders' Forum. The link can be found on myVCC: https://employee.vcc.ca/college/governance/education-council/appeals-oversight-committee/tribunal-training/ The Tribunal Training Day for in-person training is set for September. A. Candela noted the role of the Appeals Oversight Committee in supporting Deans to populate tribunal panels. Committee will discuss at the next meeting where to house and how to share the roster of potential panelists; suggestions include the Registrar's Office or the VP Academic, Students and Research. A minor change to the Terms of Reference to include Procedural Fairness and Natural Justice precepts will come to Education Council next month. The Committee will work on feedback to several policies under review, including D.4.1 Students with Disabilities, D.4.3 Student Code of Conduct, and D.4.5 Student Educational Contact.
	d) Program Review and Renewal Committee	T. Rowlatt reported that the response to the QAPA report will come to committee next week and to Education Council in March before being sent to the ministry. T. Rowlatt announced the upcoming annual program reviews with Deans' presentations of their Action Plans. CD Fund proposals are due by the end of the week; proposal presentations and adjudication are scheduled for the second week of March. The revised CD Fund guidelines include automatic seed funding of $5,000 for programs on the approved Program Renewal schedule.

Item	Topic	Discussion
		A. Candela asked when CD Fund guidelines are revisited. He voiced the concerns of Arts & Sciences instructors about lack of opportunity to develop and reinvigorate instructional language materials. T. Rowlatt responded that CD Fund guidelines are continuously reviewed by the committee, which includes faculty members. He reiterated that CD Funds are provided to work on the overall structure of the curriculum, not on teaching materials. Regarding Universal Design for Learning (UDL), he responded that CD Funds could be used to support the planning process, but not the development of classroom materials. K. McNaughton recommended exploring open educational resources and external funding options through other agencies or partnerships. She emphasized to need to think about resources beyond textbooks for student populations such as the Deaf and Hard of Hearing or Visually Impaired.
8.	Research Report	E. Ting reported that the REB received five review requests last month. Course designations (approving the course rather than each individual research project) are coming to REB from Dental Hygiene and Nursing. The President's Research Fund is accepting applications for a total amount of $10,000. The fund is adjudicated by the newly struck Research Advisory Committee; any questions can be sent directly to E. Ting. The REB is also looking to join the harmonization process of REBs underway in B.C., with the goal of streamlining the review process for multi-site projects. Currently, only universities and health authorities are included, but VCC and other colleges are in talks with UBC. Projects with VCC as their primary site still need to undergo review by VCC's REB. E. Ting reported on the visit by Mitacs, a federal program that funds student internships in research work. Talks are ongoing with BCARIN to create a research inventory allowing researchers to connect with each other. Federal funding is being sought for our next research symposium.
9.	Chair Report	No report.
10.	Student Report	I. Belhacene reported on SUVCC events, including a Lunar New Year lion dance on February 6 DTN, chocolates for Valentine's Day, and Donut Day in March. S. Sullivan reported that the campaign to eliminate interest on student loans was successful. SUVCC is working with the Learning Centre and library on an open educational resources campaign connected to TextbookBroke. K. McNaughton announced activities for Pink Shirt Day, including a bracelet sale, special buffet at JJ's, and a VCC video.
11.	Next meeting	March 12, 2019 3:30-5:30pm room 5025 BWY-A
12.	Adjournment	The meeting was adjourned at 5:22 p.m.

ATTENDEES:	Elle Ting	Todd Rowlatt	Jo-Ellen Zakoor	John Demeulemeester
	Kathryn McNaughton	Denise Beerwald	Heidi Parisotto	Karen Crossett
	Andrew Candela	Ilyes Belhacene	Natasha Mandryk	
REGRETS:	David Wells	Dharuv Puri	Paul Yeung	Robert Kunka
	Dave McMullen	Nona Coles	Taryn Thomson	Julie Gilbert
GUESTS:	Brett Griffiths	Jennifer Gossen	Janita Schappert	Collin Gill
	Sid Khullar	Al Petrone	Dennis Innes	Les Apouchtine
	Sydney Sullivan	Nicole Degagne	Gordon McIvor	

RECORDING SECRETARY: Darija Rabadzija

VCC ACTIVE EDUCATION AGREEMENTS
updated March 4, 2019

School	Program	Partner Institute	Type of Agreement	Agreement Start Date	Agreement End Date	Details of Agreement
Arts & Sciences	Dance Diploma	Arts Umbrella	Affiliation agreement	May 18, 2010	Review annually in June	Joint collaboration of Dance Diploma
Arts & Sciences	Arts & Sciences	BC Transfer - System Wide Agreement on Arts & Sciences collaboration	MOA	April 1, 2012	ongoing	Collaborative learning across members of the BC Transfer System engaged in Arts & Sicences
Arts & Sciences	EAL Pathways	Ministry of Technology, Innovation and Citizens Services	License agreement	October 1, 2018	October 1, 2023	License agreement for curricula titled "Communication for Accounting and Communication for Engineering
Arts & Sciences	EAL Pathways	Ministry of Technology, Innovation and Citizens Services	License agreement	March 31, 2014	March 31, 2019	License agreement for ESL Pathways curriculum
Arts & Sciences	EAL Pathways	Ministry of Technology, Innovation and Citizens' Services	License Agreement	March 1, 2014	March 1, 2021	License agreement between Minister of Technology, Innovation and Citizens' Services and VCC for English Language program curriculum
Arts & Sciences	Basic Education & CCA	Ray-Cam	Letter of Agreement	September 1, 2017	June 2018	Delivery of literacy to fundamental level reading, writing and math
Arts & Sciences	UT Engineering	SFU	Transfer Agreement	June 1, 2014	ongoing	Pathway transfer agreement SFU/VCC to ladder students into SFU's Engineering Certificate
Arts & Sciences	UT Computing Science	SFU	Transfer Agreement	October 1, 2014	ongoing	Pathway transfer agreement SFU/VCC to ladder students into SFU's Computer Science & Software Systems Certificate
Arts & Sciences	UT Science Certificate	SFU	Transfer Agreement	September 1, 2018	ongoing	Pathway transfer agreement SFU/VCC to ladder students into SFU's University Transfer Science Certificate
Arts & Sciences	LINC	YMCA of Greater Vancouver	Letter of Understanding	April 1, 2016	March 2019	Collaboration between YMCA and VCC to enable use of services to meet new immigrant needs
College-wide	General	Adler University	MOU	December 2017	December 2020	To explore partnership possibilities for students and employees that improve health, access to educational opportunities.
College-wide	General	BCIT	MOU	July 22, 2013	July 22, 2018	To foster applied research and research services cooperatively
College-wide	General	BCIT, SFU, VCC	MOU	March 2013	Ongoing	BCIT, SFU and VCC agree to work together to explore opportunities for collaboration and joint initiatives
College-wide	Dual credit	Burnaby School District 41 - dual credit	MOU	March 1, 2015	March 1, 2018	Dual credit programming
College-wide	Health field	Canada India Network Society, BCIT, VCC	MOU	July 2010	ongoing	collaboration between Canada and India in the health field
College-wide	Practicum placements	Douglas College	Agreement	February 22, 2016	February 21, 2021	Practicum placements
College-wide	Data anlalyst	Economic Modeling (Emsi)	Subscription Agreement	June 15, 2018	June 14, 2020	Access to Analyst - labour market data

VCC ACTIVE EDUCATION AGREEMENTS
updated March 4, 2019

School	Program	Partner Institute	Type of Agreement	Agreement Start Date	Agreement End Date	Details of Agreement
College-wide	Business Management, Early Childhood, Hospitality Management	Griffiths University	Articulation Agreement	February 1, 2009	Agreement outdated and currently under review	Articulation agreement for Business Management, Early Childhood, Hospitality Management programs
College-wide	General	Immigration, Refugees and Citizenship Canada (Government)	Contributin Agreement	August 29, 2018		Funding provided to VCC to deliver services to eligible clients.
College-wide	Expand educational pathways	Jeonju University, South Korea	MOU	June 8, 2018	June 7, 2020	Explore educational exchange between two institutes
College-wide	Expand educational pathways	Justice Institute of BC	MOU	March 1, 2015	February 1, 2020	Expand educational pathways
College-wide	Expand educational pathways	LaSalle College, Vancouver	MOU	June 20, 2018	June 20, 2020	Expand educational pathways
College-wide	Data collection	Ministry of Advanced Education	Agreement	2010	ongoing	Data collection and reporting processes for the Central Data Warehouse and Student Transitions Project
College-wide	Collaboration with AVED	Native Education College	Affiliation agreement	July 1, 2012	July 1, 2017	Collaboration with Ministry of Advanced Education. Renewal under discussion with Dean and VP Academic
College-wide	Agency grants and awards	Natural Sciences and Engineering Research Council of Canada (NSERC)	Agreement	January 1, 2013	March 31, 2018	Agreement on the administration of agency grants and awards by research institutions
College-wide	Agency grants and awards	Social Sciences and Humanities Research Council of Canada (SSHRC)	Agreement	January 1, 2013	March 31, 2018	Agreement on the administration of agency grants and awards by research institutions
College-wide	Expand educational pathways	Technological Higher Education Association, Ireland	MOU	June 1, 2017	Ongoing	Co-operation in education, training, research
College-wide	Operational	Translink Upass agreement	Agreement	2011		Upass agreement with Translink and PSEs
College-wide	Aboriginal Education	Vancouver School Board School District 39	Agreement	December 1, 2013	December 1, 2020	Cooperation agreement between VCC and VSB to pursue education for aboriginal youth - signed
College-wide	Dual credit	Vancouver School District 39 - dual credit	MOU	January 1, 2015	January 1, 2018	Dual credit programming
College-wide	Student Development	VCC Student Union (SUVCC)	MOU	January 1, 2018	December 31, 2022	Joint partnership to co-establish the Office of Ombudsperson
Continuing Studies	Paralegal Diploma and Certificate program	Athabasca University	Articulation Agreement	May 14, 2007	agreement outdated, needs to be	Paralegal Certificate and Diploma programs
Continuing Studies	Counseling Skills & Substance Abuse Certificate programs	Athabasca University	Articulation Agreement	September 8, 2009	agreement outdated, needs to be reviewed	Transfer credit agreement for VCC Counseling Skills & Substance Abuse Certificate programs
Continuing Studies	Business Leadership & Management Certificate programs	BCIT	Articulation Agreement	January 1, 2010	agreement outdated, needs to be reviewed	Business Leadership & Management Certificate programs
Continuing Studies	Health	City Centre Cares Society	Affiliation agreement	June 1, 2015	Jun 1, 2020	Practicum placements
Continuing Studies	Paralegal Diploma	Royal Roads University (RRU)	MOU	April 1, 2016	April 1, 2021	Agreement of a block transfer from VCC to RRU
Continuing Studies	Samsung Training Certificate	Samsung Electronics Canada	MOA	May 10, 2016	May 1, 2019	VCC to deliver two specific Samsung courses (Measurements & Instrumentation in Samsung
Continuing Studies	Early Childhood Education	School District 74 Gold Trail	MOU & Affiliation Agreement	September 1, 2015	September 1, 2018	Dual credit programming - Early Childhood Education

School	Program	Partner Institute	Type of Agreement	Agreement Start Date	Agreement End Date	Details of Agreement
Health Sciences	Health Care Assistant	Aboriginal Community Career Services Employment Society	Affiliation agreement	January 29, 2018	December 7, 2018	Delivery of an Access to Health Care Program
Health Sciences	Copyright Agreement	National Dental Assisting Examining Board	Affiliation Agreement	effective 2004	ongoing	Copyright agreement to deliver National Dental Assisting Examining Board's Clinical Practice
Health Sciences	BScN program	Trent University	Research Funding Agreement	Sept - Nov. 2018	30-Nov-18	Funding from SSHRC
Health Sciences	BScN program	University College of the Fraser Valley	Agreement	February 1, 2007	ongoing	UCFV grants right and license to VCC to use the program curriculum for the BScN program
Health Sciences	Occupational Physical Therapist Assistant	University of Northampton	Articulation Agreement	August 1, 2014	ongoing	Articulation agreement for Occupational Physical Therapist program
Health Sciences	LPN Perioperative	Vancouver Coastal Health	MOA	April 18, 2016	Ongoing	Transfer LPN Perioperative curriculum ownership to VCC
Health Sciences	Health Care Assistant	Vancouver School Board School District 39	Affiliation agreement	January 1, 2016	Ongoing	Agreement to allowed up to 4 high schhol students to enter the Health Care Assostant program each year
Hospitality, Food Studies & Applied Business	Applied Business Technology (ABT) online collaborative program	BC Campus	MOU	April 1, 2016	Ongoing	Applied Business Technology (ABT) collaborative program
Hospitality, Food Studies & Applied Business	Culinary Arts - PC1 Foundation Dual Credit	Langley School District #35	MOU	September 1, 2017	August 31, 2018	Culinary Arts - PC1 Foundation Dual Credit
Hospitality, Food Studies & Applied Business	Culinary Arts - PC1 Foundation Dual Credit	Maple Ridge/Pitt Meadows School District #42	MOU	September 1, 2017	August 31, 2018	Culinary Arts - PC1 Foundation Dual Credit
Hospitality, Food Studies & Applied Business	Culinary Arts - PC1 Foundation Dual Credit	North Vancouver School District #44	MOU	September 1, 2017	August 31, 2018	Culinary Arts - PC1 Foundation Dual Credit
Hospitality, Food Studies & Applied Business	Culinary Arts - PC1 Foundation Dual Credit	Howe Sound School District #48	MOU	September 1, 2017	August 31, 2018	Culinary Arts - PC1 Foundation Dual Credit
Hospitality, Food Studies & Applied Business	Professional Cook 3	Institute of Technology, Tralee, Ireland	Articulation Agreement	June 1, 2018	Ongoing	Articulation agreement for VCC's Professional Cook 3 program and Institute of Technology, Tralee's Bachelor of Arts in Culinary Arts program
Hospitality, Food Studies & Applied Business	Culinary Arts	Korean Food Promotion Institute	Collaborative Agreement	October 1, 2018	February 1, 2019	Introduce working chefs and students to Korean Cuisine and Food Culture
Hospitality, Food Studies & Applied Business	Hospitality Management Diploma Program	Business & Hotel Management School	MOU	April 1, 2018	April 1, 2022	Diploma and Degree pathway
Hospitality, Food Studies & Applied Business	Hospitality Management Diploma Program	Blue Mountains International Hotel Management School (BMIHMS)	Articulation Agreement	November 1, 2015	ongoing	Articulation agreement between BMIHMS and VCC

VCC ACTIVE EDUCATION AGREEMENTS
updated March 4, 2019

School	Program	Partner Institute	Type of Agreement	Agreement Start Date	Agreement End Date	Details of Agreement
Hospitality, Food Studies & Applied Business	Hospitality Management Diploma Program	Brighton College, Vancouver	Articulation Agreement	September 1, 2018	August 31, 2020	Articulation agreement for Hospitality Diploma courses
Hospitality, Food Studies & Applied Business	Bachelor of Hospitality Management Program	Canadian Tourism College	Articulation Agreement	September 1, 2018	August 31, 2021	Articulation agreement between VCC & CTC
Hospitality, Food Studies & Applied Business	Bachelor of Hospitality Management Program	Eton College	Articulation Agreement	June 2013	ongoing	Transfer of Eton College students into 3rd year of Bachelor of Hospitality Management at VCC
Hospitality, Food Studies & Applied Business	Hospitality Management Diploma Program	Cornerstone College	Articulation Agreement	September 1, 2018	August 31, 2021	Articulation agreement between Cornerstone College and VCC
Hospitality, Food Studies & Applied Business	Hospitality Management Diploma Program	Glion Institute of Higher Education (GIHE), International	Articulation Agreement	April 1, 2018	April 1, 2022	Articulation agreement between Glion (GIHE) and VCC
Hospitality, Food Studies & Applied Business	Hospitality Management Diploma Program	Les Roches International School of Hotel Management, Switzerland	Articulation Agreement	January 1, 2016	January 1, 2021	Articulation agreement between Les Roches and VCC
Hospitality, Food Studies & Applied Business	Hospitality Management Diploma Program	Royal Roads University (RRU)	Articulation Agreement	April 1, 2016	April 1, 2021	MOU to block transfer from VCC to RRU
Hospitality, Food Studies & Applied Business	Bachelor of Hospitality Management Program	Royal Roads University (RRU)	Articulation Agreement	April 1, 2016	April 1, 2021	MOU for admission requirement between RRU and VCC
Indigenous Education	Culinary Arts Pre-Trades Foundation program	Ministry of Advanced Education (AVED)	Agreement	October 29, 2015	??	Shared cost arrangement between AVED and VCC
Library	Integrated Library Systems agreement	BCIT	MOU	not dated	Review annually	Integrated Library Systems agreement
School of Instructor Education	Provincial Instructor Diploma	BC Construction Safety Alliance	Service Agreement	January 1, 2014	Ongoing	Delivery of Train the Safety Trainer
School of Instructor Education	Provincial Instructor Diploma	BC Ferries	Service Agreement	Renewal pending		Delivery of PIDP
School of Instructor Education	Provincial Instructor Diploma	Canadian Society for Training and Development	MOU	January 1, 2015	ongoing	Development and delivery of two CSTD exam preparation online courses
School of Instructor Education	Provincial Instructor Diploma	College of the North Atlantic - Qatar (CNAQ)	Partnership Agreement	March 1, 2016	August 1, 2017	Partnership agreement between CNAQ and VCC
School of Instructor Education	Provincial Instructor Diploma	Goldcorp	Service Agreement	Renewal pending		Delivery of PIDP
School of Instructor Education	Provincial Instructor Diploma	Justice Institute of BC	Articulation Agreement	February 2, 2016	February 1, 2019	Articulation agreement between JIBC associate certificate and VCC PIDP
School of Instructor Education	Provincial Instructor Diploma	Nicola Valley Institute of Technology	Transfer Agreement	March 2009	ongoing	Transfer agreements between NVIT for delivery of Native Adult Education Diploma and VCC for PIDP

School	Program	Partner Institute	Type of Agreement	Agreement Start Date	Agreement End Date	Details of Agreement
School of Instructor Education	Provincial Instructor Diploma	Northwest Community College	Articulation Agreement	August 1, 2016	August 1, 2019	Delivery of PIDP
School of Instructor Education	Provincial Instructor Diploma	Okanagan College	Articulation Agreement	March 1, 2016	March 1, 2020	Transfer of PIDP courses with Okanagan College's Learner Centred Instructor Certificate
School of Instructor Education	Provincial Instructor Diploma	Province of BC, Intellectual Property Program	License agreement	February 25, 2014	ongoing	License agreement between Province and VCC for the Provincial Instructor Diploma program curriculum
School of Instructor Education	Provincial Instructor Diploma	Selkirk College Teaching and Learning Institute	Articulation Agreement	April 1, 2018	March 31, 2020	Transfer of PIDP courses with Selkirk College Teacing and Learning Institute
School of Instructor Education	Provincial Instructor Diploma	SFU	Letter of Intent	August 1, 2016	Aug 2019	Delivery of SFU Master of Education cohorts 3 & 4 at VCC
School of Instructor Education	Provincial Instructor Diploma	Southern Alberta Institute of Technology	Transfer Agreement	July 1, 2016	June 30, 2021	Transfer agreements between SAIT courses and PIPD
School of Instructor Education	Provincial Instructor Diploma	Tribal Resources Investment Corporation	Education Service Agreement	January 1, 2018	December 31, 2018	Delivery of PIDP
School of Instructor Education	Provincial Instructor Diploma	University of Fraser Valley	Transfer Agreement	September 1, 2016	August 1, 2020	Transfer agreements between PIDP to UFV Bachelor of Adult Education
School of Instructor Education	Provincial Instructor Diploma	University of Victoria	Transfer Agreement	October 1, 2014	October 1, 202	Transfer agreement UVIC Certificate in Adulty Continuing Education and VCC's PIDP
Trades, Technology & Design	Automotive	Automotive Industries Association (AIA) Canada	MOU	July 1, 2016	July 1, 2018	Agreement between AIA Canada and VCC for use of I-CAR training material
Trades, Technology & Design	Heavy Mechanical	BCIT	MOU	June 1, 2014	June 1, 2044	Operation of the Annacis Island Campus
Trades, Technology & Design	Heavy Mechanical	BCIT	MOU	October 1, 2014	ongoing	MOU with respect to inter-institutional non-academic student codes of conduct
Trades, Technology & Design	Auto Collision and Refinishing	BMW Canada	MOU	September 18, 2016	September 18, 2018	Access to BMW online training materials
Trades, Technology & Design	Trades Education	Kwantlen University, University College of the Fraser Valley, VCC	MOU	2004	ongoing	Collaboration around Trades education
Trades, Technology & Design	Hair Design	L'Oreal	Contract	June 1, 2013	May 1, 2020	L'Oreal access to VCC Hair Salon
Trades, Technology & Design	NASKARZ ('Never Again Steal Karz')	Vancouver Police Department and Ray-Cam Community Center	Partnership / Contract	2006	requires annual renewal upon mutual agreement	Collaboration to provide auto trades training for youth at risk through a non-base funded contract with Ray-Cam
Trades, Technology & Design	Auto Collision and Refinishing	Surrey School District #36	MOU	April 1, 2018	March 31, 2019	Auto Collision Repair Tech (4301-ACSS), Auto Refinishing Prep Tech (4325)
Trades, Technology & Design	Heavy Mechanical	Surrey School District #36	MOU	April 1, 2018	March 31, 2019	Hvy Mech Trades Foundation YTT (4304)
Trades, Technology & Design	Auto Collision and Refinishing	Delta School District #37	MOU	April 1, 2018	March 31, 2019	Auto Refinishing Prep Tech (4325)
Trades, Technology & Design	Auto Collision and Refinishing	Richmond School District #38	MOU	01-Apr-18	31-Mar-19	Auto Collision Repair Tech (4301), Auto Refinishing Prep Tech (4325)
Trades, Technology & Design	Auto Collision and Refinishing	Vancouver School District #39	MOU	01-Apr-18	31-Mar-19	Auto Collision Repair Tech (4301), Auto Refinishing Prep Tech (4325),

VCC ACTIVE EDUCATION AGREEMENTS
updated March 4, 2019

School	Program	Partner Institute	Type of Agreement	Agreement Start Date	Agreement End Date	Details of Agreement
Trades, Technology & Design	Automotive	Vancouver School District #39	MOU	01-Apr-18	31-Mar-19	Auto Service Technician - Britannia (4326-AUSS), Auto Service Technician Foundation (4303)
Trades, Technology & Design	Heavy Mechanical	Vancouver School District #39	MOU	01-Apr-18	31-Mar-19	Hvy Mech Trades Foundation YTT (4304)
Trades, Technology & Design	Hair Design	Vancouver School District #39	MOU	01-Apr-18	31-Mar-19	Hair Design VSB On Campus (5215)
Trades, Technology & Design	Auto Collision and Refinishing	New Westminster School District #40	MOU	01-Apr-18	31-Mar-19	Auto Refinishing Prep Tech (4325)
Trades, Technology & Design	Auto Collision and Refinishing	Burnaby School District #41	MOU	01-Apr-18	31-Mar-19	Auto Collision Repair Tech (4301-ACSS), Auto Refinishing Prep Tech (4325)
Trades, Technology & Design	Hair Design	Maple Ridge School District #42	MOU	01-Apr-18	31-Mar-19	Hair Design SRTS - off campus (5215)
Trades, Technology & Design	Auto Collision and Refinishing	Coquitlam School District #43	Service Agreement	01-Apr-18	31-Mar-19	Auto Collision Repair Tech (4301), Auto Refinishing Prep Tech (4325)
Trades, Technology & Design	Automotive	Coquitlam School District #43	Service Agreement	01-Apr-18	31-Mar-19	Auto Service Tech
Trades, Technology & Design	Heavy Mechanical	Coquitlam School District #43	Service Agreement	01-Apr-18	31-Mar-19	Hvy Mech Trades Foundation YTT (4304)
Trades, Technology & Design	Hair Design	Coquitlam School District #43	Service Agreement	01-Apr-18	31-Mar-19	Hair Design - VSB On Campus (5215)
Trades, Technology & Design	Auto Collision and Refinishing	Greater Victoria School District #60	MOU	01-Apr-18	31-Mar-19	Auto Collision Repair - High school Flex Learning (A206)
Trades, Technology & Design	Auto Collision and Refinishing	Saanich School District #63	MOU	01-Apr-18	31-Mar-19	Auto Collision Repair - High school Flex Learning (A206)
Trades, Technology & Design	Auto Collision and Refinishing	Comox School District #71	MOU	01-Apr-18	31-Mar-19	Auto Collision Repair - High school Flex Learning (A206)
Trades, Technology & Design	Auto Collision and Refinishing	North Okanagan School District #83	MOU	01-Apr-18	31-Mar-19	Auto Collision Repair - High school Flex Learning (A206)
Trades, Technology & Design	Automotive	North Okanagan School District #83	Service Agreement	01-Apr-18	31-Mar-19	Auto Service Tech - High school Flex Learning

School	Partner Institute	Type of Agreement	Agreement Start Date	Agreement End Date	Details of Agreement
Health Sciences	Aboriginal Life in Vancouver	Affiliation Agreement	November 9, 2016	Ongoing	Practicum placements for VCC students
Health Sciences	Aboriginal Community Career Services	Affiliation Agreement	January 29, 2018	Ongoing	Practicum placements for VCC students
Health Sciences	Action Based Care Nurse Consultants	Affiliation Agreement	April 6, 2017	Ongoing	Practicum placements for VCC students
Health Sciences	Aids Vancouver	Affiliation Agreement	June 22, 2015	ongoing	Practicum placements for VCC students
Health Sciences	Amica at Arbutus Manor	Affiliation Agreement	April 16, 2012	ongoing	Practicum placements for VCC students
Health Sciences	ARA Mental Health	Affiliation Agreement	March 30, 2016	ongoing	Practicum placements for VCC students
Health Sciences	Augustine House	Affiliation Agreement	April 16, 2012	ongoing	Practicum placements for VCC students
Health Sciences	Baby Go Round	Affiliation Agreement	September 12, 2016	ongoing	Practicum placements for VCC students
Health Sciences	Bayshore Home Health	Affiliation Agreement	July 13, 2012	ongoing	Practicum placements for VCC students
Health Sciences	BC First Call - Toxins/Child Health	Affiliation Agreement	November 30, 2012	ongoing	Practicum placements for VCC students
Health Sciences	BC Poverty Reduction Coalition	Affiliation Agreement	April 6, 2017	ongoing	Practicum placements for VCC students
Health Sciences	Blenheim Lodge	Affiliation Agreement	June 20, 2016	ongoing	Practicum placements for VCC students
Health Sciences	Broadway Pentecostal Lodge	Affiliation Agreement	January 13, 2015	ongoing	Practicum placements for VCC students
Health Sciences	Canada Safeway Ltd.	Affiliation Agreement	December 21, 2010	ongoing	Practicum placements for VCC students
Health Sciences	Carnegie Community Centre	Affiliation Agreement	June 22, 2015	ongoing	Practicum placements for VCC students
Health Sciences	Chartwell Langley Gardens Retirement	Affiliation Agreement	October 3, 2012	ongoing	Practicum placements for VCC students
Health Sciences	Chilliwack Society for Community Living	Affiliation Agreement	February 10, 2017	ongoing	Practicum placements for VCC students
Health Sciences	Chown Adult Day Care	Affiliation Agreement	April 10, 2013	ongoing	Practicum placements for VCC students

School	Partner Institute	Type of Agreement	Agreement Start Date	Agreement End Date	Details of Agreement
Health Sciences	Churchill House	Affiliation Agreement	April 16, 2012	ongoing	Practicum placements for VCC students
Health Sciences	Clarendon Court	Affiliation Agreement	April 16, 2012	ongoing	Practicum placements for VCC students
Health Sciences	Coast Mental Health	Affiliation Agreement	December 17, 2012	ongoing	Practicum placements for VCC students
Health Sciences	Courtyard Terrace	Affiliation Agreement	April 16, 2012	ongoing	Practicum placements for VCC students
Health Sciences	Developmental Disabilities Association	Affiliation Agreement	December 17, 2012	ongoing	Practicum placements for VCC students
Health Sciences	Downtown Eastside Neighbourhood House	Affiliation Agreement	March 24, 2014	ongoing	Practicum placements for VCC students
Health Sciences	Downtown Eastside Women's Centre	Affiliation Agreement	July 3, 2015	ongoing	Practicum placements for VCC students
Health Sciences	Dunbar Community Center	Affiliation Agreement	September 12, 2016	ongoing	Practicum placements for VCC students
Health Sciences	Evelyn Saller Centre	Affiliation Agreement	April 11, 2013	ongoing	Practicum placements for VCC students
Health Sciences	Forensic Psychiatric Services	Affiliation Agreement	October 1, 2009	ongoing	Practicum placements for VCC students
Health Sciences	Fraser Health	Affiliation Agreement	September 11, 2015	in the process of renewing	Practicum placements for VCC students
Health Sciences	George Derby Centre	Affiliation Agreement	July 18, 2014	ongoing	Practicum placements for VCC students
Health Sciences	German -Canadian Care Home	Affiliation Agreement	January 23, 2014	ongoing	Practicum placements for VCC students
Health Sciences	Gordon Neighourhood House	Affiliation Agreement	December 11, 2012	ongoing	Practicum placements for VCC students
Health Sciences	Greater Vancouver Community Services Society	Affiliation Agreement	March 21, 2014	ongoing	Practicum placements for VCC students
Health Sciences	Haro Park Assisted Living	Affiliation Agreement	June 5, 2013	ongoing	Practicum placements for VCC students

School	Partner Institute	Type of Agreement	Agreement Start Date	Agreement End Date	Details of Agreement
Health Sciences	Hastings Community Centre	Affiliation Agreement	November 23, 2015	ongoing	Practicum placements for VCC students
Health Sciences	Hawthorne Seniors Care Community	Affiliation Agreement	March 3, 2014	ongoing	Practicum placements for VCC students
Health Sciences	Hay River Health & Social Services Authority (Out of Province)	Affiliation Agreement	January 1, 2012	ongoing	Practicum placements for VCC students
Health Sciences	Health Home Care Society of BC	Affiliation Agreement	April 10, 2013	ongoing	Practicum placements for VCC students
Health Sciences	Hello Cool World	Affiliation Agreement	April 10, 2013	ongoing	Practicum placements for VCC students
Health Sciences	Interior Health Authority	Affiliation Agreement	September 2, 2014	ongoing	Practicum placements for VCC students
Health Sciences	Kin Village Court	Affiliation Agreement	June 1, 2012	ongoing	Practicum placements for VCC students
Health Sciences	Kitsilano Neighbourhood House	Affiliation Agreement	September 29, 2016	ongoing	Practicum placements for VCC students
Health Sciences	Kitsilano Neighbourhood House	Affiliation Agreement	September 29, 2016	ongoing	Practicum placements for VCC students
Health Sciences	Kiwassa Neighbourhood House	Affiliation Agreement	October 20, 2014	ongoing	Practicum placements for VCC students
Health Sciences	Laurel Place Holdings Ltd	Affiliation Agreement	March 21, 2014	ongoing	Practicum placements for VCC students
Health Sciences	LifeLabs BC	Affiliation Agreement	August 29, 2016	August 28, 2019 (3 years)	Practicum placements for VCC students
Health Sciences	Little Mountain Place	Affiliation Agreement	October 20, 2014	ongoing	Practicum placements for VCC students
Health Sciences	Lookout Emergency Aid Society	Affiliation Agreement	July 1, 2016	30-Jun-21	Practicum placements for VCC students
Health Sciences	Lynn Valley Care	Affiliation Agreement	April 16, 2012	ongoing	Practicum placements for VCC students
Health Sciences	Metro Vancouver Alliance	Affiliation Agreement	December 6, 2012	ongoing	Practicum placements for VCC students

School	Partner Institute	Type of Agreement	Agreement Start Date	Agreement End Date	Details of Agreement
Health Sciences	Motivation, Power & Achievement Society	Affiliation Agreement	April 1, 2013	ongoing	Practicum placements for VCC students
Health Sciences	Mount Pleasant & Neighbour House	Affiliation Agreement	December 9, 2014	ongoing	Practicum placements for VCC students
Health Sciences	Native Courtworker and Counselling Association of BC (NCCABC)	Affiliation Agreement	October 31, 2014	ongoing	Practicum placements for VCC students
Health Sciences	New Vista Society	Affiliation Agreement	January 19, 2015	ongoing	Practicum placements for VCC students
Health Sciences	Northcrest Care Centre	Affiliation Agreement	March 1, 2016	ongoing	Practicum placements for VCC students
Health Sciences	Northern Health Authority	Affiliation agreement	July 1, 2006	in the process of renewing	Practicum placements for VCC students
Health Sciences	Office of the Chief Medical Examiner (Out of Province)	Affiliation Agreement	April 1, 2013	ongoing	Practicum placements for VCC students
Health Sciences	Pacific Community Resources Society	Affiliation Agreement	September 30, 2016	ongoing	Practicum placements for VCC students
Health Sciences	Pinegrove Place Care Home	Affiliation Agreement	March 1, 2016	ongoing	Practicum placements for VCC students
Health Sciences	Portland Hotel Society	Affiliation Agreement	March 18, 2014	ongoing	Practicum placements for VCC students
Health Sciences	Possibilities Association of BC	Affiliation Agreement	July 9, 2013	ongoing	Practicum placements for VCC students
Health Sciences	Providence Health Care	Affiliation agreement	June 15, 2013	ongoing	Practicum placements for VCC students
Health Sciences	Provincial Health Services Authority	Affiliation agreement	October 31, 2010	ongoing	Practicum placements for VCC students
Health Sciences	Ray-Cam Co-operative Centre	Affiliation Agreement	October 20, 2014	ongoing	Practicum placements for VCC students
Health Sciences	Rosemary Heights Seniors Village	Affiliation Agreement	April 10, 2013	ongoing	Practicum placements for VCC students
Health Sciences	Rosewood Manor	Affiliation Agreement	February 11, 2015	ongoing	Practicum placements for VCC students
Health Sciences	Sobeys National Pharmacy Group	Affiliation Agreement	October 19, 2016	ongoing	Practicum placements for VCC students

Practicum Placement Agreements for School of Health Sciences
Updated June 2018

School	Partner Institute	Type of Agreement	Agreement Start Date	Agreement End Date	Details of Agreement
Health Sciences	St. Joseph's General Hospial	Affiliation Agreement	September 19, 2016	September 19, 2021	Practicum placements for VCC students
Health Sciences	St. Jude's Anglican Home	Affiliation Agreement	June 9, 2016	ongoing	Practicum placements for VCC students
Health Sciences	Strathcona Health Society	Affiliation Agreement	February 28, 2017	ongoing	Practicum placements for VCC students
Health Sciences	Swedish Assisted Living Residence	Affiliation Agreement	December 21, 2015	ongoing	Practicum placements for VCC students
Health Sciences	The Bloom Group	Affiliation Agreement	July 9, 2013	ongoing	Practicum placements for VCC students
Health Sciences	The Fair Haven United Church Homes	Affiliation Agreement	May 31, 2012	ongoing	Practicum placements for VCC students
Health Sciences	The Gathering Place	Affiliation Agreement	December 11, 2012	ongoing	Practicum placements for VCC students
Health Sciences	The Governing Council of the Salvation Army in Canada	Affiliation Agreement	January 13, 2015	ongoing	Practicum placements for VCC students
Health Sciences	The Kettle Friendship Society	Affiliation Agreement	January 8, 2013	ongoing	Practicum placements for VCC students
Health Sciences	The Louis Brier Home and Hospital	Affiliation Agreement	October 2, 2014	ongoing	Practicum placements for VCC students
Health Sciences	The Ottawa Hospital (Out of Province)	Affiliation Agreement	May 1, 2003	ongoing	Practicum placements for VCC students
Health Sciences	Thunder Bay Regional Hospital (Out of Province)	Affiliation Agreement	September 1, 2003	ongoing	Practicum placements for VCC students
Health Sciences	Travel Medicine & Vaccination Centre	Affiliation Agreement	September 12, 2016	ongoing	Practicum placements for VCC students
Health Sciences	Triage Shelter	Affiliation Agreement	June 19, 2015	ongoing	Practicum placements for VCC students
Health Sciences	Union Gospel Mission	Affiliation Agreement	January 4, 2013	ongoing	Practicum placements for VCC students
Health Sciences	University of Victoria	Affiliation Agreement	September 1, 2009	ongoing	Practicum placements for VCC students
Health Sciences	Valley Medical Laboratories	Affiliation Agreement	November 19, 2015	ongoing	Practicum placements for VCC students

School	Partner Institute	Type of Agreement	Agreement Start Date	Agreement End Date	Details of Agreement
Health Sciences	Vancouver Coastal Health Authority	Affiliation Agreement	November 1, 2013	October 31, 2018	Practicum placements for VCC students
Health Sciences	Vancouver Island Health Authority	Affiliation Agreement	April 1, 2013	in the process of renewing	Practicum placements for VCC students
Health Sciences	Vancouver Native Health Society	Affiliation Agreement	February 13, 2015	ongoing	Practicum placements for VCC students
Health Sciences	Vancouver Resource Society	Affiliation Agreement	April 10, 2013	ongoing	Practicum placements for VCC students
Health Sciences	Watari Counselling & Support Services Society	Affiliation Agreement	November 20, 2013	ongoing	Practicum placements for VCC students
Health Sciences	Whitehouse General Hospital (Out of Province)	Affiliation Agreement	September 1, 2007	ongoing	Practicum placements for VCC students
Health Sciences	Women's Information Safe House Drop-in Centre (WISH)	Affiliation Agreement	November 1, 2012	ongoing	Practicum placements for VCC students
Health Sciences	Yaletown	Affiliation Agreement	January 24, 2014	ongoing	Practicum placements for VCC students
Counseling	SFU				Department to provide agreement
Counseling	UBC				Department to provide agreement
Counseling	Alder Institute				Department to provide agreement

School	Program	Partner Institute	Type of Agreement	Agreement Start Date	Details of Agreement
International Education	Facilitate admission of qualifed students	International Language Academy of Canada (ILAC)	MOU	September 1, 2011	To facilitate admission of qualified students from ILAC to VCC academic programs
International Education	Facilitate admission of qualifed students	International Language School of Canada (ILSC)	MOU	August 1, 2011	To facilitate admission of qualified students from ILSC to VCC academic programs

DECISION NOTE

PREPARED FOR: Education Council

DATE: March 12, 2019

ISSUE: New course: ACED 0700 Career Planning 12

BACKGROUND:
ACED 0700 Career Planning 12 is an articulated course that supports the employment readiness skills of adult learners. This course was developed in partnership with College of the Rockies and Open Campus, and is intended as a BC open education resource that will be used across many colleges as a Career Planning 12 credit used to obtain the Adult Graduation diploma. The course will be brought for provincial articulation in March after receiving Education Council's approval.

DISCUSSION:
Cindy Reeves from the College & Career Access department presented this proposal. Curriculum Committee requested a few changes:

- Clarifying that, as potentially an online course, students can receive the 1-1 instruction listed in Instructional Strategies in person or online through web conferencing.
- Using language that refers to the BC Transfer Guide instead of listing all of the articulated learning outcomes.
- Clarifying the evaluation activities and assessments used throughout the course. Details and specifics were lacking.

Ms. Reeves worked with the Curriculum Committee Chair, and all requested changes have been made.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, the new course ACED 0700 Career Planning 12.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee
DATE: March 4, 2019

Course Change Request

New Course Proposal

Date Submitted: 01/26/19 10:28 am

Viewing: **ACED 0700 : Career Planning 12**

Last edit: 03/04/19 3:51 pm

Changes proposed by: gmanning

Course Name:
   Career Planning 12

Effective Date: May 2019

School/Centre: Arts & Sciences

Department: Employ & Ed Acc for Women(2001)

Contact(s)

In Workflow

1. **2001 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 01/30/19 3:28 pm KJ Hills (kjhills): Approved for 2001 Leader
2. 02/01/19 10:09 am David Wells (dwells): Approved for SAS Dean
3. 03/04/19 4:01 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Allison Schubert	aschubert@vcc.ca	8301
Cindy Reeves	creeves@vcc.ca	8301

Banner Course Name: Career Planning 12

Subject Code: ACED - Access to Careers & Education

Course Number   0700

Year of Study   ABE Provincial Level (Grade 12)

Credits: 4

Course Description:

The goal of Career Planning 12 is to enhance the life and employment readiness skills of adult learners. Students will be prepared to pursue occupational and educational goals in a changing and diverse world. This course can be used as an elective course towards the BC Adult Graduation Diploma (BCAGD) and the ABE Graduation Certificate issued by VCC.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Students will meet the outcomes as stated for ABE Career Planning, located in the 2018/2019 ABE Articulation Handbook: https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/adult-education/abe_guide.pdf

Instructional
Strategies:

Online activities and assessment, 1-1 instruction online or in person

---

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:
C-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity

Type	Percentage	Brief description of assessment activity
Assignments	20	Resume
Assignments	20	Cover letter
Assignments	20	Occupation profile
Assignments	10	Knowledge and Skills Assessments
Assignments	10	Career values and interests inventory
Participation	20	Completion of self-reflections and module activities.

Hours by Learning Environment Type

Lecture, Seminar, Online

96

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Communication Skills
Education and Career Exploration Skills
Personal Awareness
Living Skills
Job Search
Interpersonal skills
Career Management

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

No

Provide a rationale
for this proposal:

This is a course that has been recently developed in partnership with College of the Rockies, VCC and Open Campus. This course is currently delivered but need to be approved by EdCo and be put in Banner as a separate online offering through the ACED department. It is a BC open education resource used in many college across BC as the Career Planning 12 credit. The credit can be used to obtain the Adult Graduation Diploma issued by VCC and the Adult Graduation Diploma issued by AVEST.

Are there any
expected costs as a
result of this
proposal?
   No

Consultations

Consulted Areas	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	G.Manning provided feedback on the course outline via email to Allison Schubert - Dec. 12, 2018

Additional Information

Provide any additional information if necessary.

   https://moodle.vcc.ca/course/view.php?id=5519

Supporting
documentation:

Reviewer
Comments

Key: 8543

DECISION NOTE

PREPARED FOR: Education Council

DATE: March 12, 2019

ISSUE: ENSK 0826 Writing Skills 11

BACKGROUND:
This course is a non-credit skills improvement course that focuses on advanced writing skills in preparation for students to move into Grade 12 level English courses. The course has been taught for many years by the College & Career Access department but the course outline has gone missing. At the request of Denis Seremba in the Registrar's Office, Margaret Buxton the English Coordinator in CCA has prepared a replacement course outline.

DISCUSSION:
David Wells, Dean of Arts & Sciences, presented this proposal. Curriculum Committee requested a few changes:

1. Clarification of several course learning outcomes.
2. Correcting the course hours to 96 from 6 (a typo).
3. Providing additional detail to the assessment plan around paragraph and research essay writing.

All requested changes have been made.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, the course outline for ENSK 0826 Writing Skills 11.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee
DATE: March 4, 2019

Course Change Request

Date Submitted: 10/30/18 11:37 am

Viewing: **ENSK 0826 : Writing Skills 11**

Last edit: 03/05/19 4:32 pm

Changes proposed by: mbuxton

Other Courses
referencing this
course

As A Banner Equivalent:

Course Name:

Writing Skills 11

Effective Date: May 2019

School/Centre: Arts & Sciences

Department: College & Career Access(2004)

Contact(s)

In Workflow

1. **2004 Leader**
2. **SAS Dean**
3. **Curriculum**
   Committee Chair
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 01/30/19 3:51 pm
   KJ Hills (kjhills):
   Approved for 2004
   Leader
2. 02/01/19 10:12 am
   David Wells
   (dwells): Approved
   for SAS Dean
3. 03/05/19 4:32 pm
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee Chair

Name	E-mail	Phone/Ext.
Margaret Buxton	**mbuxton@vcc.ca**	**7365**

Banner Course
Name: Writing Skills 11

Subject Code: ENSK - English Skills

Course Number   0826

Year of Study   **Grade 11 Equivalency**

Credits: 0

Course Description:

This is a Grade 11 non-credit course which focuses on advanced writing skills including **grammar, sentence structure, the** writing **process** ~~business letters,~~ and **writing paragraphs, essays** ~~compare/contract~~ and **research papers.** ~~classification paragraphs. Students also write summaries, argument paragraphs and essays.Students are required to complete advanced level literature workshops.~~

Course Pre-Requisites (if applicable):

ENSK 0726 Writing Skills 10 or ENGL 0752 English 10 Part 2 or CCA assessment scores of Writing 0861 or VCC assessment scores: Reading 50+, Grammar 40+, Writing 0861

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

          No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	**Analyze literature for character.**
CLO #2	**Produce a clear paragraph.**
CLO #3	**Produce a clear essay with a thesis, three points including examples and explanation, a concluding paragraph and quotes.**
CLO #4	**Use a variety of strategies and sources to gather and evaluate information, including print sources, library resources and the Internet.**
CLO #5	**Write a grammatically correct, structurally sound and organized essay.**

Instructional
Strategies:

Option one: self-paced individualized instruction

Option two: class based instruction

Option three: online/blended

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

75%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	**44%**	**4-5 paragraph writing assignments**
Assignments	**31%**	**Research paper (first and second drafts)**
Quizzes/Tests	**16%**	**Grammar tests**
Quizzes/Tests	**9%**	**Writing tests**

Hours by Learning Environment Type

Lecture, Seminar, Online

96 (opt 2/3) ~~6~~

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

96 (opt 1)

Course Topics

Course Topics:
Grammar
Writing Process
Literary Paragraph
Literary Essay
Research Paper

Rationale and Consultations

32

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

No

Provide a rationale
for this proposal:

The outline has gone missing. Denis has asked me to provide a course outline for this course that has been used for many years. The course has not changed.

Are there any
expected costs as a
result of this
proposal?
No

Consultations

Consulted Areas	Consultation Comments
Registrar's Office	Request from Denis Seremba for a replacement course outline

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Key: 3092

DECISION NOTE

PREPARED FOR: Education Council

DATE: March 12, 2019

ISSUE: Revisions to MATH 1020 Precalculus to support an online option

BACKGROUND:

MATH 1020 Precalculus has typically been taught at VCC in a face-to-face environment. The department wishes to have an online delivery option. This will allow students to upgrade their precalculus using Moodle and a variety of math software resources.

The changes are primarily in the evaluation plan. The online version would have a participation grade to encourage engagement that is simpler to promote in a face-to-face environment, and would require the final exam to be written in-person.

There are a number of other changes, but those were updates to ensure that the version of the course outline in Courseleaf matched the last approved course outline.

DISCUSSION:

Costa Karavas, Department of Math, presented this proposal. The Committee has no edits, but did have a very interested conversation about encourage online participation, evaluation in different environments, and access to learning opportunities. The Committee noted the importance of supporting students around technical and proctoring requirements, as well as providing levels of support services, like Counselling and Math tutoring.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the revisions to MATH 1020 Precalculus.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee
DATE: March 4, 2019

Course Change Request

Date Submitted: 02/06/19 3:21 pm

Viewing: **MATH 1020 : Precalculus**

Last edit: 02/21/19 4:54 pm

Changes proposed by: ckaravas

Programs
referencing this
course
118: Associate of Science Degree
90: University Transfer Arts Certificate

Course Name:
   Precalculus

Effective Date: May 2019

School/Centre: Arts & Sciences

Department: UT Math(2017)

Contact(s)

In Workflow

1. **2017 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/06/19 3:24 pm Costa Karavas (ckaravas): Approved for 2017 Leader
2. 02/08/19 9:33 am David Wells (dwells): Approved for SAS Dean
3. 03/04/19 4:34 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Costa Karavas	**ckaravas@vcc.ca**	**7294**

Banner Course Name: Precalculus

Subject Code: MATH - Mathematics

Course Number   1020

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

Credits: 3

Course Description:

Math 1020 is intended ~~for students planning~~ to **prepare students to** take calculus for science, engineering, business, commerce and social programs. Emphasis is placed on the extensive study of polynomial, rational, exponential, logarithmic, trigonometric functions and their inverses. ~~The objective of the course is to provide a solid foundation for the development of calculus.Prerequisite:Pre-calculus Mathematics 12 with a C -; or VCC MATH 0983 and MATH 0993 both with a C -; or Precalculus Mathematics 11 with an B; or Foundations Mathematics 11 with a B; or VCC MATH 0861 and MATH 0871 both with a B; or VCC Math Precalculus Assessment test with a 60%.~~

Course Pre-Requisites (if applicable):

Pre-calculus Mathematics 12 with a C-; or VCC MATH 0983 and MATH 0993 both with a C -; or Precalculus Mathematics 11 with a B; or Foundations Mathematics 11 with a B; or VCC MATH 0861 and MATH 0871 both with a B; or VCC Math Precalculus Assessment test with a 60%.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

                No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	**Perform, analyze and create transformations of functions and relations that are described by equations or graphs.**
CLO #2	**Graph polynomial, rational, exponential, logarithmic and trigonometric functions.**
CLO #3	**Solve polynomial, rational, exponential, logarithmic and trigonometric equations.**
CLO #4	**Prove trigonometric identities.**
CLO #5	**Analyze trigonometric functions and inverse trigonometric functions.**

	Upon successful completion of this course, students will be able to:
CLO #6	Formulate mathematical models using the various functions described in the course.
CLO #7	Explore and solve application problems using transcendental functions.
CLO #8	Explore and solve polynomial, rational and transcendentals problems using technology.

Instructional Strategies:

Lectures coupled with graphing techniques using software. For the online option, the learning environment will include self-directed learning and collaborative learning through problem solving.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	**30**	**Written, multiple choice and short answer problems.**
Midterm Exam	**35% (Class based)/25% (Online)**	**Written, multiple choice and short answer problems.**
Participation	**0% (Class based)/10% (Online)**	**Online: Weekly or biweekly challenging and real-life application problems, assessing student participation, professional communication, relevance of information and critical thinking skills.**
Final Exam	**35**	**Online: at least 50% on the Final Exam is required to pass the course. Final Exam is required to be written in-person.**

Hours by Learning Environment Type

Lecture, Seminar, Online

60

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Fundamental Concepts of Algebra (review) **Graph, Functions and Models:** graphs and graphing utilities; lines and slopes; distance and midpoint formulas; circles; basics of functions; graphs of functions; transformations of functions; combinations of functions; composite functions; inverse functions. **Polynomial and Rational Functions:** quadratic functions, polynomial functions and their graphs; dividing polynomials; remainder and factor theorems; rational functions and their graphs; polynomial and rational inequalities. **Exponential and Logarithmic Functions:** exponential functions, logarithmic functions, properties of logs; exponential and logarithmic equations. **Trigonometry:** angles and their measures; the unit circle; right triangle trigonometry; trigonometric functions of any angle; graphs of sine and cosine functions; graphs of other trigonometric functions; inverse trigonometric functions; verifying trigonometric identities; sum and difference formulas; double angle and half-angle formulas; trigonometric equations; law of sines and cosines.

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

No

Provide a rationale
for this proposal:

38

A separate online delivery mode is proposed for UT course MATH 1020 (Precalculus). Students wanting to upgrade their precalculus knowledge will be able to do so through an online delivery option using MOODLE coupled with a variety of other math software resources.

Students often find it challenging to combine campus-based courses with family, work and other responsibilities. Online delivery will provide the ability to serve more students and increase enrollment. The proposed added delivery mode for MATH 1020 is in alignment with VCC's 2018/2019 key priorities of expanding online delivery (p. 68, VCC Integrated College Plan 2018/2019) and the development of this course has been informed by VCC's Online Strategy document.

The *Evaluation and Grading* plan and the *Instructional Strategies* for the online deliver option are the only changes being proposed. An online *Participation* component is being added as an effective online teaching tool.

Class based option   Online option

Assignments: 35%   Assignments: 35%

Midterm: 35%   Midterm 25%

Participation: 0%   Participation 10%

Final Exam: 35%   Final Exam 35%

For Online option: at least 50% on the Final Exam is required to pass the course. Final exam is required to be written in person.

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

 No.

Consultations

Consulted Areas	Consultation Comments
Faculty/Department	Overwhelming support for online delivery of MATH 1020. Acknowledgment that it will give to students, that cannot commit to campus based learning, due to personal, work and family responsibilities, the ability to study at VCC. The following subjects were ananlyzed: synchronous course format, instructor early frequent online presence, icebreaker, active interaction with students, usage of discussion forum, usage of screen sharing technology (skype, zoom, etc), usage of Moodle coupled with a selection of a plethora of online assessment tools (MyLab, Testgen, Mobius, Kuta, etc) and frequent feedback on student learning. Meeting with Mathematics Department faculty, January 24, 2019.
Advising & Recruitment	Online MATH 1020 will meet the overwhelming demand of prospective students wanting to take online courses at VCC. There is an increase in demand for online courses at VCC. Meeting with Wendy Lafrance, Academic Advising and Assessments Department, Jan. 28, 2019.

Consulted Areas	Consultation Comments
Assessment Centre	MATH 1020 will be successful for students that want flexible learning options. Assessment test is 2 h and suggest if it can be brought down to 1 h. Meeting with Pat Mori, Academic Advising and Assessments Department, Jan. 28, 2019.
Centre for Teaching, Learning, and Research (CTLR)	In support of online delivery of MATH 1020 and input on instructional design. Meeting with Andy Sellwood, The Centre for Teaching, Learning and Research, Jan. 24, 2019.
Other Department(s)	- This is a great idea! Online courses are a big demand among working students. I am teaching an online math course at KPU and usually the class is full during the first week of the registration period. With the help of online learning systems (MayLab Math, Aleks etc.) and communication apps (skype for business, zoom, cloud meetings etc.), students will have all the help and resources that in class students usually have. The main advantage is that for online sections we can have students outside of the VCC base. (email received Jan 22, 2019). - I like the idea…..ensure there is still a good way for students to access help & support when they need it, whether face to face, or through an online portal. I think a well supported course would set us apart from our competitors (email received Jan 22, 2019). - In general, I don't like the idea of offering online courses at VCC. I believe we should stick with our brand and strengths: courses delivered, in person, by highly competent and caring people (not machines) (email received Jan. 22, 2019).
Centre for Teaching, Learning, and Research (CTLR)	In addition to VCC's screen sharing program Skype for Business, an alternative is also ZOOM. It is currently being used by the Auto Collision and Auto Service Technician programs, as well as (in a limited way) by CAD/BIM. (email received by John Love, eLearning Media Developer, The Centre for Teaching, Learning and Research, Jan. 29, 2019.

Additional Information

Provide any additional information if necessary.

The online delivery of this course will focus on the extra support for learners using a variety of online tools such as existing math software teaching and assessment programs (MyLab Math, Mobius, TestGen, Kuta, etc) and screen sharing applications, within the MOODLE learning management system.

The Mathematics department will encourage and promote to the UT math faculty to constantly update and learn new online techniques and best practices in online teaching and learning though PD and Assigned duty time, by participating in math education conferences, lectures, presentations and workshops.

40

Supporting
documentation:

PARTICIPATION RUBRIC MATH 1020.pdf

Reviewer
Comments

Key: 5794

DECISION NOTE

PREPARED FOR: Education Council

DATE: March 12, 2019

ISSUE: New program: Transportation Trades Sampler Short Certificate

BACKGROUND:
The Transportation Trades Sampler Short Certificate program is a new program that formalizes some curriculum the College has taught to a number of students in other forms. It's goal is to provide high school students with an opportunity to experience a variety of transportation trades, including Auto Service Technician, Heavy Duty Equipment Technician, Automotive Painter, and Refinishing Prep Technician.

The program has 10 classes, 8 of which a student must complete in order to receive the credential. There is a 0 credit Introduction to Apprenticeship available at the end of the program that guides students into apprenticeship pathway options.

DISCUSSION:
Feras Ghesen, Operations Manager in the School of Trades, Technology & Design presented this proposal. Curriculum Committee discussed the feasibility of the June 2019 starting date, and the ability of support services (particularly Counselling), since, with previous iterations of this programming, there have been some issues with connecting with high school counsellors during the summer months when this program runs. Mr. Ghesen stated that they are ensuring there will be a counselling contact person available.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, the curriculum for the Transportation Trades Sampler Short Certificate, and recommend the Board of Governors approve the program.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee
DATE: March 4, 2019

Program Change Request

New Program Proposal

Date Submitted: 01/17/19 10:18 am

Viewing: **Transportation Trades Sampler Short Certificate**

Last edit: 03/04/19 3:28 pm

Changes proposed by: fghesen

Program Name:

   Transportation Trades Sampler Short Certificate

Credential Level: Short Certificate

Effective Date: June 2019

School/Centre: Trades, Technology & Design

Department   Automotive Collision Repair(4301)

Contact(s)

In Workflow

1. **4301 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Ministry Review
6. Board of Directors

Approval Path

1. 11/20/18 9:36 am David Cross (dcross): Approved for 4301 Leader
2. 11/20/18 10:06 am Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 11/20/18 10:29 am Todd Rowlatt (trowlatt): Rollback to Initiator
4. 01/17/19 11:44 am David Cross (dcross): Approved for 4301 Leader
5. 01/17/19 12:39 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
6. 03/04/19 3:41 pm Todd Rowlatt (trowlatt): Approved

43

for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	604-871-7000-7012

Program Content Guide

Goal

The Transportation Trades Sampler program is a 300-hour program providing students with an opportunity to experience Automotive Service Technician, Motor Vehicle Body Repairer, Heavy Duty Equipment Technician, Automotive Painter and Automotive Refinishing Prep Technician trades. In addition to the opportunity to sample various aspects of these trades, participants will learn the safe operation of heavy equipment and obtain IVES counterbalance forklift operation certification.

Graduates will have acquired basic knowledge, skills, and attitudes necessary to carry out their duties in a safe, ethical, and professional manner.

Admission Requirements

Applicants do not apply to VCC directly. Interested BC secondary school students, teachers and counselors are directed to contact the Career Program Coordinator or Administrator for their school district. See the ITA Youth Train in Trades Program website for details (http://youth.itabc.ca/programs/train/).

Note: Students will be required to provide safety boots.

Prior Learning Assessment & Recognition (PLAR)

PLAR is not available in this program.

Program Duration & Maximum Time for Completion

This program is 300 hours.

Program Learning Outcomes

Upon completion of this program graduates will be able to:

Demonstrate safe working practices including compliance with Worksafe BC and WHMIS regulations.

Demonstrate forklift operation in accordance with IVES Training Group standards.

Demonstrate general automotive maintenance services including lubrication and fluids, belts and hoses, exterior lamps, tires and wheels in accordance with Industry Training Authority (ITA) Provincial competencies for Automotive Service.

Demonstrate welding procedures and welding safety in accordance with ITA Provincial competencies for Automotive Service.

Demonstrate basic equipment operational procedures in accordance with ITA Provincial competencies for Heavy Duty/Commercial Transport.

Demonstrate basic automotive repair refinishing practices in accordance with ITA Provincial competencies for Automotive Refinishing.

Instructional Strategies, Design, and Delivery Mode

The Transportation Trades Sampler short certificate provides a wide range of opportunities for student Instructional time is (approximately) 25% classroom and 75% practical activity. Classroom activities are lectures, demonstrations, audio-visual presentations and exercises. Practical experience takes place in an active shop setting. The extensive workshop experience provides reinforcement of theoretical concepts, develops hand skills, and familiarity with repair procedures, electronic equipment standard safety procedures. All modules are designed to enable the student to work independently and in groups.

Evaluation of Student Learning

Grades are provided for written exam questions on theoretical topics. Practical work is continuously evaluated for quality repair, clean work habits, participation, teamwork, and the ability to follow instructions. Students must complete a minimum of eight (8) credits to be granted a short certificate.

Recommended Characteristics of Students

Basic Computer Skills

Good general health and respiratory condition

Physical strength and stamina compatible with the handling of heavy parts and equipment as required by the program

Ability to tolerate noise and vibration

Mechanical aptitude and interest

Good manual dexterity

Good hand-eye co-ordination

Good eyesight and normal colour vision

Good line, form and depth perception

Possession of valid BC driver's license

Courses

Course List

Code	Title	Credits
TTSP 0001	Workplace Safety	1
TTSP 0002	Basic Welding Procedures	1
TTSP 0003	Basic Sheet Metal Repair	1
TTSP 0004	Automotive Refinishing	1
TTSP 0005	Project Car	2
TTSP 0006	Heavy Equipment Operation	1
TTSP 0007	Forklift Operation	1
TTSP 0008	Automotive Engines	1
TTSP 0009	Automotive Maintenance	1
TTSP 0010	Introduction to Apprenticeship	0
Total Credits		10

Transcript of Achievement

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

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

Grading Standard

Transcript of Achievement

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	70-75	Minimum Pass	2.67
C+			2.33
C			2.00
C-			1.67
D			1.00
F	0-69	Failing Grade - unable to proceed to next Term	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credit	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

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

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

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

Rationale and Consultations

Provide a rationale
for this proposal.

New program

Are there any
expected costs to
this proposal.

Consultations

Consultated Area	Consultation Comments
Counselling	This program looks great. I may have missed the start date in the document and therefore my feedback may be a non-issue. However, from past experience, when high school students are on VCC campus during the summer months (July-Aug), and they run into difficulty, we have found that there is no one around at the school board to provide support. This especially becomes a problem if this course becomes part of their graduation requirements and they are not headed towards success. We have found that students often turn to the Counselling Department at VCC for support when these issues arise and are hands are tied because we cannot reach anyone in the School Board. Therefore, my feedback is that you ensure that there is a school board contact always available while high school students are on our campus and are getting credit both through us and their high school. Another point along these lines, is to ensure that we have all documentation necessary including emergency contacts, etc. to support students who have a disability or who may run into an emotional crisis. Let me know if you have any further questions. All the best with your program! Warmly, Nona

Consultated Area	Consultation Comments
Institutional Research (IR)	Thank you for the opportunity for consultation. From an IR perspective, I will provide you with the information with regards to the possible FTE calculations. It will be best to use an hours calculation divisor; 300hrs(program hours) / 450hrs (minimum divisor) = 0.667 FTE per student. The minimum credit divisor is 24, so the FTE per student would only be 10 (program credits) / 24 (minimum credit divisor) = 0.417FTE per student. In addition, Graduate Outcomes (Trades) data is not available for programs that are shorter than 3 months. Best of luck with your program! Janet
Information Technology (IT)	I also didn't see a need for new IT infrastructure, support outside of our regular IT support hours or software needed. If that is the case we should be fine.
Other Department(s)	VP- Academic office. We have no comments at this time. Take care, Nicole
Library	No issues or concerns from the Library. We have supporting materials already for all of the programs students are sampling. Todd

Consultated Area	Consultation Comments
International Education	I had a quick look at this. As discussed on the phone, the only thing I have to add is that we are seeing more and more international students attending high school in BC so there is the potential that the high school counsellors will get inquiries from international students. Based on the experience we've had working with high school counsellors with the Youth in Trades programs, it's important for them to know that generally ITA does not cover the fees for international students so if international students want to take this program, either the school district/school themselves would need to pay or we would need the students to pay the fees themselves. This can get confusing because for example some international high school students do not need to pay international student fees to attend high school in BC (because their parent is studying at a BC public institution for example – based on the high school policies) so high school counsellors think that would be the case when they attend a combined program like this. Basically, if the students are being admitted/enrolled in VCC courses they need to meet the residency requirements at VCC (not at the high school) and students not eligible for domestic fees are required to pay international fees. Overall I don't expect there to be too much interest from international students regarding this program because they need to pay the international student fees. Thanks, Alison
Registrar's Office	update admission requirements Applicants do not apply to VCC directly. Interested BC secondary school students, teachers and counselors are directed to contact the Career Program Coordinator or Administrator for their school district. See the ITA Youth Train in Trades Program website for details (http://youth.itabc.ca/programs/train/).
Student Services	Feedback from Student Development on Transportation Trades Sampler Program Interpreting Services - Is there a plan for the departments to assess current teaching materials (PowerPoints, moodle shells, etc) for captioning and other accessibility/UDL principals as part of this process. - If this program is in partnership with the school boards who is responsible for providing and funding disability accommodations? - Are there any non-academic program requirements that students must meet? If so, have

Consultated Area	Consultation Comments
	these been reviewed by DS or the ASI? For example, the access to food program listed the following: Prerequisite Physical condition and stamina to: • Stand for five hours each day • Handle large pots, pans and baking trays • Work in hot kitchen environments • Lift 20 kg with proper guidance and practice Student Conduct & Judicial Affairs The only issue is the issue of underage minors and our policy and practise of dealing with their students. We have limited written guidelines. Some other Canadian colleges have the student sign a declaration of emancipation and treat them as adult. This would be new territory for us. We currently have the school district representative be the first contact for VCC and we bring in the parents depending on the scope and scale of the issue. I know Surinder is working on this policy area, but we need clarity internally and clear direction to the students regarding both D4.3 and D4.5. Counselling This program looks great. I may have missed the start date in the document and therefore my feedback may be a non-issue. However, from past experience, when high school students are on VCC campus during the summer months (July-Aug), and they run into difficulty, we have found that there is no one around at the school board to provide support. This especially becomes a problem if this course becomes part of their graduation requirements and they are not headed towards success. We have found that students often turn to the Counselling Department at VCC for support when these issues arise and are hands are tied because we cannot reach anyone in the School Board. Therefore, my feedback is that you ensure that there is a school board contact always available while high school students are on our campus and are getting credit both through us and their high school. Another point along these lines, is to ensure that we have all documentation necessary including emergency contacts, etc. to support students who have a disability or who may run into an emotional crisis. Arbiter of Student Issues

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

Additional Information

Provide any additional information if necessary.

52

Supporting

documentation:

[Program_Content_Guide_Template_Transportation_Trades_Sampler.docx](#)

Reviewer

Comments

Todd Rowlatt (trowlatt) (11/20/18 10:29 am): Rollback: consultation and some other issues; see email to

Feras.

Key: 128

Course Change Request

New Course Proposal

Date Submitted: 01/17/19 10:42 am

Viewing: **TTSP 0001 : Workplace Safety**

Last edit: 03/04/19 3:29 pm

Changes proposed by: fghesen

Programs
referencing this
course
  [128: Transportation Trades Sampler Short Certificate](#)

Course Name:
  Workplace Safety

Effective Date: June 2019

School/Centre: Trades, Technology & Design

Department: Automotive Collision Repair(4301)

Contact(s)

In Workflow

1. **4301 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Banner

Approval Path

1. 11/20/18 9:37 am David Cross (dcross): Approved for 4301 Leader
2. 11/20/18 10:06 am Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 11/20/18 10:29 am Todd Rowlatt (trowlatt): Rollback to Initiator
4. 01/17/19 11:44 am David Cross (dcross): Approved for 4301 Leader
5. 01/17/19 12:39 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
6. 03/04/19 3:41 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	604-871-7000 7102

Banner Course Name: Workplace Safety

Subject Code: TTSP - Transportation Trades Sampler

Course Number   0001

Year of Study   Grade 12 Equivalency

Credits: 1

Course Description:

This course includes the Worker's Compensation Act outlined in the Occupational Health and Safety Regulations, and its applicability to the automotive and heavy mechanical workplace. Topics include the Workplace Hazardous Materials Information System (WHMIS), Safety Data Sheets (SDS), WHMIS labels, shop emergency equipment and fire control.

Course Pre-Requisites (if applicable):

Admission to the Transportation Trades Sampler program.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

      No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Define terms used in the Worker's Compensation Act.
CLO #2	State the "Core Requirements" and the "General Hazard Requirements" of the Occupational Health and Safety Regulation.

	Upon successful completion of this course, students will be able to:
CLO #3	State the legislation for Safety Data Sheet (SDS) labels.
CLO #4	Describe and apply the Workplace Hazardous Materials Information System (WHMIS) in the context of an automotive shop.
CLO #5	Perform vehicle safety inspection.
CLO #6	Describe and apply shop driving and personal safety precautions and procedures.
CLO #7	Describe the conditions and classifications of fire, its prevention and control.

Instructional
Strategies:

Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:
70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Quizzes and Assignments (formative-theory)
Exam	20	Theory exam (summative-theory)
Assignments	30	Ongoing observations of workplace behavior and use of tools and equipment
Participation	25	Observable active participation and team work

Hours by Learning Environment Type

Lecture, Seminar, Online

7.5

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

17.5

Practicum

Self Paced / Individual Learning

5

Course Topics

Course Topics:
Worker's Compensation Act
Occupational Health and Safety Regulation
MSDS labels
Workplace Hazardous Materials Information System (WHMIS)
Safety Inspections
Personal Safety Precautions
Fire Prevention and Control

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Transportation Trades Sampler Short Certificate

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Course Change Request

New Course Proposal

Date Submitted: 01/17/19 10:43 am

Viewing: **TTSP 0002 : Basic Welding Procedures**

Last edit: 03/04/19 3:29 pm

Changes proposed by: fghesen

Programs
referencing this
course

[128: Transportation Trades Sampler Short Certificate](#)

Course Name:

   Basic Welding Procedures

Effective Date: June 2019

School/Centre: Trades, Technology & Design

Department: Automotive Collision Repair(4301)

Contact(s)

In Workflow
1. **4301 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Banner

Approval Path
1. 11/20/18 9:37 am David Cross (dcross): Approved for 4301 Leader
2. 11/20/18 10:06 am Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 11/20/18 10:29 am Todd Rowlatt (trowlatt): Rollback to Initiator
4. 01/17/19 11:44 am David Cross (dcross): Approved for 4301 Leader
5. 01/17/19 12:39 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
6. 03/04/19 3:41 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	604-871-7000 7102

Banner Course Name:	Basic Welding Procedures
Subject Code:	TTSP - Transportation Trades Sampler
Course Number	0002
Year of Study	Grade 12 Equivalency
Credits:	1

Course Description:

This course covers basic oxyacetylene, Gas Metal Arc Welding (GMAW), Metal Inert Gas (MIG), and Shielded Metal Arc Welding (SMAW) welding procedures and safety practices.

Course Pre-Requisites (if applicable):

Admission to the Transportation Trades Sampler program.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the importance of failure analysis.
CLO #2	Describe oxy-acetylene components.
CLO #3	Demonstrate oxy-acetylene procedures.
CLO #4	Describe Metal Inert Gas (MIG) (Gas Metal Arc Welding GMAW) welding components and methods.
CLO #5	Demonstrate MIG (GMAW) welding procedures.
CLO #6	Describe SMAW welding components and methods.

Upon successful completion of this course, students will be able to:	
CLO #7	Demonstrate SMAW welding procedures.

Instructional

Strategies:

Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:

70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Quizzes and Assignments (formative - theory)
Exam	20	Theory exam (summative - theory)
Assignments	30	Ongoing observations of workplace behavior and use of tools and equipment
Participation	25	Observable active participation and team work

Hours by Learning Environment Type

Lecture, Seminar, Online

         7.5

Lab, Clinical, Shop, Kitchen, Studio, Simulation

         17.5

Practicum

Self Paced / Individual Learning

         5

Course Topics

Course Topics:

60

Course Topics:

Weld Defect Analysis

Oxy-acetylene Welding Components

Oxy-acetylene Welding Procedures

GMAW (MIG) Welding Components and Methods

GMAW (MIG) Welding Procedures

SMAW Welding Components and Methods

SMAW Welding Procedures

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Transportation Trades Sampler Short Certificate

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Todd Rowlatt (trowlatt) (11/20/18 10:29 am): Rollback: consultation and some other issues; see email to Feras.

Key: 8532

Course Change Request

New Course Proposal

Date Submitted: 01/17/19 10:43 am

Viewing: **TTSP 0003 : Basic Sheet Metal Repair**

Last edit: 03/04/19 3:29 pm

Changes proposed by: fghesen

Programs
referencing this
course
128: Transportation Trades Sampler Short Certificate

Course Name:
  Basic Sheet Metal Repair

Effective Date: June 2019

School/Centre: Trades, Technology & Design

Department: Automotive Collision Repair(4301)

Contact(s)

In Workflow

1. **4301 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Banner

Approval Path

1. 11/20/18 9:39 am David Cross (dcross): Approved for 4301 Leader
2. 11/20/18 10:06 am Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 11/20/18 10:29 am Todd Rowlatt (trowlatt): Rollback to Initiator
4. 01/17/19 11:44 am David Cross (dcross): Approved for 4301 Leader
5. 01/17/19 12:39 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
6. 03/04/19 3:41 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	604-871-7000 7102

Banner Course Name: Basic Sheet Metal Repair

Subject Code: TTSP - Transportation Trades Sampler

Course Number   0003

Year of Study   Grade 12 Equivalency

Credits: 1

Course Description:

This course introduces students to the characteristics of sheet metal, types of sheet metal damage, sheet metal tools and equipment, and minor sheet metal damage repair.

Course Pre-Requisites (if applicable):

Admission to the Transportation Trades Sampler program.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

     No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the characteristics of sheet metal.
CLO #2	Describe the types of basic sheet metal damage.
CLO #3	Identify sheet metal repair tools and equipment.
CLO #4	Describe minor sheet metal damage repair.
CLO #5	Describe productive organizational skills.
CLO #6	Demonstrate sheet metal repairs.

Instructional
Strategies:

Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

Evaluation and Grading

Grading System: Letter Grade (A-F) Passing grade:
70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Quizzes and Assignments (formative - theory)
Exam	20	Theory exam (summative - theory)
Assignments	30	Ongoing observations of workplace behavior and use of tools and equipment
Participation	25	Observable active participation and team work

Hours by Learning Environment Type

Lecture, Seminar, Online

7.5

Lab, Clinical, Shop, Kitchen, Studio, Simulation

17.5

Practicum

Self Paced / Individual Learning

5

Course Topics

Course Topics:
Characteristics of sheet metal
Types of basic sheet metal damage
Sheet metal repair tools and equipment
Minor sheet metal damage repair
Productive organizational skills

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Transportation Trades Sampler Short Certificate

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Todd Rowlatt (trowlatt) (11/20/18 10:29 am): Rollback: consultation and some other issues; see email to Feras.

Key: 8533

Course Change Request

New Course Proposal

Date Submitted: 01/17/19 10:44 am

Viewing: **TTSP 0004 : Automotive Refinishing**

Last edit: 03/04/19 3:30 pm

Changes proposed by: fghesen

Programs
referencing this
course
128: Transportation Trades Sampler Short Certificate

Course Name:
   Automotive Refinishing

Effective Date: June 2019

School/Centre: Trades, Technology & Design

Department: Automotive Collision Repair(4301)

Contact(s)

In Workflow

1. **4301 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Banner

Approval Path

1. 11/20/18 9:39 am David Cross (dcross): Approved for 4301 Leader
2. 11/20/18 10:06 am Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 11/20/18 10:29 am Todd Rowlatt (trowlatt): Rollback to Initiator
4. 01/17/19 11:44 am David Cross (dcross): Approved for 4301 Leader
5. 01/17/19 12:39 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
6. 03/04/19 3:41 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	604-871-7000 7102

Banner Course Name: Automotive Refinishing

Subject Code: TTSP - Transportation Trades Sampler

Course Number   0004

Year of Study   Grade 12 Equivalency

Credits: 1

Course Description:

  This course includes procedures and processes for safe preparation and application of refinish coatings.

Course Pre-Requisites (if applicable):

  Admission to the Transportation Trades Sampler program.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

       No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Calculate the amount of paint required for a job.
CLO #2	Mix paint to exactly match existing colours.
CLO #3	Demonstrate a proper technique to blend paint to within a standard thickness.
CLO #4	Apply both the primer and final coats of paint using a spray gun.

Instructional Strategies:

Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade: 70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Quizzes and Assignments (formative - theory)
Assignments	30	Theory exam (summative - theory)
Exam	20	Ongoing observations of workplace behavior and use of tools and equipment
Participation	25	Observable active participation and team work

Hours by Learning Environment Type

Lecture, Seminar, Online

7.5

Lab, Clinical, Shop, Kitchen, Studio, Simulation

17.5

Practicum

Self Paced / Individual Learning

5

Course Topics

Course Topics:
Paint Mixing and Matching Blending Techniques Topcoat Application

Rationale and Consultations

68

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Transportation Trades Sampler Short Certificate

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Todd Rowlatt (trowlatt) (11/20/18 10:29 am): Rollback: consultation and some other issues; see email to Feras.

Key: 8534

Course Change Request

New Course Proposal

Date Submitted: 01/17/19 10:45 am

Viewing: **TTSP 0005 : Project Car**

Last edit: 03/04/19 3:30 pm

Changes proposed by: fghesen

Programs
referencing this
course
[128: Transportation Trades Sampler Short Certificate](#)

Course Name:
  Project Car

Effective Date: June 2019

School/Centre: Trades, Technology & Design

Department: Automotive Collision Repair(4301)

Contact(s)

In Workflow

1. **4301 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Banner

Approval Path

1. 11/20/18 9:39 am David Cross (dcross): Approved for 4301 Leader
2. 11/20/18 10:06 am Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 11/20/18 10:29 am Todd Rowlatt (trowlatt): Rollback to Initiator
4. 01/17/19 11:44 am David Cross (dcross): Approved for 4301 Leader
5. 01/17/19 12:39 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
6. 03/04/19 3:41 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	604-871-7000 7102

Banner Course Name: Project Car

Subject Code: TTSP - Transportation Trades Sampler

Course Number   0005

Year of Study   Grade 12 Equivalency

Credits: 2

Course Description:

This course will enable students to combine the skills developed in Workplace Safety, Basic Welding Procedures, Basic Sheet Metal Repair, and Automotive Refinishing to use hands on practical skills for the creation of a soapbox racer.

Course Pre-Requisites (if applicable):

Admission to the Transportation Trades Sampler program.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

     No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Demonstrate welding techniques.
CLO #2	Demonstrate basic sheet metal repair.
CLO #3	Demonstrate automotive refinishing.

Instructional Strategies:

Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:

70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	Quizzes and Assignments (formative - theory)
Assignments	35	Ongoing observations of workplace behavior and use of tools and equipment
Participation	35	Observable active participation and team work

Hours by Learning Environment Type

Lecture, Seminar, Online

10

Lab, Clinical, Shop, Kitchen, Studio, Simulation

35

Practicum

Self Paced / Individual Learning

10

Course Topics

Course Topics:
Soapbox racer construction Soapbox racer refinishing

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Course Change Request

New Course Proposal

Date Submitted: 01/17/19 10:45 am

Viewing: **TTSP 0006 : Heavy Equipment Operation**

Last edit: 03/04/19 3:30 pm

Changes proposed by: fghesen

Programs
referencing this
course

128: Transportation Trades Sampler Short Certificate

Course Name:

  Heavy Equipment Operation

Effective Date: June 2019

School/Centre: Trades, Technology & Design

Department: Automotive Collision Repair(4301)

Contact(s)

In Workflow

1. **4301 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Banner

Approval Path

1. 11/20/18 9:39 am David Cross (dcross): Approved for 4301 Leader
2. 11/20/18 10:07 am Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 11/20/18 10:29 am Todd Rowlatt (trowlatt): Rollback to Initiator
4. 01/17/19 11:44 am David Cross (dcross): Approved for 4301 Leader
5. 01/17/19 12:39 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
6. 03/04/19 3:41 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	604-871-7000 7102

Banner Course Name: Heavy Equipment Operation

Subject Code: TTSP - Transportation Trades Sampler

Course Number   0006

Year of Study   Grade 12 Equivalency

Credits: 1

Course Description:

This course includes procedures required for the safe starting and stopping of heavy equipment and basic operation.

Course Pre-Requisites (if applicable):

Admission to the Transportation Trades Sampler program.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe starting procedures of tracked and wheeled equipment.
CLO #2	Describe pre-trip inspection of tracked and wheeled equipment.
CLO #3	Demonstrate starting procedures of tracked and wheeled equipment.
CLO #4	Demonstrate pre-trip inspection of tracked and wheeled equipment.
CLO #5	Describe and demonstrate safe shutdown procedures for equipment and engines.

Instructional
Strategies:

Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:
70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Quizzes and Assignments (formative - theory)
Exam	30	Theory exam (summative - theory)
Assignments	20	Ongoing observations of workplace behavior and use of tools and equipment
Participation	25	Observable active participation and team work

Hours by Learning Environment Type

Lecture, Seminar, Online

7.5

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

17.5

Practicum

Self Paced / Individual Learning

5

Course Topics

Course Topics:
Starting procedures of tracked and wheeled equipment
Pre-trip inspection of tracked and wheeled equipment

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Transportation Trades Sampler Short Certificate

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Todd Rowlatt (trowlatt) (11/20/18 10:29 am): Rollback: consultation and some other issues; see email to Feras.

Key: 8536

Course Change Request

New Course Proposal

Date Submitted: 01/17/19 10:45 am

Viewing: **TTSP 0007 : Forklift Operation**

Last edit: 03/04/19 3:30 pm

Changes proposed by: fghesen

Programs
referencing this
course

[128: Transportation Trades Sampler Short Certificate](#)

Course Name:

  Forklift Operation

Effective Date: June 2019

School/Centre: Trades, Technology & Design

Department: Automotive Collision Repair(4301)

Contact(s)

In Workflow

1. 4301 Leader
2. CTT Dean
3. Curriculum
   Committee Chair
4. EDCO Chair
5. Banner

Approval Path

1. 11/20/18 9:40 am
   David Cross
   (dcross): Approved
   for 4301 Leader
2. 11/20/18 10:07 am
   Brett Griffiths
   (bgriffiths):
   Approved for CTT
   Dean
3. 11/20/18 10:29 am
   Todd Rowlatt
   (trowlatt): Rollback
   to Initiator
4. 01/17/19 11:47 am
   David Cross
   (dcross): Approved
   for 4301 Leader
5. 01/17/19 12:39 pm
   Brett Griffiths
   (bgriffiths):
   Approved for CTT
   Dean
6. 03/04/19 3:41 pm
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee Chair

Name	E-mail	Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	604-871-7000 7102

Banner Course Name: Forklift Operation

Subject Code: TTSP - Transportation Trades Sampler

Course Number   0007

Year of Study   Grade 12 Equivalency

Credits: 1

Course Description:

  This course includes applicable regulations, safe forklift operation and IVES forklift certification.

Course Pre-Requisites (if applicable):

  Admission to the Transportation Trades Sampler program.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

         No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	List applicable regulations pertaining to forklift use.
CLO #2	Describe types of forklifts used in industry.
CLO #3	Describe important components of a forklift.
CLO #4	Demonstrate safe operating procedures for forklift use.

Instructional Strategies:

78

Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:

70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Quizzes and Assignments (formative - theory)
Exam	30	Theory exam (summative - theory)
Assignments	20	Ongoing observations of workplace behavior and use of tools and equipment
Participation	25	Observable active participation and team work

Hours by Learning Environment Type

Lecture, Seminar, Online

7.5

Lab, Clinical, Shop, Kitchen, Studio, Simulation

17.5

Practicum

Self Paced / Individual Learning

5

Course Topics

Course Topics:
Applicable Regulations
Types of Forklifts
Main Parts of a Forklift
Forklift Safety
Fuels and Batteries
Operator's Reference Manual
Practical Training

79

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Transportation Trades Sampler Short Certificate

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Todd Rowlatt (trowlatt) (11/20/18 10:29 am): Rollback: consultation and some other issues; see email to Feras.

Key: 8537

Course Change Request

New Course Proposal

Date Submitted: 01/17/19 10:46 am

Viewing: **TTSP 0008 : Automotive Engines**

Last edit: 03/04/19 3:31 pm

Changes proposed by: fghesen

Programs
referencing this
course
128: Transportation Trades Sampler Short Certificate

Course Name:
    Automotive Engines

Effective Date: June 2019

School/Centre: Trades, Technology & Design

Department: Automotive Collision Repair(4301)

Contact(s)

In Workflow

1. **4301 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Banner

Approval Path

1. 11/20/18 9:40 am David Cross (dcross): Approved for 4301 Leader
2. 11/20/18 10:07 am Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 11/20/18 10:30 am Todd Rowlatt (trowlatt): Rollback to Initiator
4. 01/17/19 11:47 am David Cross (dcross): Approved for 4301 Leader
5. 01/17/19 12:39 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
6. 03/04/19 3:41 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	604-871-7000 7102

Banner Course Name:　　　　Automotive Engines

Subject Code:　　　　TTSP - Transportation Trades Sampler

Course Number　　　　0008

Year of Study　　　　Grade 12 Equivalency

Credits:　　　　1

Course Description:

This course includes principles, inspection and repair of gasoline internal combustion engines. Topics include service and repair of gaskets and seals, initial start-up and break-in, inspection of engine components, manufacturer's procedures and engine leaks.

Course Pre-Requisites (if applicable):

Admission to the Transportation Trades Sampler program.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the design, components and operation of gasoline internal combustion engines.
CLO #2	Describe engine mechanical problems.
CLO #3	Perform engine mechanical condition tests and evaluate results.
CLO #4	Describe engine mounting methods and engine removal.
CLO #5	Perform engine assembly procedures.

	Upon successful completion of this course, students will be able to:
CLO #6	Describe engine installation procedures.
CLO #7	Describe engine initial start-up and break-in procedures.
CLO #8	Describe and perform engine repair procedures.
CLO #9	Inspect, service and repair gaskets and seals.

Instructional
Strategies:

Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:
70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Quizzes and Assignments (formative - theory)
Clinical Examination	30	Theory exam (summative - theory)
Assignments	20	Ongoing observations of workplace behavior and use of tools and equipment
Participation	25	Observable active participation and team work

Hours by Learning Environment Type

Lecture, Seminar, Online

       7.5

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

       17.5

Practicum

Self Paced / Individual Learning

5

Course Topics

Course Topics:
Components and operation of gasoline internal combustion engines.
Mechanical problems.
Mechanical condition tests and evaluate results.
Engine mounting methods and engine removal.
Engine assembly procedures
Engine installation procedures.
Engine initial start-up and break-in procedures.

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Transportation Trades Sampler Short Certificate

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Todd Rowlatt (trowlatt) (11/20/18 10:30 am): Rollback: consultation and some other issues; see email to Feras.

Key: 8538

Course Change Request

New Course Proposal

Date Submitted: 01/17/19 10:46 am

Viewing: **TTSP 0009 : Automotive Maintenance**

Last edit: 03/04/19 3:31 pm

Changes proposed by: fghesen

Programs
referencing this
course

128: Transportation Trades Sampler Short Certificate

Course Name:

   Automotive Maintenance

Effective Date:	June 2019
School/Centre:	Trades, Technology & Design
Department:	Automotive Collision Repair(4301)
Contact(s)	

In Workflow

1. **4301 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Banner

Approval Path

1. 11/20/18 9:40 am David Cross (dcross): Approved for 4301 Leader
2. 11/20/18 10:07 am Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 11/20/18 10:30 am Todd Rowlatt (trowlatt): Rollback to Initiator
4. 01/17/19 11:47 am David Cross (dcross): Approved for 4301 Leader
5. 01/17/19 12:39 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
6. 03/04/19 3:41 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	604-871-7000 7102

Banner Course Name:	Automotive Maintenance
Subject Code:	TTSP - Transportation Trades Sampler
Course Number	0009
Year of Study	Grade 12 Equivalency
Credits:	1

Course Description:

This course focuses on general automotive maintenance procedures. Topics include lubricants and fluids, belts, hoses, wheels, and tires. As well as types of exterior lamps, body trim and hardware.

Course Pre-Requisites (if applicable):

Admission to the Transportation Trades Sampler program.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe, identify, select and replace lubricants and fluids for specific purposes.
CLO #2	Describe, identify, inspect, and replace drive belts.
CLO #3	Describe and identify hoses and clamps.
CLO #4	Describe, inspect, service and repair tires.
CLO #5	Describe and inspect wheels.
CLO #6	Describe, inspect and service exterior lamps.

Instructional

Strategies:

Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:

70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Quizzes and Assignments (formative - theory)
Exam	30	Theory exam (summative - theory)
Assignments	20	Ongoing observations of workplace behavior and use of tools and equipment
Participation	25	Observable active participation and team work

Hours by Learning Environment Type

Lecture, Seminar, Online

7.5

Lab, Clinical, Shop, Kitchen, Studio, Simulation

17.5

Practicum

Self Paced / Individual Learning

5

Course Topics

Course Topics:
Lubricants and Fluids Drive Belts Hoses and Clamps Tires Wheels Exterior Lamps

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Transportation Trades Sampler Short Certificate

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Todd Rowlatt (trowlatt) (11/20/18 10:30 am): Rollback: consultation and some other issues; see email to Feras.

Key: 8539

Course Change Request

New Course Proposal

Date Submitted: 01/17/19 10:47 am

Viewing: **TTSP 0010 : Introduction to Apprenticeship**

Last edit: 03/04/19 3:31 pm

Changes proposed by: fghesen

Programs
referencing this
course
128: Transportation Trades Sampler Short Certificate

Course Name:
    Introduction to Apprenticeship

Effective Date: June 2019

School/Centre: Trades, Technology & Design

Department: Automotive Collision Repair(4301)

Contact(s)

In Workflow

1. 4301 Leader
2. CTT Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Banner

Approval Path

1. 11/20/18 9:40 am David Cross (dcross): Approved for 4301 Leader
2. 11/20/18 10:07 am Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 11/20/18 10:30 am Todd Rowlatt (trowlatt): Rollback to Initiator
4. 01/17/19 11:48 am David Cross (dcross): Approved for 4301 Leader
5. 01/17/19 12:39 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
6. 03/04/19 3:41 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	604-871-7000 7102

Banner Course Name: Introduction to Apprenticeship

Subject Code: TTSP - Transportation Trades Sampler

Course Number   0010

Year of Study   Grade 12 Equivalency

Credits: 0

Course Description:

This course will introduce students to the British Columbia apprenticeship system. Topics will include pre-requisites for entry to each of the five trades included in this program as well the creation of a transition plan for students interested in pursuing a specific trades pathway.

Course Pre-Requisites (if applicable):

Admission to the Transportation Trades Sampler program.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the BC apprenticeship system and the role of the Industry Training Authority.
CLO #2	Describe the direct entry pathway for Automotive Service Technician, Automotive Refinishing Technician (Painter), Heavy Duty Equipment Technician, Automotive Refinishing Prep Technician and Motor Body Vehicle Repairer.

	Upon successful completion of this course, students will be able to:
CLO #3	Describe the institutional entry pathway for Automotive Service Technician, Automotive Refinishing Technician (Painter), Heavy Duty Equipment Technician, Automotive Refinishing Prep Technician and Motor Body Vehicle Repairer.
CLO #4	Create a transition plan into a trades career.

Instructional

Strategies:

Instructional strategies include classroom lectures, demonstrations, group discussions, computer lab and hands-on practical work.

Evaluation and Grading

Grading System: Letter Grade (A-F)   Passing grade:

70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	35	Observable active participation and team work
Assignments	30	Quizzes and Assignments
Assignments	35	Transition plan to trades program

Hours by Learning Environment Type

Lecture, Seminar, Online

5

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Apprenticeship system

BC Industry Training Authority

Automotive Service Technician Program

Automotive Refinishing Technician Program

Heavy Duty Equipment Technician Program

Automotive Refinishing Prep Tech Program

Motor Body Vehicle Repairer Program

Rationale and Consultations

You only have to complete the Rationale and Consultations section once for a group of related proposals (i.e. a number of changes to a PCG and multiple courses). Is this proposal part of a group of related proposals?

Yes

Is this the primary proposal?

No

Primary Proposal

Transportation Trades Sampler Short Certificate

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Todd Rowlatt (trowlatt) (11/20/18 10:30 am): Rollback: consultation and some other issues; see email to Feras.

Key: 8540

DECISION NOTE

PREPARED FOR: Education Council

DATE: March 12, 2019

ISSUE: Establishment of a new EDCO committee: Provisional Approval of New
     Programs

BACKGROUND:
At the June 2019 meeting of Education Council, the idea of creating a provisional approval process for new programs was proposed by Kathryn McNaughton, Vice President, Academics, Students & Research.

Curriculum at VCC goes through a rigorous approval process, reviewed by Curriculum Committee (CC) and Education Council (EDCO), along with department faculty and representatives from service areas. We know from experience that, particularly with new programs, adjustments to curriculum need to be made as faculty are hired and the program teaches through each term.

Once a program is approved by EDCO, there is currently no system in place to monitor the launch of the program. The Annual Program Review process exists, but is based heavily on student outcome surveys, which are not available for new programs for several years.

At the June meeting, EDCO members expressed interest in this approach. I presented the idea to Curriculum Committee at its June meeting, and then had a long discussion with Curriculum Committee at our planning day on December 7th, 2018. Based on those conversations, I have drafted Terms of Reference (ToR) for a Provisional Approval of New Programs Ad Hoc Committee.

DISCUSSION:
Curriculum Committee discussed the draft ToR at its February meeting. We confirmed that this would be an optional process that would be chosen by the program department. New program curriculum would still go through the standard approval process (including CC and EDCO approval). Once a program is provisionally approved, there would be a more regular check-in with the Committee to help identify needed changes or different approaches. Departments would need to meet on a regular basis among themselves, and with the Committee. Changes to the curriculum would be identified along the way to adjust for future offerings of the program.

In exchange for this additional review, the program receives more support from an experienced committee membership, and the opportunity to make some quick changes to curriculum if students are not disadvantaged and the program's integrity is not compromised; for example, adjusting the order of courses in Term 3 after the end of Term 1, or adjusting the evaluation plan in Term 2 to reduce the number of exams based on the experience in Term 1. This assumes that Education Council is comfortable delegating that authority to this Committee; if it is not, the ToR will need some adjustment.

Finally, Education Council needs to decide if they wish to make any edits to the C.3.14 Curriculum Development and Approval policy to capture this provisional approach, or if they want to wait until a pilot phase is complete. Provisionally approved programs would be required to go through the process outlined in C.3.14, but EDCO would be allowing the Provisional Approval Committee to potentially approve some later changes to curriculum without it going back to Curriculum Committee or Education Council.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, a two-year pilot of the Provisional Approval of New Programs Ad Hoc Committee of Education Council and its Terms of Reference.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee
DATE: March 4, 2019

**Provisional Approval of Programs Ad Hoc Committee
of Education Council Terms of Reference DRAFT**

Approved by [approving body]: [date]

Committee name:	Provisional Approval of New Programs Committee
Type:	Ad Hoc Committee of Education Council, to be reviewed after two years for consideration as a standing committee
Chairperson:	Chair of Curriculum Committee
Responsible To:	Education Council
Purpose:	To provide new programs with the opportunity for ongoing review, to find their audience, and to refine their curriculum and delivery approaches over the first year(s) of their program. It is an adaptive, continuous improvement model of curriculum review that requires active and ongoing reflection by instructors and department leads.

New programs (or significantly revised ones) can choose to take provisional approval of their new curriculum. It is optional.

Provisional approval provides an opportunity for a way of making some adjustments to curriculum during the first two years (or the length of the first complete offering of the program), and that program faculty will meet quarterly to review the program, and then report to a small committee.

It is a hands-on, eyes-on process. It allows programs to more quickly make changes to their curriculum, but monitored through reporting and regular reviews.

Duties: The Department will:

1. Meet after each term (or other natural check-in point) and at the end of the program, and review elements such as: student success, assessments, sequencing, gaps, student profile, teaching materials, and additional supports needed. This meeting will involve at a minimum all instructors teaching in the program, the department leader, and any program assistants working with the program.
2. Complete all required reports and send to the Provisional Approval Committee, and send representatives to meet with the committee.
3. Identify gaps in their program (curriculum or other issues) and develop plans to fill those gaps.

The Committee will:

_____

1. Meet with the program representatives after each term (or other natural check-in point) and review the current state of the program.
2. Review and approve changes to the curriculum for courses for subsequent terms (if those changes do not in any way disadvantage the current group of students and do not jeopardize the integrity of the program).
3. At the end of the review period, review and approve changes to the curriculum moving forward, and provide advice to Education Council on the provisional status of the program. At this point, final program approval would be the desired outcome.

Authority: Education Council grants the Committee the ability to approve changes to curriculum given the status of Provisionally Approved without the curriculum being reviewed by Curriculum Committee or Education Council prior to implementation.

When the program comes forward for final approval, it will go through the process of Curriculum Committee and Education Council review and approval.

Timeframes and Reporting: The Committee meets between terms, or as needed based on the schedule of new programs under review, and reports to Education Council at the meeting following the Committee's meetings.

Membership: The Committee is composed of the following members:

1. Curriculum Committee Chair as Chair of the Committee
2. Vice President, Academic, Students & Research
3. One (1) Curriculum Committee member elected by Curriculum Committee
4. Two (2) members of Program Review and Renewal Committee, elected by the PRR Committee
5. Associate Registrar, appointed by the Registrar

Any member of the Committee who works as an instructor, staff member, or administrator of a new program under discussion will recuse themselves as a member of the Committee but can participate in discussions as a member of the program department.

Length of Term: All terms will be two (2) years, renewable.

Quorum: The quorum shall be three (3) members.

Other Resources: The Education Council Recording Secretary provides support as needed. This person is responsible for collecting submissions,

_____

	preparing and distributing documents, agendas, and notes, and providing organizational support for meetings.
Notes:	Notes are taken at all committee meetings.
Communication with Council:	Other business arising from the Provisional Approval of New Programs Committee meeting may be forwarded as agenda items to the Education Council. The Provisional Approval of New Programs Chair presents any required actions in the form of a motion to Education Council.

DECISION NOTE

February 13, 2019

PREPARED FOR: Education Council
ISSUE: D.1.4 Curriculum/Instructional Materials Created within the College

BACKGROUND:
The current version of this policy was last revised in 2009. The goal of this policy is to provide a clear statement of the general rule that materials created on work time, at a workplace, belong to the employer, but also of the relevant exceptions at VCC – most notably the Collective Agreement covering most College faculty which establishes that materials created by faculty belong, except in certain specified situations, to the faculty who created them.

DISCUSSION:

The discussion centred on some areas of possible confusion – 1) that the general law is that materials created at work belong to the employer, which contradicts 2) the effect of the faculty collective agreement which gives ownership of most materials created at work (except those created in specified situations) to faculty; The complexity, and potential to create confusion, of the Collective Agreement language itself, was also noted. It was agreed that the current policy language is a significant improvement in articulating these contradictory principles. It was also agreed that the relevant excerpt from the faculty Collective Agreement is an appropriate appendix. There were also a few small wording changes for clarity.

MOTION:
MOVE THAT Education Council recommends the Board of Governors approve D.1.4 Curriculum/Instructional Materials Created within the College.

Prepared by:
John Demeulemeester
Chair, Education Policy Committee

POLICY

Policy No.	**D.1.4**
Title	**Curriculum/Educational/Institutional Materials Created within the College**
Approval Body	
Policy Sponsor	Vice President Academic, Students & Research
Last Revised/Replaces	March 2009/November 2003
Effective Date	

CONTEXT AND PURPOSE

To establish ownership of copyright and/or patent rights for curriculum, educational, institutional, creative and other materials created by employees of Vancouver Community College (VCC; the College).

SCOPE AND LIMITS

This policy applies to all employees of VCC, and is subject to all applicable federal and international copyright and patent laws.

STATEMENT OF POLICY PRINCIPLES

1. The College owns copyright and patent for curriculum, educational, institutional, creative and other materials, in any format, that are produced using College time, services or materials, in the course of employment, unless one of the following exceptions applies

   Exceptions:

   a. An agreement has been entered into which vests copyright or patent with the employee or a third party. An example of such an agreement is the VCC/VCCFA Common Agreement (Appendix I)

   b. Faculty have prepared or created materials as part of their assigned duties (see Appendix I)

2. With regard to the respectful use and protection of Indigenous knowledge, the College will honour the United Nations Declaration on the Rights of Indigenous Peoples, Article 31 (Appendix II)

DEFINITIONS

Copyright: The sole right of the copyright owner of a work to produce, copy, perform, publish, adapt, translate or telecommunicate that work and to authorize others to do the same.

Patent: Defined in the Patent Act as "letters patent for an invention".

Curriculum, educational, institutional, creative and other materials: Includes physical and digital versions of all materials created by College employees for instructional and College purposes, and includes books, laboratory manuals, exercises, audio and video materials, images, photos, computer software, instructional strategies, PowerPoint presentations, creative work, annual reports, strategic plans, information/decision notes, and other materials.

RELATED LEGISLATION & POLICIES

Legislation
Copyright Act, RSC 1985, c C-42   http://laws-lois.justice.gc.ca/eng/acts/C-42/
Patent Act, RSC 1985, c C-4   http://laws-lois.justice.gc.ca/eng/acts/P-4/

Policies
D.1.3   Copyright

RELATED PROCEDURES
Refer to D.1.4 Curriculum/Educational/Institutional Materials Created within the College Procedures.

APPENDIX I

VCC/VCCFA Common Agreement Article 5

The following written agreement contained in the VCC/VCCFA Collective Agreement, Article 5, 2014-2019 Common Agreement covers VCCFA members.

Article 5 – Copyright and Intellectual Property

5.1   **Copyright Ownership**
The copyright or patent for any work product, including creative work, instructional strategies or curriculum/instructional material, software or any other material or technology that may be copyrighted or patented:

5.1.1   belongs to the employee(s) where the work product has been prepared or created as part of assigned duties, other than the duties listed in 5.1.2 below, and the copyright to all copyrightable material shall be the sole property of the employee(s) and shall be retained throughout his or her lifetime and upon his/her death by his/her heirs or assigns; and

5.1.2   belongs to the institution where one or more employees:

(a) have been hired or agrees to create and produce copyrightable work product for the institution, or
(b) are given release time from usual duties to create and produce copyrightable work product, or
(c) are paid, in addition to their regular rate of pay, for their time in an appointment to produce copyrightable work product.

5.2   Employer Rights to Materials Copyrighted by Employee(s)
Where the employee holds the copyright pursuant to 5.1.1, the institution shall have a right to use his/her copyrighted material in perpetuity for institutional purposes. The institution may amend and update the copyrighted material with the approval of the employee(s) holding the copyright to the material. Such approval will not be unreasonably withheld.

5.3   Employee Rights to Materials Copyrighted by the Employer
Where the institution holds the copyright pursuant to 5.1.2, the employee(s) shall have the right to use in perpetuity, free of charge, such copyrighted material. The employee may amend and update the copyrighted material with the approval of the institution holding the copyright to the material. Such approval will not be unreasonably withheld.

5.4   Joint Review
JADRC may, at the request of either party, review issues arising from the application of this article.

RELATED POLICY
Refer to D.1.4 Curriculum/Instructional Materials Created within the College Policy.

APPENDIX II

United Nations Declaration on the Rights of Indigenous Peoples

Article 31

1. Indigenous peoples have the right to maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions, as well as the manifestations of their sciences, technologies and cultures, including human and genetic resources, seeds, medicines, knowledge of the properties of fauna and flora, oral traditions, literatures, designs, sports and traditional games and visual and performing arts. They also have the right to maintain, control, protect and develop their intellectual property over such cultural heritage, traditional knowledge, and traditional cultural expressions.

2. In conjunction with indigenous peoples, States shall take effective measures to recognize and protect the exercise of these rights.

VANCOUVER
COMMUNITY
COLLEGE

PROCEDURES

Policy No.	**D.1.4**
Title	**Curriculum/Educational/Institutional Materials Created within the College**
Approval Body	
Policy Sponsor	Vice President Academic, Students & Research
Last Revised/Replaces	March 2009/November 2003
Effective Date	

1. Ideally, prior to starting an assignment or project that will produce materials, copyright ownership should be established by means of an agreement between the College and the employee(s), and the VCCFA when pertinent, especially when there is uncertainty around who owns copyright

2. As appropriate, employee(s) will contact the Coordinator, Copyright & Scholarly Communications to initiate discussions around copyright ownership.

3. The Dean, Library, Teaching & Learning Services will represent the College in reaching an agreement.

4. Copyright agreements between the College and employee(s) will be kept on file in the office of the Dean, Library, Teaching & Learning Services.

5. For print or digital materials that will be sold through the College Bookstore, the College and employee(s) will reach an agreement regarding the distribution of royalties.

6. For works that will be published as *Open Access Resources* and/or with *Creative Commons Licensing*, the agreement will outline copyright ownership.

7. It is the responsibility of employees to ensure that the materials they create are copyright compliant.

8. The Coordinator, Copyright & Scholarly Communications will offer copyright support to College employees who produce materials, including guidance on copyright compliance, ownership and open source licensing.

9. For works that will be published in-print or digitally, and as appropriate, the Coordinator, Copyright & Scholarly Communications will review the material for copyright compliance.

10. For works that contain Indigenous knowledge, there will be an agreement among the College, Indigenous Education and Community Engagement, and the author, which respects article #31 of the UN Declaration of the Rights of Indigenous Peoples

DRAFT

Appeals Oversight Committee of Education Council
Terms of Reference
Approved by Education Council: June 11, 2013; February 10, 2015
Revised & Approved by Education Council: June 14, 2016

Committee name:	Appeals Oversight Committee
Type:	Standing Committee of Education Council
Chairperson:	An Education Council member is elected by Education Council at the December meeting for a 1-year (January-December) term as Chair of the Appeals Oversight Committee.
Responsible To:	Education Council
Purpose:	The Committee is a standing committee of Education Council charged with ensuring that student appeal proceedings are consistent with approved processes and undertaken in full compliance with educational policies and the legislative requirements of the College & Institute Act and in accordance with procedural fairness and natural justice precepts.

Duties: The Committee will:

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

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

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

Membership: The Committee is comprised of the following members.

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

1. One (1) Education Council member elected by the members of Education Council as Chair.
2. Registrar or designate.
3. One (1) dean appointed by the Vice President Academic, Students & Research representing administration.

4. Director of Student Development or designate.
5. Two (2) faculty members selected by the faculty representatives on Education Council.
6. One (1) Program Coordinator from the Centre for Continuing Studies appointed by the Dean of Continuing Studies.
7. One (1) student member selected by the student representatives of Education Council.
8. Education Council Chair, ex-officio.
9. Arbiter of Student Issues, ex-officio, voice no vote.

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

Quorum: The quorum shall be a simple majority.

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

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

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

DECISION NOTE

PREPARED FOR: Education Council

DATE: March 12, 2019

ISSUE: Approval of action plan in response to Quality Assurance Process Audit recommendations.

BACKGROUND:
In 2015, The Ministry of Advanced Education, Skills & Training (AEST) tasked the Degree Quality Assurance Board (DQAB) with developing and implementing a quality assurance process audit for all British Columbia public post-secondary institutions. VCC took part in this audit in 2018.

Kathryn McNaughton, Vice President, Academic, Students & Research established a project team led by Jo-Ellen Zakoor, Chair of Program Review and Renewal Committee (PRRC) and Pervin Fahim, Coordinator in the VP-Academic Office. We submitted the required audit worksheet in May 2018, and hosted three external reviewers on November 21-22, 2018.

The external reviewers met with Dr. McNaughton, the school deans, the instructional associates, the Director of Institutional Research, and the Chairs of Education Council and the Program Review and Renewal Committee. They also met with the representatives of three programs which were selected as example programs: Bachelor of Science in Nursing, Jewellery, and the School of Instructor Education.

VCC received the assessors report on December 10th, and have until March 25th to submit our response in the form of an action plan.

DISCUSSION:
Attached to this decision note are the QAPA Assessors' Report and the College's Response. The external panel's visit was an extremely positive experience, and they commended us on our collegial environment and supportive approach to quality assurance. Their report is also positive about the processes we have established, and provide a number of valuable recommendations for continued improvement.

The PRR Committee has reviewed the report and the proposed Action Plan. The Committee made a small number of suggested changes; all edits have been completed. They recommend EDCO approve the action plan for submission to the Degree Quality Assessment Board.

RECOMMENDATION:
THAT, on the advice of the Program Review and Renewal Committee, Education Council approve, in the form presented at this meeting, the response and action plan to the Quality Assurance Process Audit Recommendations.

ATTACHMENTS: Quality Assurance Process Audit Assessors' Report Workbook
VCC's Response and Action Plan to the QAPA Assessors' Report

PREPARED BY: Todd Rowlatt, Chair, Program Review and Renewal Committee
DATE: March 4, 2019

Appendix 3a

QUALITY ASSURANCE PROCESS AUDIT

ASSESSORS' REPORT WORKBOOK

INSTITUTION NAME: Vancouver Community College

SITE VISIT DATES: 21 and 22 November 2018

SUBMISSION DATE:

OVERALL ASSESSMENT

The panel is requested to keep in mind the objectives and the guiding principles when undertaking the QAPA assessment.

Objectives
The main objectives of the quality assurance process audit (QAPA) are to ascertain that the institution:
  a) Continues to meet the program review policy requirements outlined in the DQAB's Exempt Status Criteria and Guidelines and the Degree Program Review Criteria and Guidelines, as applicable to the institution;
  b) Has and continues to meet appropriate program review processes and policies for all credential programs; and
  c) Applies its quality assurance process in relation to those requirements and responds to review findings appropriately.

Guiding Principles
  1) Transparent and credible evidence of robust quality assurance criteria and processes are vital to BC public post-secondary institutions, the Degree Quality Assessment Board and the Ministry; demonstrate accountability; and contribute to the national and international reputation of the BC public post-secondary system.
  2) Credible quality assurance should be rigorous and have peer evaluation as an essential feature.
  3) QAPA standards will recognize the diversity and different mandates of BC public post secondary institutions.
  4) Primary responsibility and accountability for educational program quality assurance rests with post-secondary institutions themselves.
  5) QAPA will be carried out so as to maximize the opportunity to:
      a. affirm, and add value to, the internal quality assurance processes at each institution; and
      b. share best practices from other BC institutions and elsewhere.
  6) QAPA will promote a collaborative and supportive process that benefits BC public post- secondary system.

Summary:

We see evidence of these principles being applied at all stages of the QAPA review. Vancouver Community College (VCC) is on a path of program review and renewal, and they have developed significant policy structures, and are actively building toward this long-term goal.   They have indicated a strong understanding that this is a work in progress and that they realize the work ahead of them is complex. It's important that they implement a process to evaluate and consider these processes over time. Overall, the committee would provide commendation to the college for its vision, the development of a collaborative and relational institution.   Our offerings of suggestions

is in the context of VCC's support and care for what is clearly a principled and substantial body of work.

Commendations
Provide clear statements that articulate areas where the institution has shown exemplary practice in the field of program quality assurance and improvement.

The review team was impressed throughout the visit by the very collegial culture at VCC and the way that it was carrying the institution through the challenges of developing a strong quality assurance environment. We saw this as fundamental to the good work being done on improving programs.

We were also impressed by:
- The well thought out and developed policy structure around quality assurance and that, while many these policies are relatively recent, VCC has instituted a much more robust set of review processes that include program development and two kinds of reviews – annual reviews for all programs and periodic program renewal reviews when appropriate.
- We saw a great deal of enthusiasm for this work at all levels of the institution and uniformly among faculty in the three programs that met with us. There is clear momentum on this work with widespread involvement at all levels.
- As well as having learning outcomes at the course and program level, VCC has recently taken the major step of establishing a set of Institutional Learning Outcomes.
- There is support for quality improvement through the Centre for Teaching, Learning and Research and the Faculty Associate model is helpful and provides "horsepower" necessary to move forward projects. Templates are being developed to assist the faculty in programs to carry out reviews and this work encourages faculty involvement.
- Lastly, and most importantly, there is evidence that all of this work is leading to improved program quality, a better educational experience and higher levels of student satisfaction and success.

Affirmations
Provide clear statements in the areas where the institution has identified a weakness and has articulated how it intends to correct it. In effect, this is affirming the institution's judgment and findings in its Institution Report.

- VCC was clear that the implementation of the new policies is a work in progress as, indeed, quality assurance work always is. They are committed to continuing this work and understand the benefits that it brings to their programs.
- Having established a set of Institutional Learning Outcomes they understand that they now have to be integrated with the course and program learning outcomes and then assessment methods need to be established. This too is a

work in progress and the institution understands that. VCC is in the process of developing a program of internal communication and engagement on Institutional Learning Outcomes which is an important first step along the path of implementation.

- VCC is moving to encouraging the development of scholarship within a College environment. The Nursing program appears to be a leader in this development and it is being encouraged and resourced at initial levels by the College leadership.
- The College is also providing some resources of time and money to the program review process and the implementation of recommendations.
- The institution is undertaking a gap analysis between accreditation reviews and their own program review/renewal process. We commend this analysis because accreditation and program reviews are different processes with somewhat different outcomes. Accreditation is about defending and explaining against accreditation standards while program review can be about a more appreciative model to explore areas of weakness or concern. At the same time we understand the reluctance in programs like Nursing about doing two full blown reviews and so suggest that if there is a need for an internal review that it be done through an existing process like the annual review. Internal program review can also be used to encourage curriculum program changes, gather evidence, and request funding which are purposes different from accreditation.
- VCC is developing strong policies and processes around new program development and this work is going on hand-in-hand with the work on quality improvement.
- VCC is working on a program of professional development for program leaders and the review team saw this as an important new initiative to train leaders, among other things, in program quality assurance.
- We recommend that the institution give some thought to program review in the trades programs. They are aware of this need and indicated that it was on the agenda for future work

Recommendations
Provide clear statements in areas needing improvement. Recommendations may also be made in relation to areas of concern identified by the institution for which no plan of action has been articulated by the institution.

These recommendations are offered by a review team that is impressed with the work that has been done in a short time and wishes to make suggestions that we believe will help the work of the future.

- We are concerned that there are not adequate resources of time and money to conduct annual reviews and also complete enough program renewals to cover all programs in a reasonable period of time. We therefore wonder if the annual reviews for each program could be reduced to once every two or three years or could the process be streamlined to make it less of a draw on resources. The frequency of annual reviews could otherwise be a drain on forward momentum.

- Related to the first point, the frequency of 2-5 program renewal reviews per year suggest that it will require 40-50 years to complete renewals across the system, so could resources be diverted from the annual program review process to increase the frequency of program renewal?
- VCC should develop a clearer set of expectations for external program review panels.
- Some process for establishing whether the recommendations that come out of program reviews/renewals are achievable and that what is not possible is clearly acknowledged and those that are possible are then prioritized.
- As noted, VCC is developing a well-considered program development policy and process and we a have a few suggestions about that development. We think that evaluation could be built into program development more strongly. We noted that a lot of work goes into the early stages before the first approval of the concept document and wonder if some form of "notional" approval could come earlier. We did hear from the institution that there is a good deal of informal discussion before the concept stage.
- The Provincial Instructor Diploma has been confirmed as a diploma even though it does not fit the current definition of a diploma and this decision could lead to confusion in the future. At the very least VCC needs to be very clear with students about the unique nature of this program.
- More, and more public, communication of the processes and results of program reviews would be beneficial by, for example, enhancing the website devoted to this information, or establishing other mechanisms to build capacity and share learning across the College

Signed:

Chair of the QAPA Team:

_____   _____
(Signature)   (Date)

_____
(Printed Name)

QAPA Assessors:

_____   _____
(Signature)   (Date)

_____
(Printed Name)

_____   _____
(Signature)   (Date)

_____
(Printed Name)

4.1. Overall Process

A. Does the process reflect the institution's mandate, mission, and values?	
CRITERIA:	COMMENTS / RECOMMENDATIONS:
(i) The institution should be able to demonstrate that it has an established institutional and program review planning cycle and process to assess the effectiveness of its educational programs and services, their responsiveness to student, labour market, and social needs.	• Absolutely. The process is multi-layered and thorough. It includes program review, annual program review, periodic program renewal, and it connects into the Integrated College Plan. There are pathways from the recommendations to capital resources as well as other resource planning committees. Processes continue to be implemented to follow up on recommendations. • The connection is being made to connect program review with workforce needs, industry as well as student needs.
(ii) The process should contribute to the continuous improvement of the institution.	• The panel commends VCC for the development of a cycle of review that has inspired confidence among faculty that the process can lead to a better student experience. We see evidence that college leadership has moved a really significant policy structure regarding review forward. Faculty seem to be highly engaged and supportive. • The QAPA Panel asks VCC to consider the amount of time and energy that goes into the annual program review cycle against the need for greater resourcing for Program Renewal. The outside view is that this could occupy a lot of the institution's time and perhaps a two or three year cycle for program review might be a better use of time and energy. Conversely, if this is critically important, perhaps the annual cycle can be modified to reduce the workload pressure on the faculty involved ie. the annual program review process could be streamlined.

B. Is the scope of the process appropriate?	
CRITERIA:	COMMENTS / RECOMMENDATIONS:
(i) There should be evidence of a formal, institutionally approved policy and procedure for the periodic review of programs against published standards that includes the following characteristics: • A self-study undertaken by faculty members and administrators of the program based on evidence relating to program performance, including strengths and weaknesses, desired improvements, and future directions. A self-study takes into account: • the continuing appropriateness of the program's structure, admissions requirements, method of delivery and curriculum for the program's educational goals and standards; • the adequacy and effective use of resources (physical, technological, financial and human); • faculty performance including the quality of teaching and supervision and demonstrable currency in the field of specialization; • that the learning outcomes achieved by students/graduates meet the program's stated goals, the credential level standard, and where appropriate, the standards of any related regulatory, accrediting or professional association; • the continuing adequacy of the methods used for evaluating student progress and achievement to ensure that the program's stated goals have been achieved; • the graduate satisfaction level, student satisfaction level, and graduation rate; and • where appropriate, the graduate employment rates, employer satisfaction level, and advisory board	• There are institutionally approved policies and process to examine program review, renewal and self-study. We see evidence that the institution has endorsed the true notion of "self study" by faculty assessing their own program effectiveness. • The review includes references to program planning and administration, physical space and environment, curriculum and instruction, instructors and staff, student outcomes and student support services. The college's policy structure addresses each of these categories. • We see evidence of attention to instructional mix to meet program needs as well as an attention to the changing needs of industry/community in hiring processes. • The committee is very impressed by the effort to align scarce resources to meet the recommendations of program review and renewal. Both policy and process are being created and fine tuned to ensure this connection, thus encouraging faculty "buy in" into the review process. Faculty morale would suggest that this is being successful. • Graduation rates are identified as being reasonable, and conversations about changing student and industry needs make clear that success is occurring. • All student outcomes reports indicate satisfaction at a reasonable level with program quality. • Collective agreement language identifies the timing and process for faculty performance review. In each of four years, 25% of faculty are appraised. • Process for review includes the

satisfaction level. ➢ An assessment conducted by a panel that includes independent experts external to the institution. The assessment should normally include a site visit, a written report that assesses program quality and may recommend quality improvements; and an institution response to the report; ➢ A summary of the conclusions of the evaluation that is made appropriately available.	opportunity for faculty development and professional development. • The panel saw evidence of both program and course learning outcomes. The panel identifies that there may be opportunity to more formally identify how program, course, or institutional learning outcomes have been successfully met. The assessment of learning outcomes could receive attention as VCC continues this path toward improved learning experiences. • In each of the programs presented, the conversation was clearly directed toward a concern for student learning, industry and community demands and graduation rates. • The institution has provided a clear role for external assessment of program renewal, and also for the role of Program Advisory Committees in the regular operation of the college. Policies are clear and programs understand the role and responsibilities to include external perspective. It is suggested that there be greater clarity of expectation of the external assessors. We saw some evidence of confusion about the role of the external assessors. • We also see some dissonance between policy – Program Review and Renewal – that identifies that the steering committee for the program review will be selected by the Steering Committee, but in our review we heard that the External Assessors were invited by the Vice President, Academic, Students and Research. This reflects what we believe is the ongoing need for ensuring parallelism between policy and process and is not a critique of the efforts being made here to create a meaningful and instructive program review/renewal process. We believe there would be benefit in continuing to tweak and refine policies, process, supports within the review process. In a process change this

	large, it's inevitable that these kinds of refinements will be necessary.
	• We see evidence that the summary of the review are available transparently within the organization. This may already be in place, but the committee wants to identify the value of a website that allows easy and transparent access to all program review materials and reports within VCC.
(ii) The institution can demonstrate that it has a policy and process for new program approval that includes peer / external review by appropriate experts.	• Process exists for program development and approval. It is a well thought out, thorough, robust process, but we would like VCC to consider if the process can be streamlined, if notional approval could be provided before major work occurs, and that the annual review process can be streamlined. Policy is exceptionally strong and aspirational.
	• The QAPA team examined policies process related to existing programs, and all programs had external voice either through Program Advisory Committees or External Assessors. The Curriculum Development and Approval process (C.3.14) procedure indicates that external voice is brought into program development "where applicable".
	• The Curriculum Development and Approval policy and procedure provide clear guidelines on how to develop and revise programs. Special situations such as the Provincial Instructor Diploma program and its misalignment with VCC"s credential requirements need to be carefully considered to ensure continued recognition of the program.

C. Are the guidelines differentiated and adaptable to respond to the needs and contexts of different units, e.g. faculties or departments or credential level?	
CRITERIA:	COMMENTS / RECOMMENDATIONS:

(i) Are the guidelines adaptable to the range of programs and offerings within the institution?	• The institution believes that they are, and we believe the institution is committed with great energy and passion to making the program review and renewal process work. We would suggest that the need for flexibility for smaller programs or where challenges are specific, a less intense review process could be useful. • We further believe that the institution's questions regarding the gap analysis between Accreditation process and Program Renewal are accurate. We affirm the institution's view that the gap analysis is important, as it relates to program improvement, and for the renewal to focus on the student. We also believe an internal process allows for an open and honest exchange of information that benefits any program. • We encourage the gap analysis to occur as part of the annual program review and not to develop a new process. The panel continues to believe that streamlining and simplification could be in the institution's best long term interests.
(ii) Do the guidelines provide measurable, consistent means and direction to undertake diversified program review?	• The panel identifies an interest in the institution to consider the need to make explicit the potential to address the priorities identified for program renewal, through the examination of different volumes of data sets, etc. Our concern is that very small programs be given a pathway for review/renewal that is sustainable.
(iii) Are the guidelines consistent with institutional Mandate, mission, vision and associated strategic goals?	• Yes. The linkages between goals and vision align very clearly with the academic plan and with the associated planning structures. Overall the panel is impressed with VCC's visionary and strategic strength in meeting this criteria.

D. Does the process promote quality improvement?	
CRITERIA:	**COMMENTS / RECOMMENDATIONS:**
(i) The institution should be able to demonstrate that it has appropriate accountability mechanisms functioning for vocational, professional and academic programs.	• We agree that there is a need to consider the means to review Trades programs that currently fall outside of the regular review process. We understand the challenges that exist within the ITA training area. The panel considers that this may start with VCC credentialed trade or technology programs.
(ii) The institution should be able to demonstrate how faculty scholarship and professional development inform teaching (including graduate teaching) and continue to be a foundation for ensuring that programming is up to date.	• VCC is in a developmental process regarding academic scholarship. The institution has allocated some resources to encourage scholarship related to teaching and learning. The institution has announced its new Office of Research, and the Centre for Teaching, Learning and Research has been given prominence within the organization. We commend the institution for this leadership. • We encourage VCC to have the internal conversation about the potential lack of continuity with the instructional associates returning to regular faculty assignments. While we acknowledge the importance of maintaining the connection to practice (ie. teaching) we wonder what mechanisms exist to capture and maintain the knowledge gained by instructional associates,
(iii) The institution should be able to demonstrate how learning outcomes are being achieved and how student progress is assessed and measured.	• Significant conversations about learning outcomes in programs, courses, and the new Institutional Learning Outcomes were held during the QAPA process. The panel considers this is a "work in progress" and that the institution is reflecting on this question. Great attention is being applied to the creation of learning outcomes and the institution recognizes the next steps are to articulate assessment, progress clearly against the outcomes. The panel

	is confident that the process is rolling out in a reasonable and effective manner.

4.2. Review findings

A. Were the responses to the sample program review findings adequate?	
CRITERIA:	COMMENTS / RECOMMENDATIONS:
The institution has a follow up process for internal program reviews and acts in accordance with it.	• Yes, very clear and visionary. They're working on all of the structures and related processes. There may be interest in the institution acting to develop the ability to discriminate on what recommendations can be achieved and which ones clearly do not need to be implemented. The desired outcome would be for all recommendations to receive a response, either clearly indicating the recommendation will not be acted upon, or how it will be acted upon.

B. Does the process inform future decision making?	
CRITERIA:	COMMENTS / RECOMMENDATIONS:
The program review ensures that the program remains consistent with the institution's current mission, goals and long-range plan.	• We see evidence of connection between the mission, mandate, institutional plan and policy and structural processes. Fully accomplished.

C. Are the review findings appropriately disseminated?	
CRITERIA:	COMMENTS / RECOMMENDATIONS:
The institution has a well-defined system to disseminate the review findings to the appropriate entities.	• We heard that the organization has a clear system, but we ask if there can be changes to improve the website allowing

	access to the various documents, reports, and policies and guidelines related to review findings.

![Vancouver Community College logo]

March 13, 2019

Dr. Nicholas Rubidge, Chair
Degree Quality Assessment Board
Ministry of Advanced Education, Skills & Training
P.O. Box 9177 Stn Prov Govt
Victoria, BC   V8W 9H8

Dear Dr. Rubidge:

Re: VCC's Response to the Quality Assurance Process Audit Recommendations

Attached please find Vancouver Community College's Action Plan in response to the Quality
Assurance Process Audit Assessors' Report, which we received on December 10, 2018.

On behalf of Vancouver Community College (VCC), I am writing to thank AEST's Degree Quality
Assessment Board and the Quality Assurance Audit Committee for the thought and planning that
went into creating this initiative. We found the process to be engaging, rigorous and very helpful to
our internal quality process improvement plans.

VCC has worked hard in recent years to create a framework of policies and procedures that
supports and maintains high quality programs. Both academic departments and educational service
units participate in regular reviews, with cyclical renewal processes in place. The participation of
external panels has provided even more credibility to what we are doing to ensure that all aspects
of students' learning is addressed from a quality perspective. The conversations and preparation
that were part of our involvement with the Quality Assurance Process Audit contributed to a
deeper College-wide understanding of the importance of quality assurance.

The audit was an extremely positive experience. We appreciate the assessors' feedback, and have
addressed each of the recommendations in the attached Action Plan.

Kathryn McNaughton, PhD
Vice-President, Academic, Students & Research

Attachment (1)

c: Dorothy Rogers, Director, Quality Assurance, Government and Quality Assurance Branch,
        AEST
        Jo-Ellen Zakoor, Dean, School of Health Sciences, VCC
        Pervin Fahim, Operations Manager, School of Health Sciences, VCC
        Todd Rowlatt, Chair – Program Review and Renewal Committee, VCC

VCC RESPONSE TO QUALITY ASSURANCE PROCESS AUDIT
ASSESSORS' REPORT, RECEIVED DECEMBER 10TH, 2018

ACTION PLAN
MARCH 13TH, 2019

This Action Plan has been approved by the Vice President, Academic, Students & Research, the Program Review & Renewal Committee, and Education Council.

1.	PROGRAM REVIEW FREQUENCY AND SUPPORT	
	"We are concerned that there are not adequate resources of time and money to conduct annual reviews and also complete enough program renewals to cover all programs in a reasonable period of time. We therefore wonder if the annual reviews for each program could be reduced to once every two or three years or could the process be streamlined to make it less of a draw on resources. The frequency of annual reviews could otherwise be a drain on forward momentum." "The panel continues to believe that streamlining and simplification could be in the institution's best long term interests.*	
	Response/ Action	• Adequate resourcing for annual reviews and program renewals has been a growing concern, however, the new policy and procedures have just been initiated. The new processes will be observed carefully over the next three years, when the policy is due for a review. • The Program Review and Renewal Committee (PRRC) is already discussing methods to simplify and streamline the annual program review process, particularly around improving templates and reports, with the plan of focusing on five-six key questions. The Committee will be exploring the option of using an interactive dashboard to present Annual Program Review data. • Providing additional training and mentorship at the monthly Leaders Forum meetings, as well as with the Instructional Associates, will be done throughout the year to support program review and program renewal processes.
2.	PROGRAM RENEWAL SUPPORT AND PROCESS	
	"The frequency of 2-5 program renewal reviews per year suggest that it will require 40-50 years to complete renewals across the system, so could resources be diverted from the annual program review process to increase the frequency of program renewal?"	

VCC RESPONSE TO QUALITY ASSURANCE PROCESS AUDIT
ASSESSORS' REPORT, RECEIVED DECEMBER 10TH, 2018

	"Our concern is that very small programs be given a pathway for review/renewal that is sustainable."	
	Response/ Action	• Although VCC has 120 programs, many are interrelated and would be reviewed in conjunction with one another, such as the Hospitality Degree and Diploma programs. This would lead to around 55 renewals needed. In a typical year, two accreditations and four renewals are scheduled, leading to a renewal cycle of nine years. The goal is to simplify the process and secure resources to increase the number of renewals to six per year, enabling us to complete the process in seven years. • Recently, the Program Review and Renewal Committee revised the Curriculum Development funds criteria, and reserved $5,000 for each program scheduled and approved for Program Renewal in each fiscal year. • The Instructional Associates are working on improved and simplified templates. In particular, this will help ensure it is a doable process for small programs.
3.	**ACTION PLAN PRIORITIZATION** *"Some process for establishing whether the recommendations that come out of program reviews/renewals are achievable and that what is not possible is clearly acknowledged and those that are possible are then prioritized."*	
	Response/ Action	• Recommendations and action plan reports coming out of renewals are reviewed and approved by the Dean, followed by the Vice President Academic, Students and Research and will now be forwarded to Program Review and Renewal Committee and Education Council. Realistic goal-setting is a theme throughout the review. We feel that this is a strong process, and are actively working on improving the communication around the submission to Program Review and Renewal Committee and Education Council. • Departments currently provide updates on the previous year's action plan on a yearly basis, and identify reasons if some initiatives could not proceed or were deferred in the five-year plan. These updates are reviewed by PRRC on an annual basis.

4.	**EXTERNAL PROGRAM RENEWAL PANELS**	
	"VCC should develop a clearer set of expectations for external program review panels."	
	"We also see some dissonance between policy – Program Review and Renewal – that identifies that the external committee for the program review will be selected by the Steering Committee, but in our review we heard the External Assessors were invited by the Vice President."	
	Response/ Action	• The Instructional Associates are developing templates and guidelines for external panels. Our goal is to establish a consistent approach to ensure we identify what we would like to learn and focus on. • C.3.2 Program Review and Renewal will be updated to reflect the Vice President Academic, Students and Research appointing external assessors, based on recommendations from the Steering Committee.
5.	**EVALUATION OF PROGRAMS**	
	"*We think that evaluation could be built into program development more strongly. We noted that a lot of work goes into the early stages before the first approval of the concept document and wonder if some form of 'notional' approval could come earlier. We did hear from the institution that there is a good deal of informal discussion before the concept stage."*	
	Response/ Action	• Policy C.3.14 Curriculum Development and Approval was revised to include the development of evaluation plans at the beginning of program development. These revisions were approved November 2018. • There are several notional approval steps present in the Concept Paper stage: the Vice Presidents sign off on the concept paper, and then it is brought to Education Council and the Board for information. Concerns could be expressed at any point during this process; however, we are hesitant to add too many barriers to new ideas. • A year-long pilot project by Institutional Research began in January 2019 with course and program student and faculty feedback. A cross-section of programs from across the College are currently involved. An institutional rollout plan will be developed based on the pilot's findings.

6.	**PROVINCIAL INSTRUCTOR DIPLOMA**	
	"The Provincial Instructor Diploma has been confirmed as a diploma even though it does not fit the current definition of a diploma and this decision could lead to confusion in the future. At the very least VCC needs to be very clear with students about the unique nature of this program."	
	Response/ Action	• The structure of the Provincial Instructor Diploma has been discussed throughout its renewal and movement through the governance process. We feel confident that the structure of this program will maintain the quality for students. The department will ensure students understand the nature of the program prior to registration.
7.	**COMMUNICATION**	
	"Communication of the processes and results of program reviews would be beneficial by, for example, enhancing the website devoted to this information, or establishing other mechanisms to build capacity and share learning across the College." *"We ask if there can be changes to improve the website allowing access to various documents, reports, and policies and guidelines related to review findings."*	
	Response/ Action	• An internal webpage on MyVCC will be created to house information and reports around annual program reviews and program renewals, with the goal of creating a dashboard-type page where departments or any College member can access information on an ongoing basis. This dashboard will also be a central part of improving the annual program review process. • We will continue to improve how information flows to the Program Review and Renewal Committee and to Education Council, as well as the wider College community. We are establishing formal processes for reports to be sent to the PRRC, and for panel discussions at our Leaders Forum meetings to encourage mentorship of department heads entering a renewal for the first time by more experienced leaders.

VCC RESPONSE TO QUALITY ASSURANCE PROCESS AUDIT
ASSESSORS' REPORT, RECEIVED DECEMBER 10TH, 2018

8.	**INSTITUTIONAL LEARNING OUTCOMES**
	"*Having established a set of Institutional Learning Outcomes they understand that they now have to be integrated with the course and program learning outcomes and then assessment methods need to be established. This too is a work in progress and the institution understands that. VCC is in the process of developing a program of internal communication and engagement on Institutional Learning Outcomes which is an important first step along the path of implementation.*"
	Response/ Action
	• The Institutional Learning Outcomes (ILO) Communication Plan is in its early stages, with facilitated panel sessions currently being run at monthly Leaders Forum meetings and a newsletter to provide training opportunities for faculty to improve skills towards supporting each of the ILOs. Facilitated department sessions will also be available. • Options will be explored around a pre- and post- faculty engagement survey to measure impact of program renewal on student learning outcomes. • The VP-Academic's Office and CTLR are developing a Teaching & Learning Framework, with a goal to finalize it within the next two years. This should support the integration of the ILOs across the College.

9.	**GAP ANALYSIS OF ACCREDITATION & TRADES PROGRAMS WITH VCC'S PROGRAM RENEWAL**
	"*The institution is undertaking a gap analysis between accreditation reviews and their own program review/renewal process. We commend this analysis because accreditation and program reviews are different processes with somewhat different outcomes.*" "*We recommend that the institution give some thought to program review in the trades programs. They are aware of this need and indicated that it was on the agenda for future work.*"
	Response/ Action
	• An upcoming Program Review and Renewal meeting will explore the process for a Gap Analysis between program renewals and accreditation. This discussion will include strategies for improved communication of accreditation results to Program Review and Renewal Committee in order to prepare the Committee for the gap analysis. • Currently, all programs including Trades undertake the Annual Program Review exercise. The Automotive Service Technician (AST) and Automotive Collision and Refinishing (ACR) programs are

		pursuing accreditation status. Further discussion is required with the Dean and Program Review and Renewal Committee.
10.	**TRAINING AND PROFESSIONAL DEVELOPMENT** *"VCC is working on a program of professional development for program leaders and the review team saw this as an important new initiative to train leaders, among other things, in program quality assurance."*	
	Response/ Action	- Ongoing training and development sessions are provided at monthly Leaders' Forum meetings and Learning Conversations, in addition to department meetings and other faculty professional development initiatives. - In addition, we will be looking to increase opportunities for faculty participation in institution-wide initiatives such as Strategic Enrolment Management and Student Success and Retention. - We will build on institution capacity and knowledge of the Program Renewal process by holding a panel discussion with past Department Leaders' to share their experience and best practices from the process. If it is successful and useful, this can be an annual panel prior to the start of the year's renewals.
11.	**ACADEMIC SCHOLARSHIP**	
	Response/ Action	- Several research activities are currently underway at the College including the President's Research Fund, a Research Ethics Board, and a Scholarship Committee in Bachelor of Science in Nursing program. - A Research Advisory Committee that will guide policy development and support best practices has been recently formed, and we are in the planning stages of a new Office for Research.