



**Vancouver Community College
EDUCATION COUNCIL**

**MEETING AGENDA
April 9, 2019, 3:30-5:30pm, Room 240 DTN**

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	April 9, 2019 Agenda	Approval	1–2
4.	Approve Past Minutes	1 min	Elle Ting	March 12, 2019 Minutes	Approval	3–7
5.	Enquiries & Correspondence	1 min	Elle Ting		Information	
6.	Business Arising					
	a) Annual Update/Report Deans and Directors	30 min	Gordon McIvor, David Wells, Jane Shin		Information	
	b) Affiliation Agreements ILAC/ILSC	15 min	Taryn Thomson, Jennifer Gossen, Ken McMorris	ILAC and ILSC Affiliation Agreement Information	Discussion	8
7.	Committee Reports					
	a) Curriculum Standing Committee		Todd Rowlatt			
	i) New Course: WRSK 0802 Writing Skills 11 Health Sciences	5 min	Margaret Buxton	Decision Note, Course Outline	Approval	9–13
	ii) Program Update: First-Year University Transfer Computing Science and Software Systems Certificate	5 min	Jacqueline Shehadeh	Decision Note, PCG	Approval	14–26
	iii) New Program: Gladue Report Writing Certificate	5 min	Claire Sauvé	Decision Note, PCG, Course Outlines	Approval	27–58
	b) Policy Standing Committee	10 min				
	i) Update to Terms of Reference		John Demeulemeester	Terms of Reference	Approval	59–61
	ii) D.1.4 Curriculum/Educational/ Institutional Materials Created within the College		John Demeulemeester	Information Note, Policy, Procedures	Information	62–68

VCC EDUCATION COUNCIL AGENDA – APRIL 9, 2019

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Item	Topic	Time	Speaker	Pre-reading materials	Action	Pages
	iii) C.1.4 Assignment of Credits to Courses		John Demeulemeester	Information Note, Policy, Procedures	Information	69–72
	c) Appeals Oversight Committee	5 min	Andrew Candela	Verbal Report	Information	
	d) Program Review and Renewal Committee					
	i) Curriculum Development Fund Allocations	5 min	Todd Rowlatt	CD Funded Projects, CD Fund Adjudication Trends	Information	73–76
	ii) Renewal Reports: NETT School of Instructor Education Interpreting Services Learning Centre	5 min	Todd Rowlatt	Final Reports, Action Plans	Information	77–132
8.	Research Report	5 min	Elle Ting	Verbal Report	Information	
9.	Chair Report	5 min	Elle Ting	Verbal Report	Information	
10.	Student Report	5 min	Ilyes Belhacene, Gurpreet Kaur	Verbal Report	Information	
11.	Next Meeting: May 14, 2019 3:30-5:30pm, room 5025 BWY-A	1 min	Elle Ting		Information	
12.	Adjournment	1 min	Elle Ting			



Vancouver Community College
EDUCATION COUNCIL

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

Item	Topic	Discussion
1.	Call to Order	The meeting was called to order at 3:31 p.m.
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 I. Belhacene and seconded THAT Education Council adopt the March 12, 2019 agenda as presented. All in favour. Motion carried.
4.	Approve Past Minutes	Motion: Moved by D. Wells and seconded THAT Education Council adopt the February 20, 2019 minutes as presented. All in favour. Motion carried.
5.	Enquiries & Correspondence	There were none.
6.	Business Arising	J. Choi presented the first budget draft for 2019/2020. The finalized budget will come to the Board of Governors in April. The five-year outlook forecasts revenue growth based on an increase in international enrolment, new programs, online programming, and partnership development. Improved systems and processes are being implemented, including new software for HR and a new CS online registration system. The Campus Master Plan process is ongoing, with open houses at both the Downtown and Broadway campuses in the first week of April.
	a) Budget Update	
	b) 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 D. Innes, Dean of Hospitality, Food Studies and Applied Business; T. Pierce, Director of Indigenous Education & Community Engagement; and T. Rowlatt on behalf of S. Lew, Dean of Library, Teaching & Learning Services.
c) Annual Update on Affiliation Agreements	K. McNaughton presented the annual update on affiliation agreements. She requested that any updates regarding affiliation agreements be sent to L. Zabrieszach. N. Coles will follow up on E. Ting's request for more information about practicum placement agreements for counselling students at SFU, UBC, and the Alder Institute. E. Ting will send L. Zabrieszach an update on the NSERC and SSHRC grants. Motion: Moved by T. Thomson and seconded THAT the affiliation agreements with ILAC and ILSC come to the next Education Council meeting for discussion. T. Thomson noted that MOU details state as the goal of the agreement to facilitate admission of students from ILAC and ILSC to VCC, while in practice VCC's IE refers students to these institutions for English upgrading, rather than this upgrading taking place at VCC. She requested further discussion of these agreements at the next Education Council meeting with J. Gossen, Director of	

		<p>International Education. There was a discussion about barriers to international student enrolment in VCC's EAL classes. Factors discussed included higher cost at VCC and less frequent intakes than at language schools.</p> <p>S. Broekhuizen had inquired with IE regarding English upgrading options for international Hospitality students; she quoted a response from Alison Rudko explaining that the tuition for ENGL 1101/1102 for international students is quite high, and the language admission requirements for these English courses are higher than the language requirements for admission to international Hospitality programs.</p> <p>K. McNaughton supported a conversation about these affiliations agreements, since the landscape has changed over the last years. She also recommended a discussion with EAL about their capacity and different models for EAL offerings. All in favour. Motion carried.</p>
7)	<p>Committee Reports</p> <p>a) Curriculum Standing Committee</p> <p>i) New Course: ACED 0700: Career Planning 12</p>	<p>Motion: Moved by T. Rowlatt and seconded THAT Education Council approve, in the form presented at this meeting, the new course ACED 0700 Career Planning 12.</p> <p>T. Rowlatt explained that this course provides a Career Planning 12 credit towards the Adult Graduation Diploma in blended or online format. The course will be brought for provincial articulation after Education Council approval. Evaluation activities were clarified as requested by Curriculum Committee. D. Wells responded to A. Candela that the department name listed in the course outline cannot be updated due to the connection to budget codes. All in favour. Motion carried.</p>
	<p>ii) Course Update: ENSK 0826: Writing Skills 11</p>	<p>Motion: Moved by T. Rowlatt and seconded THAT Education Council approve, in the form presented at this meeting, the course outline for ENSK 0826 Writing Skills 11.</p> <p>T. Rowlatt reported that the course outline for this non-credit writing skills improvement course had been requested by D. Seremba, since the original went missing. Minor edits at Curriculum Committee included standardizing language around course learning outcomes. T. Rowlatt clarified that there are three different delivery options outlined under learning strategies. All in favour. Motion carried.</p>
	<p>iii) Course Update: MATH 1020: Precalculus</p>	<p>Motion: Moved by T. Rowlatt and seconded THAT Education Council approve, in the form presented at this meeting, the revisions to MATH 1020 Precalculus.</p> <p>C. Karavas presented the proposal for an online delivery option for this course. The rationale is to increase enrolment through greater flexibility compared to the face-to-face offering. T. Rowlatt added that the major change was the inclusion of a participation grade for the online offering to encourage student engagement. All in favour. Motion carried.</p>

	<p>iv) New Program: Transportation Trades Sampler</p>	<p>Motion: Moved by T. Rowlatt and seconded 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.</p> <p>B. Griffiths presented the proposal for this ITA-funded program for high school students. The program was previously offered under a Continuing Studies CRN. The forklift certification is no longer a requirement, since high school students may not have a driver’s license. T. Rowlatt added that students only need to complete eight of the ten courses to obtain the certificate. Regarding N. Coles’ concerns around access to counselling, B. Griffiths explained that most students are from VSB, which runs year-round. This allows VCC counsellors to connect with high school counsellors during the summer months. Solutions need to be found for high schools that close over the summer. B. Griffiths responded to E. Ting’s question that students aged 16 and over are treated as adults, in line with school board requirements. T. Rowlatt received Education Council’s approval to finalize course numbers with L. Apouchtine. All in favour. Motion carried.</p>
	<p>v) Provisional Approval of Curriculum</p>	<p>Notice of Motion: T. Rowlatt will bring a motion to the April Education Council meeting for approval of a two-year pilot of the Provisional Approval of New Programs Ad Hoc Committee and its Terms of Reference.</p> <p>The idea of a provisional approval process was previously discussed at Education Council and Curriculum Committee. The goal of this optional process is to offer additional review and support from experienced committee members during the first offering of new or significantly revised programs, especially in areas not previously taught at VCC. The new process would allow for minor adjustments during the first offering, as long as students are not disadvantaged and the program’s integrity is not compromised.</p> <p>H. Parisotto inquired about the definition of “significantly revised” programs. T. Rowlatt referred to policy C.3.14 Curriculum Development and Approval Process. Significant revisions include, for example, a change of credential, extensive changes to program learning outcomes, or major changes to credits.</p> <p>A. Candela inquired about provisional approval of courses, in addition to programs. T. Rowlatt responded that the proposal refers only to programs due to their larger scope and usually longer duration. T. Rowlatt emphasized that provisional approval does not present a shortcut to the standard approval process.</p>

		<p>M. Heaps gave feedback based on discussions among Instructional Associates in the CTLR. She noted that mechanisms are already in place for new programs, such as student feedback collection after each course by IR and IA-supported faculty group discussion at the end of each term. There was a discussion about communication of student and faculty feedback collected by IR to committee. M. Heaps also emphasized the need for clear criteria denoting which programs can undergo the provisional approval process. T. Rowlatt acknowledged that the process is only appropriate for some programs, not for those with standardized credentials. K. McNaughton added that the Canadian Business Management Post-Degree Diploma could have benefited from this approach, since it was the first time this content was taught.</p>
	<p>b) Policy Standing Committee i) D.1.4 Curriculum/Instructional Materials Created within the College</p>	<p>Motion: Moved by T. Rowlatt and seconded THAT Education Council recommends the Board of Governors approve D.1.4 Curriculum/Instructional Materials Created within the College.</p> <p>T. Rowlatt presented the revised policy and procedures document, since J. Demeulemeester and V. Adams were unable to attend. The rationale for the revisions was to clarify ownership of materials created during work hours. The policy outlines that the College retains copyright with extensive exceptions as noted in the VCCFA collective agreement. Relevant sections of the VCCFA collective agreement are included in the policy's appendix.</p> <p>E. Ting inquired about collaborative research with industry partners and the question of patents. D. Wells noted that patent and copyright law supersedes the policy. T. Rowlatt explained that the policy calls for a written agreement in scenarios involving third parties. All in favour. Motion carried.</p>
	<p>c) Appeals Oversight Committee i) Terms of Reference Update</p>	<p>Motion: Moved by A. Candela and seconded THAT Education Council approve, with edits agreed at this meeting, the updated Appeals Oversight Committee Terms of Reference.</p> <p>A. Candela proposed the following revision to the end of the purpose section: "in full compliance with educational policies, the legislative requirements of the College & Institute Act <i>and in accordance with procedural fairness and natural justice precepts.</i>"</p> <p>K. Crossett asked why support staff are not included in the membership. T. Rowlatt responded that most appeals are directly related to instructors or deans. All in favour. Motion carried.</p>
	<p>d) Program Review and Renewal Committee i) QAPA Response</p>	<p>Motion: Moved by T. Rowlatt and seconded 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.</p>

		T. Rowlatt reported on the QAPA process, which culminated in an external panel visit in November and a very positive assessors' report received in December. VCC had three months to formulate a response and action plan based on the nonbinding recommendations. The response draft, including an introductory letter by K. McNaughton and the action plan, went to committee for feedback and approval. The response focuses on improving processes, gap analysis, and further steps to roll out ILOs. T. Rowlatt acknowledged the work done by J.-E. Zakoor and P. Fahim, who were invited by Langara to share their expertise. The next QAPA will take place in eight years. All in favour. Motion carried.
8)	Research Report	E. Ting reported that the REB completed the course designation for Dental Hygiene. There are discussions to change the name from "course designation" to "course-based approval." The deadline for the President's Research Fund was extended until Friday. The new Research Advisory Committee is meeting for the first time tomorrow. Its mandate is to provide information and guidance for research conducted at VCC.
9)	Chair Report	No report.
10)	Student Report	I. Belhacene reported that SUVCC is planning an end-of-semester event. S. Sullivan added that the campaign to eliminate interest on student loans was successful on the provincial level and will continue on the federal level. Other SUVCC activities include work on the Grants not Loans campaign and collaboration with the Library and Learning Centre around open educational resources. S. Sullivan commented positively on SUVCC's health and dental plan and reported high student engagement in the Campus Master Plan process.
11)	Next Meeting:	Special Meeting: April 2, 2019 2:30 to 3:00 p.m., room 5025 BWY-A Regular Meeting: April 9, 2019 3:30-5:30 p.m., room 240 DTN
12)	Adjournment	The meeting was adjourned at 5:19 p.m.

ATTENDEES:	Elle Ting Kathryn McNaughton Heidi Parisotto	Todd Rowlatt Denise Beerwald Nona Coles	Jo-Ellen Zakoor David Wells Karen Crossett	Shawna Broekhuizen Andrew Candela Ilyes Belhacene
REGRETS:	Dave McMullen Paul Yeung Cindy Reeves	John Demeulemeester Robert Kunka Margaret Buxton	Natasha Mandryk Shirley Lew	Gurpreet Kaur Virginia Adams
GUESTS:	Jamie Choi Costa Karavas Denis Seremba	Dennis Innes Brett Griffiths Nicole Degagne	Tami Pierce Sydney Sullivan	Taryn Thomson Marilyn Heaps

RECORDING SECRETARY: Darija Rabadzija

**International Education Agreements
Updated June 2018**

School	Program	Partner Institute	Type of Agreement	Agreement Start Date	Details of Agreement
International Education	Facilitate admission of qualified 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 qualified 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: April 9, 2019

ISSUE: WRSK 0802 Writing Skills 11 for Health Sciences

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, with a focus on health sciences content and terminology. The course has been taught for many years by the College & Career Access (CCA) 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 required no changes.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the course outline for WRSK 0802 Writing Skills 11 for Health Sciences.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: March 20, 2019

Course Change Request

New Course Proposal

Date Submitted: 10/31/18 4:24 pm

Viewing: **WRSK 0802 : Writing Skills 11 Health Sci**

Last edit: 03/08/19 1:07 pm

Changes proposed by: mbuxton

Course Name:

Writing Skills 11 for Health Sciences

Effective Date: September 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. 02/16/19 5:56 pm
KJ Hills (kjhills):
Approved for 2004
Leader
2. 02/19/19 9:15 am
David Wells
(dwells): Approved
for SAS Dean
3. 03/20/19 1:16 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 Health Sci

Subject Code: WRSK - Writing Skills

Course Number: 0802

Year of Study: ABE Advanced Level (Grade 11)

Credits: 0

Course Description:

This course continues writing skills development. Students will focus on the writing process. This includes outlining, writing a first and second draft and editing. Students will focus on summary and report writing. Students will also critically analyze issues-based articles for validity and write an argument for or against the article. Additionally, students will focus on grammar.

Course Pre-Requisites (if applicable):

ENSK 0726, English 0752, or VCC Reading and Writing Assessment scores: reading 50, grammar 40, and 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	Students will meet the learning outcomes for ABE Intermediate level English as stated in the 2018/19 ABE Articulation Handbook: https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/adult-education/abe_guide.pdf
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Instructional**Strategies:**

Self-paced: One-one individualized instruction.

Classroom: Lecture and small group workshops.

Online/blended

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
75%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
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Type	Percentage	Brief description of assessment activity
Quizzes/Tests	20%	Grammar quiz
Quizzes/Tests	30%	3 quizzes worth 10% each: Summary, Argument Paragraph, Other Writing
Assignments	16.5%	Writing Process Assignment
Assignments	16.5%	Oral Presentation
Assignments	17%	Issues Report

Hours by Learning Environment Type

Lecture, Seminar, Online

96

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

96

Course Topics

Course Topics:

Grammar
Writing Process
Summary Writing
Is the Argument Valid
Issues Report

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 course has existed for several years. It did not have a course code. The course prepares students for WRSK1076 and WRSK1084.

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

No

Consultations

Consulted Areas	Consultation Comments
Faculty/Department	are aware and currently teach
Registrar's Office	requested formal documentation

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments



DECISION NOTE

PREPARED FOR: Education Council

DATE: April 9, 2019

ISSUE: Change to Assured Pathways to SFU in First-Year UT Computing Science and Software Systems Certificate

BACKGROUND:

This program is designed to support students moving into the second year for programs at both SFU and UBC. With SFU, VCC has an assured pathway option for students if they meet certain criteria (such as GPA). The agreement between VCC and SFU has recently been updated. The new agreement raised the overall GPA required to 3.2 from 2.75, and clarified that students can transfer using the assured pathway into the Software Systems program at SFU, but not their Computing Science program.

DISCUSSION:

Jacqueline Shehadeh, Department Head of UT Sciences, presented this proposal. Curriculum Committee requested several minor changes, including changing the Effective Date to May from April 2019. We also added language telling international students in this program that their acceptance into SFU is also dependent on the availability of international student seats at SFU.

Curriculum Committee also discussed a longer-term plan to move all of the information about pathways to other institutions out of the PCG and onto the website. The assured pathways are provided by SFU (in this case), not by VCC, and there is risk in promising a path to students that is not fully in our control. SFU has been a responsible partner and has agreed to grandfather any student who has begun our program under the previous terms of the agreement. David Wells, Dean of Arts and Sciences, is working with Marketing to develop a place to share this important information with students.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the program content guide for the First-Year University Transfer Computing Science and Software Systems Certificate.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: March 20, 2019

Program Change Request

Date Submitted: 02/28/19 3:20 pm

Viewing: **First-year University Transfer
Computing Science and Software Systems
Certificate**

Last approved: 01/16/18 10:41 am

Last edit: 03/20/19 1:20 pm

Changes proposed by: ygracheva

In Workflow

1. **2023 Leader**
2. **SAS Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records

Approval Path

1. 02/15/19 2:35 pm
Jacqueline
Shehadeh
(jshehadeh):
Rollback to Initiator
2. 02/27/19 1:51 pm
Jacqueline
Shehadeh
(jshehadeh):
Rollback to Initiator
3. 02/28/19 4:25 pm
Jacqueline
Shehadeh
(jshehadeh):
Approved for 2023
Leader
4. 03/01/19 8:53 am
David Wells
(dwells): Approved
for SAS Dean
5. 03/20/19 1:24 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Program Name:

First-year University Transfer Computing Science and Software Systems Certificate

Credential Level: Certificate

Effective Date: **May 2019** ~~September 2016~~

School/Centre: Arts & Sciences

Department UT Computing Science&Software(2023)

Contact(s)

History

1. Dec 18, 2017 by clmig-jwehrheim
2. Jan 16, 2018 by Nicole Degagne (ndegagne)

Name	E-mail	Phone/Ext.
Jacqueline Shehadeh	jshehadeh@vcc.ca	7293

Program Content Guide

Goal

The First-year University Transfer Computing Science and Software Systems Certificate is offered to provide students with the opportunity to explore options and demonstrate success at the first year level of university studies. Students will gain transfer credits to the second year of the SFU ~~Computing Science and Software System~~ **program. programs**. Students who have completed all program requirements must contact the Registrar's Office to apply for graduation. For 2nd year transfer agreements with other public, post-secondary colleges, institutes and universities, please see our website: www.vcc.ca. Students will increase readiness for degree-level study

gain advanced standing into specified university programs through signed articulation (transfer) agreements gain transfer credits to the SFU ~~Computing Science and Software Systems degree~~ **program programs** or others as follows:

Option A: (~~SFU Computing Science and Software Systems Transfer~~) Assured SFU Computing Science and Software Systems Degree 2nd Year Admission Pathway Assured admission under this pathway requires completion of the ~~VCC Computer Science and Software Systems Certificate~~. **SFU Software Systems Transfer**

Assured SFU Software Systems Degree 2nd Year Admission Pathway

Assured admission under this pathway requires completion of this Certificate. The number of students receiving assured admission from VCC to SFU is capped at 10 per year. Students must have an overall average GPA of **3.2** ~~of 2.75~~ on the courses required for the **pathway** ~~pathway~~ which are listed below (calculated based on the best attempt for each course) and an overall average of **3.2** ~~of 2.75~~ (again, calculated based on the best attempt for each course) on all work combined in order **to** ~~to~~ be considered for the 'assured admission' pathway. Students who have been previously required **to** ~~to~~ withdraw **from** ~~from~~ another institution would be considered ineligible for the **assured admission pathway** ~~'assured admission' pathway~~ as would **students** ~~students~~ who were formerly in a Computing, Engineering or Mechatronics program **at SFU. Students must achieve an overall 3.0 CGPA from all post-secondary transfers from the last three years.**

~~at SFU.~~

International student eligibility for the assured admission pathway is dependent on the availability of international student seats at SFU within the destination program.

The following courses must be completed as part of this pathway:

Course List

Code	Title	Credits
<u>CMPT 1010</u>	Intro to Comp Programming 1	3
<u>CMPT 1020</u>	Intro to Comp Programming 2	3
<u>MATH 1100</u>	Calculus 1	3
<u>MATH 1120</u>	Discrete Mathematics	3
<u>MATH 1200</u>	Calculus 2	3
<u>MATH 1221</u>	Applied Linear Algebra	3
<u>SCIE 1100</u>	Engineering Tech & Society	3
<u>SCIE 1110</u>	Professional Communication	3
Select two of the following electives:		6
<u>SOCI 1100</u>	Sociology 1: Introductory Sociology	
<u>SOCI 1200</u>	Sociology 2: Canadian Society	
<u>ECON 1100</u>	Microeconomics	
<u>ECON 1200</u>	Macroeconomics	
<u>PSYC 1100</u>	Psychology 1	
<u>PSYC 1200</u>	Psychology 2	
Total Credits		30

Of these courses, the following core courses must be taken at VCC:

Course List

Code	Title	Credits
<u>SCIE 1110</u>	Professional Communication	3
<u>SCIE 1100</u>	Engineering Tech & Society	3
<u>CMPT 1010</u>	Intro to Comp Programming 1	3
<u>CMPT 1020</u>	Intro to Comp Programming 2	3

Other (non-core) courses in the certificate that are taken at post-secondary institutions other than VCC may be used towards completion of the VCC/SFU Computing pathway, providing that they transfer independently to SFU and receive the same credit at SFU as does the VCC pathway course. All credits must be obtained within sixteen

months. In addition, for at least two of the terms at VCC, students would need to meet a minimum course load of 12 credits.

Competitive ~~Computing Science and~~ Software Systems Degree 2nd Year Admission Pathway

For competitive admission into 2nd year of the SFU ~~Computing Science and~~ Software System Degree, students must complete a minimum 24 units of transferable course work, including: one mathematics course chosen from [MATH 1120](#) Discrete Mathematics, [MATH 1100](#) Calculus 1, [MATH 1200](#) Calculus 2 and [MATH 1221](#) Applied Linear Algebra; [CMPT 1020](#) Intro to Comp Programming 2 (for which [CMPT 1010](#) Intro to Comp Programming 1 is a prerequisite); and one additional mathematics course chosen from the above list. Full details can be found on SFU's College/University site www.sfu.ca/students/admission-requirements/canadian-transfer/college-university.html.html under the program specific requirements for **Software Systems** ~~Computing Science~~ students. *Applicants ~~from both pathways~~ must meet the general SFU English language and quantitative admission requirements.*

Option B: **UBC** (~~UBC~~ BSc in Computer Science **Transfer** Transfer)

No assured admission agreement is in place with UBC. To attempt admission into the 2nd year of the BSc in Computer Science at UBC it is recommended that students complete the following courses:

Course List

Code	Title	Credits
CMPT 1010	Intro to Comp Programming 1	3
CMPT 1020	Intro to Comp Programming 2	3
MATH 1100	Calculus 1	3
MATH 1120	Discrete Mathematics	3
MATH 1200	Calculus 2	3
MATH 1221	Applied Linear Algebra	3

In addition, it is recommended that students take:

Course List

Code	Title	Credits
One science elective chosen from:		4
PHYS 1100	Physics 1	
BIOL 1100	Biology 1	
CHEM 1121	Chemistry 1	
One additional elective chosen from:		3-4
PHYS 1100	Physics 1	
PHYS 1200	Physics 2	
BIOL 1100	Biology 1	Credits

BIOL 1200	Biology 2
CHEM 1121	Chemistry 1
CHEM 1223	Chemistry 2
ENGL 1100	English 1
SOCI 1100	Sociology 1: Introductory Sociology
SOCI 1200	Sociology 2: Canadian Society
ECON 1100	Microeconomics
ECON 1200	Macroeconomics
PSYC 1100	Psychology 1
PSYC 1200	Psychology 2

Option C: **UBC** (~~UBC~~ BA in Computer Science **Transfer** ~~Transfer~~)

No assured admission agreement is in place with UBC. To attempt admission into the 2nd year of the BA in Computer Science at UBC it is recommended that students complete the following courses:

Course List

Code	Title	Credits
CMPT 1010	Intro to Comp Programming 1	3
CMPT 1020	Intro to Comp Programming 2	3
MATH 1100	Calculus 1	3
MATH 1120	Discrete Mathematics	3
MATH 1200	Calculus 2	3
MATH 1221	Applied Linear Algebra	3

In addition, it is recommended that students take:

Course List

Code	Title	Credits
Three elective courses chosen from:		9
ENGL 1100	English 1	
SOCI 1100	Sociology 1: Introductory Sociology	
SOCI 1200	Sociology 2: Canadian Society	
ECON 1100	Microeconomics	
ECON 1200	Macroeconomics	
PSYC 1100	Psychology 1	
PSYC 1200	Psychology 2	

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

Admission Requirements

All students must meet the general college entrance requirements.

Grade 12 graduation or equivalent.

English 12 with a 'C+' or greater, or equivalent English Language Proficiency

(<http://www.vcc.ca/applying/registration-services/english-language-proficiency-requirements/>)

Precalculus 12 with a B or:

VCC Math 0983/0993 with a B, or

VCC Math 1020 with a C, or,

VCC Math Precalculus Assessment Test (MPT) with a 72%.

One of the following:

Physics 12 with a C+, or VCC Physics 0983/0993, or equivalent, or

Chemistry 12 with a C+, or VCC Chemistry 0983/0993, or equivalent, or

Biology 12 with a C+, or VCC Biology 0983/0993, or equivalent.

Prior Learning Assessment & Recognition (PLAR)

None

Program Duration & Maximum Time for Completion

The time limit on completion is sixteen months for assured admission to SFU. The time limit on completion is three years for competitive admission to SFU.

The maximum allowable time for students to complete the program is three years.

Program Learning Outcomes

Graduates of the **First-year** University Transfer Computing Science and Software Systems Certificate will be able to:

Incorporate critical thinking into theoretical reasoning and decision making.

Work collaboratively in computing laboratory activities.

Utilize information literacy abilities to determine the nature and extent of information required.

Develop appropriate presentation styles to produce clear and accurate written, verbal, and visual communication for clients and other professionals.

Utilize accepted research **processes** ~~process~~ and abilities in all professional enquiries, communications, and scholarship.

Apply scientific and quantitative methodology as well as analytical skills.

Apply problem-solving in math and computer programming.

Instructional Strategies, Design, and Delivery Mode

The courses are delivered using a variety of instructional strategies, resources, and activities, including lectures, demonstrations, guest speakers, case studies, and applied computing experiences.

Evaluation of Student Learning

Evaluation of the courses is determined by the instructor and may include a combination of practical assignments, projects, theory exams and/or practical exams.

The required GPA for transfer may vary based on transfer agreements with other post-secondary institutions.

Please see our website: www.vcc.ca.

Successful completion of a minimum of 30 credits of university transfer articulated first year courses as per the British Columbia Council on Admission and Transfer Guide (BCCAT) is required for completion of the certificate.

Recommended Characteristics of Students

Motivated and disciplined.

Possess analytical and critical thinking skills.

Some word processing experience.

Courses

Course Credits (Option A)

Successful completion of a minimum of 30 credits of university transfer articulated first year courses as per the British Columbia Council on Admission and Transfer Guide (BCCAT) is required for completion of the certificate.

Credit distribution in the following courses is required:

Plan of Study Grid

Term One		Credits
<u>MATH 1100</u>	Calculus 1	3
<u>MATH 1120</u>	Discrete Mathematics	3
<u>SCIE 1110</u>	Professional Communication	3
<u>CMPT 1010</u>	Intro to Comp Programming 1	3
<u>SCIE 1100</u>	Engineering Tech & Society	3
	Credits	15
Term Two		
<u>MATH 1200</u>	Calculus 2	3
<u>CMPT 1020</u>	Intro to Comp Programming 2	3
<u>MATH 1221</u>	Applied Linear Algebra	3
Select two of the following electives:		6

<u>SOCI 1100</u>	Sociology 1: Introductory Sociology	
or <u>SOCI 1200</u>	or Sociology 2: Canadian Society	
or <u>PSYC 1100</u>	or Psychology 1	
or <u>PSYC 1200</u>	or Psychology 2	
or <u>ECON 1100</u>	or Microeconomics	
or <u>ECON 1200</u>	or Macroeconomics	
	Credits	15
	Total Credits	30

Course Credits (Option B)

Successful completion of a minimum of 25 credits of university transfer articulated first year courses as per the British Columbia Council on Admission and Transfer Guide (BCCAT) is required for completion of the certificate. Credit distribution in the following courses is required:

Plan of Study Grid

Term One		Credits
<u>MATH 1100</u>	Calculus 1	3
<u>MATH 1120</u>	Discrete Mathematics	3
Science Elective		
<u>PHYS 1100</u>	Physics 1	4
or <u>CHEM 1121</u>	or Chemistry 1	
or <u>BIOL 1100</u>	or Biology 1	
<u>CMPT 1010</u>	Intro to Comp Programming 1	3
	Credits	13
Term Two		
<u>MATH 1200</u>	Calculus 2	3
<u>CMPT 1020</u>	Intro to Comp Programming 2	3
<u>MATH 1221</u>	Applied Linear Algebra	3
Elective		3 or 4
<u>PHYS 1200</u>	Physics 2	
or <u>CHEM 1223</u>	or Chemistry 2	
or <u>BIOL 1200</u>	or Biology 2	
or <u>ENGL 1100</u>	or English 1	
or <u>SOCI 1100</u>	or Sociology 1: Introductory Sociology	
or <u>SOCI 1200</u>	or Sociology 2: Canadian Society	
or <u>PSYC 1100</u>	or Psychology 1	
or <u>PSYC 1200</u>	or Psychology 2	
or <u>ECON 1100</u>	or Microeconomics	
or <u>ECON 1200</u>	or Macroeconomics	
	Credits	12-13
	Total Credits	25-26

Course Credits (Option C)

Successful completion of a minimum of 27 credits of university transfer articulated first year courses as per the British Columbia Council on Admission and Transfer Guide (BCCAT) is required for completion of the certificate. Credit distribution in the following courses is required:

Plan of Study Grid

Term One		Credits
<u>MATH 1100</u>	Calculus 1	3
<u>MATH 1120</u>	Discrete Mathematics	3
<u>CMPT 1010</u>	Intro to Comp Programming 1	3
Elective		
<u>ENGL 1100</u>	English 1	3
or <u>SOC 1100</u>	or Sociology 1: Introductory Sociology	
or <u>SOC 1200</u>	or Sociology 2: Canadian Society	
or <u>PSYC 1100</u>	or Psychology 1	
or <u>PSYC 1200</u>	or Psychology 2	
or <u>ECON 1100</u>	or Microeconomics	
or <u>ECON 1200</u>	or Macroeconomics	
	Credits	12
Term Two		
<u>MATH 1200</u>	Calculus 2	3
<u>CMPT 1020</u>	Intro to Comp Programming 2	3
<u>MATH 1221</u>	Applied Linear Algebra	3
Select two of the following electives:		6
<u>ENGL 1100</u>	English 1	
or <u>SOC 1100</u>	or Sociology 1: Introductory Sociology	
or <u>SOC 1200</u>	or Sociology 2: Canadian Society	
or <u>PSYC 1100</u>	or Psychology 1	
or <u>PSYC 1200</u>	or Psychology 2	
or <u>ECON 1100</u>	or Microeconomics	
or <u>ECON 1200</u>	or Macroeconomics	
	Credits	15
	Total Credits	27

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+	90-100		4.33
A	85-89		4.00
A-	80-84		3.67
B+	76-79		3.33
B	72-75		3.00
B-	68-71		2.67
C+	64-67		2.33
C	60-63		2.00
C-	55-59		1.67
D	50-54	Minimum Pass	1.00
F	0-49	Failing Grade	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 Credits	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.

The PCG is updated based on the most recent changes to SFU-VCC Computing Agreement

Are there any expected costs to this proposal.

Consultations

Consultated Area	Consultation Comments
Advising & Recruitment	<p>With regards to the statement from Susan at SFU:</p> <ol style="list-style-type: none"> 1. The agreement will now be a pathway into the Software Systems program only (at Surrey campus), and will not include the Computing Science program. As we learned at the group meeting last May, there are quite different course sets involved in the two programs, and the course grid as it stands is really for Software Systems. Students who really wish to switch to Computing Science will have to go through internal transfer, which is competitive. Response from Yulia: Can you please confirm which UT courses will be accepted? 2. With regards to Susan's question to David: does this seem feasible given the student body you have seen in your certificate program? Do you think these changes are manageable, or do you see this as essentially killing the pathway? Response from Yulia: Enrolment could be affected, yet to be determined, and hopefully not. <ul style="list-style-type: none"> · Has a poll been taken to determine how many students are hoping to transfer to the SFU assured entry? How many students are being affected? · We have a concern about current students who have been preparing to enter the assured entry program. How will this information be shared with current and prospective students? What should we communicate to prospective/enrolled students as to why we are no longer offering the assured entry? It will be helpful to have options to provide students who were hoping and/or planning on the assured entry. · On the VCC website, is it possible to include the location of SFU and specifically state Surrey Campus. · We highly recommend grandfathering option for students who have been preparing for the assured entry.

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

These fields are used by Marketing to help populate some of the information about your program on the website. If you have suggestions or edits to these sections, contact webmaster@vcc.ca.

Marketing Description

What you will learn

What to expect

Reviewer

Comments

Jacqueline Shehadeh (jshehadeh) (02/15/19 2:35 pm): Rollback: Check edits as per email.

Jacqueline Shehadeh (jshehadeh) (02/27/19 1:51 pm): Rollback: Title change

Key: 45



DECISION NOTE

PREPARED FOR: Education Council

DATE: April 9, 2019

ISSUE: New Program: Gladue Report Writing Certificate and Short Certificate

BACKGROUND:

The Gladue Report Writing Program is designed in response to the Canadian Criminal Code Section 718.2(e) to prepare students to apply a Gladue approach to plan, organize, write, and present essential information to assist the Canadian criminal justice system in making well-informed decisions with the goal of addressing over-incarceration of First Nations, Métis, Inuit, and Non-Status Peoples.

There is a critical lack of trained Gladue writers across the country. Continuing Studies sees the potential for blended and online versions of this program available across the country. CS successfully ran a non-credit version of this program last year, and have received Curriculum Development Funds for the last two fiscal years to develop the curriculum.

The program is designed as a certificate with a 9-credit short certificate available as an exit point. The goal is to begin in September 2019.

DISCUSSION:

Gordon McIvor, Dean of Continuing Studies, and Claire Sauvé, Senior Program Coordinator for CS, presented this proposal. They have been actively working with Tami Pierce, Director of Indigenous Education & Community Engagement, Tanis Sawkins, Director of the Partnership Development Office, David Wells, Dean of Arts and Sciences, and Garth Manning from the Centre for Teaching, Learning & Research to develop this curriculum. They have also worked extensively with content experts from outside the College.

Curriculum Committee had several small requests: 1) Adjust the wording for the interview admissions requirement to better explain the criteria; 2) adjust and simplify the course pre-requisites and order of courses; and 3) remove attendance as an evaluation criteria. All changes have been made.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the curriculum for the Gladue Report Writing Certificate and Short Certificate program, and recommend the Board of Governors approve the credential and implementation of the program.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: March 20, 2019

Program Change Request

New Program Proposal

Date Submitted: 03/07/19 4:54 pm

Viewing: **Gladue Report Writing Certificate**

Last edit: 03/20/19 4:09 pm

Changes proposed by: csauve

In Workflow

1. **GLDU Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum
Committee Chair**
5. **Records**
6. **EDCO Chair**
7. Board of Directors

Program Name:

Gladue Report Writing Certificate

Credential Level: Certificate

Effective Date: September 2019

School/Centre: Continuing Studies

Department: Gladue Report Writing(GLDU)

Contact(s)

Approval Path

1. 03/07/19 4:58 pm
Claire Sauve
(csauve): Approved
for GLDU Leader
2. 03/07/19 4:59 pm
Claire Sauve
(csauve): Approved
for Senior PC
3. 03/07/19 5:05 pm
Gordon Mclvor
(gmcivor): Approved
for CCS Dean
4. 03/20/19 1:35 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair
5. 03/20/19 1:37 pm
Todd Rowlatt
(trowlatt): Approved
for Records

Name	E-mail	Phone/Ext.
Claire Sauve	csauve@vcc.ca	8696

Program Content Guide

Goal

The purpose of the Gladue Report Writing Certificate Program is to prepare students to apply a Gladue approach to plan, organize, write, and present Gladue Reports to assist the Canadian Judicial System in making well-informed decisions with the goal of addressing over-incarceration of First Nations, Métis, Inuit, and Non-Status Peoples.

Admission Requirements

English 12 with a C+ or equivalent

Letter of intent

Successful interview with the Program Coordinator based on criteria reflecting the recommended student characteristics

Note: To participate in capstone/practicum you may need security clearance

Prior Learning Assessment & Recognition (PLAR)

PLAR is available for some courses and will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, demonstration, interview, or external evaluation.

Program Duration & Maximum Time for Completion

The program is part-time and can be completed in one year. Maximum time for completion is 3 years.

Short Certificate Exit: After successfully completing the first five courses of the program (GLDU 1201-1209), students will have the option of exiting the program with a Gladue Report Writing Short Certificate (9.0 Credits).

Program Learning Outcomes

Upon successful completion of this program, students will be able to:

Apply the Gladue approach to write a holistic, individualized, and objective Gladue report that assists the Canadian Judicial System in making well-informed decisions

Apply a narrative and trauma-informed approach to gather, analyze, and communicate information for a Gladue Report

Identify and describe the legal history and legislation informing Gladue rights

Act professionally and ethically as a Gladue Writer

Explain the impact of colonialism on Indigenous peoples and their relationship with the Canadian Judicial System

Instructional Strategies, Design, and Delivery Mode

Courses are delivered through a combination of face-to-face and online instructional activities including, but not limited to, lectures, seminars, group discussion and activities, demonstrations, guest lectures, videos, clinical simulations, and field trips.

Evaluation of Student Learning

Student learning is evaluated in a variety of ways including, but not limited to, presentations, individual and group projects, exams, research, assignments, lab work and portfolios. Students will also engage in peer- and self-assessment and reflective practice.

Students must achieve a minimum grade of C to successfully complete each course and successfully complete each course to achieve the credential.

The Gladue Report Writing program is an applied program where students learn and practice hands-on skills. Attendance at all face-to-face classes is important in order to complete the program successfully.

Students that successfully complete all 18 credits will receive a Certificate in Gladue Report Writing. Students that complete the first five (5) courses (9 credits total) can choose to exit the program with a Short Certificate in Gladue Report Writing.

Recommended Characteristics of Students

Awareness of Community Support Services
 Awareness of the Canadian Judicial System
 Appreciation of Indigenous Cultures and History
 Good Writing Skills
 Communication and Interpersonal Skills
 Interest or passion for Indigenous justice

Courses

Course List

Code	Title	Credits
<u>GLDU 1201</u>	Professionalism in Gladue Report Writing	1
<u>GLDU 1203</u>	Impacts of Colonization Past and Present	2
<u>GLDU 1205</u>	Indigenous People and the Canadian Judicial System	2
<u>GLDU 1207</u>	Capturing the Sacred Story	2
<u>GLDU 1209</u>	Gladue Report Writing	2
<u>GLDU 1211</u>	Gladue Report Capstone	9
Total Credits		18

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:

Transcript of Achievement

Grade	Percentage	Description	Grade Point Equivalency
A+	90-100%		4.33
A	85-89%		4.00
A-	80-84%		3.67
B+	76-79%		3.33
B	72-75%		3.00
B-	68-71%		2.67
C+	64-67%		2.33
C	60-63%	Minimum pass	2.00
C-	55-59%		1.67
D	50-54%		1.00
F	0-49%		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.

The Gladue Report Writing Program is designed in response to the Canadian Criminal Code Section 718.2(e); to prepare students to apply a Gladue approach to plan, organize, write, and present essential information to assist the Canadian criminal justice system in making well-informed decisions with the goal of addressing over-incarceration of First Nations, Métis, Inuit, and Non-Status Peoples.

For more detail see the Gladue Report Writing Concept Paper.

The planned program delivery format is weekend intensives (Thursday evening, Friday, Saturday with one weekend in between) over 4-5 months, with a capstone course to follow that will be self-paced and off-site. We predict also that there will be some contract offerings of the program that will be 100% offsite. It is our intention to transition at least some of the courses to a blended format in the future.

Are there any expected costs to this proposal.

The program has already received \$10,000 in Curriculum development funds in the 18/19 fiscal.

There is a plan to adapt the current curriculum, which has been designed and piloted face-to-face, into a blended format. Further CD funds are required to proceed with development of online courses. Further curriculum funds have been requested.

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	The program has been working with the CTLR throughout since the beginning stages and throughout design, development, piloting, and post-pilot evaluation.
Registrar's Office	The Registrar's Office does not have any stated concerns with the admission requirements. The program will work with the CS Associate Registrar on implementation.
Faculty/Department	The program development has been completed by Continuing Studies instructors / SMEs, who are also instructors in the pilot. Development has been led by the Sr Program Coordinator in CS. At the moment there is no Program Coordinator or faculty, aside from the two CS Instructors/SMEs.
Department Support Staff	The program has a Program Assistant, who has been updated throughout the development.

Consultated Area	Consultation Comments
Other Department(s)	<p>The Dean of Arts and Science sits on the Program Advisory Committee.</p> <p>The program has met with faculty from College and Career Access (CCA) to discuss the best ways to support students who need English upgrading (as a report writing program, the program is writing-heavy). These discussions are ongoing.</p>
Advising & Recruitment	Advising has been advised of the program, and as with all CS courses and programs, CS staff will handle most of the information provision and advising.
Counselling	The program has consulted with the Department Head of Counselling, who has brought the program forward to the rest of the Counsellors. The curriculum is challenging, as it deals with generational trauma and impacts of colonization/colonialism, including residential schools and current over-incarceration of Indigenous people. The instructor(s) will most likely need to pay close attention to emotions and triggers in the classroom.
Disabilities Services	The program area has been in touch with Disability Services and will meet in April to discuss how we can build bridges between DS and the program.
Facilities	Facilities has been notified of the upcoming program. The schedule will be in weekend intensives and will fit within a regular CS schedule.
Financial Aid	The program is part time and will not be eligible for financial aid
Indigenous Education & Community Engagement (IECE)	IECE has been involved with the program design and development from the beginning stages and throughout.
Information Technology (IT)	IT has been notified of the upcoming program. No special IT requirements.
Institutional Research (IR)	<p>IR has been notified of the upcoming program. The program area, CS Associate Registrar, and IR will coordinate on any reporting matters.</p> <p>The program evaluation plan will follow regular CS standards (course evaluations and program evaluations from both instructors and students) with the support of IR (depending on the timing of the VCC-wide Course and program feedback pilot and implementation)</p>
International Education	We do not anticipate that this program will attract any international students. IE has been notified of the upcoming program.

Consultated Area	Consultation Comments
Learning Centre	<p>The Learning Centre has been consulted. The program is an evening and weekend program, so the students will not have a lot of contact with the Learning Centre.</p> <p>The students may be good candidates for Write Away, although there are limitations regarding schedule (that is, because of the traditional semester breaks).</p> <p>E-tutoring may be a good option for offsite students, and we will explore this option together as it becomes available.</p>
Library	<p>The library has been notified of the upcoming program.</p> <p>The existing Indigenous collection at the Library will support students. There are some specific books related to Indigenous justice issues that may be of benefit. The program area will continue to coordinate with the library.</p>
Marketing & Communications	<p>The CS Marketing liaison has met with Marketing regarding marketing materials and recruitment plans. It is expected that the first offering of the program may be a contract offering.</p>
Safety & Security	<p>Security has been notified of the upcoming program. There are no particular security considerations, as the courses will be scheduled withing regular CS operations.</p>
Student Services	<p>The Dean of Student Development, Student Conduct and Judicial Affairs, and the Arbiter of Student Issues have been advised of the upcoming program. Any issues that arise will be noted and coordinated alongside the program area.</p>
Affiliation, Articulation, and/or Accreditation Bodies	<p>There is potential for an affiliation agreement with the UBC Indigenous Community Legal Clinic (ICLC). The program area and IECE have met with Patricia Barkaskas, the Academic Director of the ICLC. There is appetite for collaboration and support for the capstone course. An affiliation agreement has not yet been solidified.</p>
PAC/CEG	<p>The program has a PAC that has met twice, in May 2018 and November 2018. There is another meeting planned in May 2019.</p> <p>Legal Services Society (the body that funds Gladue Reports through Legal Aid in BC), the Gladue Writers Society of BC, the John Howard Society, Corrections Canada, University of Saskatchewan Law School are all represented on the PAC. PAC membership list is included in the Concept Paper.</p>

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 03/07/19 4:56 pm

Viewing: **GLDU 1201 : Professionalism Gladue Writing**

Last edit: 03/20/19 1:27 pm

Changes proposed by: csauve

Programs
referencing this
course

[133: Gladue Report Writing Certificate](#)

Course Name:

Professionalism in Gladue Report Writing

Effective Date:

September 2019

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Gladue Report Writing(GLDU)

Contact(s)

In Workflow

1. **GLDU Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum
Committee Chair**
5. **EDCO Chair**
6. CS Associate
Registrar
7. Banner

Approval Path

1. 03/07/19 4:58 pm
Claire Sauve
(csauve): Approved
for GLDU Leader
2. 03/07/19 4:59 pm
Claire Sauve
(csauve): Approved
for Senior PC
3. 03/07/19 5:05 pm
Gordon Mclvor
(gmcivor): Approved
for CCS Dean
4. 03/20/19 1:35 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Claire Sauve	csauve@vcc.ca	8696

Banner Course Name: Professionalism Gladue Writing

Subject Code: GLDU - Gladue Report Writing

Course Number 1201

Year of Study 1st Year Post-secondary

Credits: 1.0

Course Description:

With a focus on two worldviews (Indigenous and non-Indigenous), this course will introduce students to wellness and resilience in the context of Gladue Report Writing, and to attributes that are highly valued in the professional practices and ethical standards required to be a successful Gladue writer.

Students will also explore personal and professional boundaries of a Gladue writer, as well develop a self-care techniques.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR will be assessed by the Department using one or more of the following components: challenge exam, portfolio, demonstration, interview, self-assessment, and/or external evaluation.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Discuss aspects of wellness and resilience through a perspective of two worldviews.
CLO #2	Demonstrate professional boundaries and conduct as a Gladue report writer.
CLO #3	Create and employ a self-care plan.
CLO #4	Employ reflective practice for professional development and lifelong learning.

Instructional

Strategies:

Lecture, videos, group discussion/work, reflective writing, case studies, creation of self-care plan

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	40%	Self-care plan
Project	20%	Life-long learning project (journal, video, artwork)
Assignments	30%	Case studies (professionalism, ethics, and boundaries)
Participation	10%	Participation

Hours by Learning Environment Type

Lecture, Seminar, Online

15

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Wellness and Resilience
Worldviews and Two-Eyed Seeing
Cultural safety and cultural humility
Confidentiality and boundaries in Gladue process and writing
Self-care in lifelong learning and in Gladue Report Writing

Rationale and Consultations

Course Change Request

New Course Proposal

Date Submitted: 03/07/19 4:56 pm

Viewing: **GLDU 1203 : Impacts of Colonization**

Last edit: 03/20/19 1:28 pm

Changes proposed by: csauve

Programs
referencing this
course

[133: Gladue Report Writing Certificate](#)

Course Name:

Impacts of Colonization Past and Present

Effective Date: September 2019

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Gladue Report Writing(GLDU)

Contact(s)

In Workflow

1. **GLDU Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum
Committee Chair**
5. **EDCO Chair**
6. CS Associate
Registrar
7. Banner

Approval Path

1. 03/07/19 4:59 pm
Claire Sauve
(csauve): Approved
for GLDU Leader
2. 03/07/19 5:00 pm
Claire Sauve
(csauve): Approved
for Senior PC
3. 03/07/19 5:08 pm
Gordon Mclvor
(gmcivor): Approved
for CCS Dean
4. 03/20/19 1:35 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Claire Sauve	csauve@vcc.ca	8696

Banner Course Name: Impacts of Colonization

Subject Code: GLDU - Gladue Report Writing

Course Number 1203

Year of Study 1st Year Post-secondary

Credits: 2.0

Course Description:

The goal of this course is to explore the key factors of colonialism that have led to the high rates of incarceration of Indigenous people in the Canadian Judicial System.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR will be assessed by the Department using one or more of the following components: challenge exam, portfolio, demonstration, interview, self-assessment, and/or external evaluation.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain the effects of systemic discrimination and intergenerational trauma on Indigenous peoples in Canada.
CLO #2	Discuss colonialism and its historic and ongoing impact on Indigenous peoples in Canada at the individual, family and nation levels.
CLO #3	Discuss the impact of past residential schools and institutions of today on Indigenous peoples.
CLO #4	Describe the similarities between former residential schools and current institutional interventions.
CLO #5	Recognize the importance of decolonization.

Instructional**Strategies:**

Lecture, videos, group discussion/work, experiential group activities, reflective writing, readings, participation in cultural event or ceremony

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20%	Reflective journals
Assignments	20%	Case study on current impacts of colonization
Project	35%	Field trip and follow-up reflective assignment
Assignments	15%	Presentation
Participation	10%	Participation

Hours by Learning Environment Type

Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:

Colonial history in Canada
Ongoing Impact of Colonization
Institutions of Colonization
Similarities between past and current institutions
Moving Forward: Decolonization and Reconciliation

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

Gladue Report Writing Program

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Course Change Request

New Course Proposal

Date Submitted: 03/07/19 4:56 pm

Viewing: **GLDU 1205 : Indigenous People and the CJS**

Last edit: 03/20/19 1:29 pm

Changes proposed by: csauve

Programs
referencing this
course

[133: Gladue Report Writing Certificate](#)

Course Name:

Indigenous People and the Canadian Judicial System

Effective Date: September 2019

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Gladue Report Writing(GLDU)

Contact(s)

In Workflow

1. **GLDU Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

Approval Path

1. 03/07/19 4:59 pm
Claire Sauve
(csauve): Approved for GLDU Leader
2. 03/07/19 5:00 pm
Claire Sauve
(csauve): Approved for Senior PC
3. 03/07/19 5:09 pm
Gordon Mclvor
(gmcivor): Approved for CCS Dean
4. 03/20/19 1:36 pm
Todd Rowlatt
(trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Claire Sauve	csauve@vcc.ca	8696

Banner Course Name: Indigenous People and the CJS

Subject Code: GLDU - Gladue Report Writing

Course Number 1205

Year of Study 1st Year Post-secondary

Credits: 2.0

Course Description:

The goal of this course is to introduce students to the historical and contemporary relationship between Indigenous peoples and the Canadian Judicial System.

Course Pre-Requisites (if applicable):

GLDU 1203 or equivalent

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR will be assessed by the Department using one or more of the following components: challenge exam, portfolio, demonstration, interview, self-assessment, and/or external evaluation.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify Indigenous self-governance specific to justice prior to colonization.
CLO #2	Discuss colonialism and the judicial system and the differences between Indigenous and Canadian legal practices.
CLO #3	Identify and discuss challenges of section 718.2(e) in the Criminal Code of Canada.
CLO #4	Evaluate the impacts on the over-incarceration rates of Indigenous people.

Instructional**Strategies:**

Lecture, videos, group discussion/work, reflective writing, written practice of skills, readings, practice interviews, peer and instructor feedback

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	15%	Several short check-ins (written or oral quizzes)
Assignments	15%	Case studies
Project	25%	Individual field-trips and follow-up report and/or presentation
Assignments	25%	Group or individual presentations
Assignments	10%	Short research paper
Participation	10%	Participation

Hours by Learning Environment Type

Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:

Self-governance and pre-colonization
Impacts of the legal system since colonization
The Criminal Code of Canada
Reports that have addressed concerns in the judicial system
The Canadian Judicial System today
Strategies for decolonization

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

Gladue Report Writing program

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Course Change Request

New Course Proposal

Date Submitted: 03/07/19 4:57 pm

Viewing: **GLDU 1207 : Capturing the Sacred Story**

Last edit: 03/20/19 1:30 pm

Changes proposed by: csauve

Programs
referencing this
course

[133: Gladue Report Writing Certificate](#)

Course Name:

Capturing the Sacred Story

Effective Date:

September 2019

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Gladue Report Writing(GLDU)

Contact(s)

In Workflow

1. **GLDU Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum
Committee Chair**
5. **EDCO Chair**
6. CS Associate
Registrar
7. Banner

Approval Path

1. 03/07/19 4:59 pm
Claire Sauve
(csauve): Approved
for GLDU Leader
2. 03/07/19 5:00 pm
Claire Sauve
(csauve): Approved
for Senior PC
3. 03/07/19 5:11 pm
Gordon Mclvor
(gmcivor): Approved
for CCS Dean
4. 03/20/19 1:36 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Claire Sauve	csauve@vcc.ca	8696

Banner Course Capturing the Sacred Story
Name:

Subject Code: GLDU - Gladue Report Writing

Course Number 1207

Year of Study 1st Year Post-secondary

Credits: 2.0

Course Description:

An Indigenous person's "Sacred Story" is the foundation of the Gladue Report. This course will introduce students to a comprehensive variety of research methods and traditional approaches for gathering, analyzing and summarizing information through an Indigenous lens that captures an individual's lived experiences, and draws out the Gladue factors.

Course Pre-Requisites (if applicable):

GLDU 1205 or equivalent, GLDU 1201 taken prior or concurrently

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR will be assessed by the Department using one or more of the following components: challenge exam, portfolio, demonstration, interview, self-assessment, and/or external evaluation.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Discuss Indigenous and Western approaches to research and information gathering.
CLO #2	Explain the concept of the sacred story and its relevance to Gladue Report Writing.
CLO #3	Apply the Gladue approach to conduct primary and secondary interviews to collect, review and summarize information for the individual's sacred story through a trauma-informed lens.
CLO #4	Apply a variety of learned strategies and skills to conduct interviews.

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

CLO #5 Identify and collect relevant information to be used to write a Gladue report.

Instructional

Strategies:

Lecture, videos, group discussion/work, reflective writing, written practice of skills, readings, practice interviews, peer and instructor feedback

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35	Mock Interview (presentation)
Assignments	20	Mock Interview (follow-up written assignment)
Project	20	Research approaches discussion / written assignment
Assignments	15	Short essay and video/audio/artwork about the concept of sacred story
Participation	10	Participation

Hours by Learning Environment Type

Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:

Introduction to Sacred Story
The Gladue Approach
Trauma Informed Practice as it applies to Gladue approach
Research and information gathering
Tools and Skills for conducting interviews
Primary/Secondary Interviews
Conducting an interview

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

Gladue Report writing program

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Key: 8583

Course Change Request

New Course Proposal

Date Submitted: 03/07/19 4:57 pm

Viewing: **GLDU 1209 : Gladue Report Writing**

Last edit: 03/20/19 1:31 pm

Changes proposed by: csauve

Programs referencing this course
[133: Gladue Report Writing Certificate](#)

Course Name: Gladue Report Writing

Effective Date: September 2019

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Gladue Report Writing(GLDU)

Contact(s)

In Workflow

1. **GLDU Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

Approval Path

1. 03/07/19 4:59 pm
Claire Sauve (csauve): Approved for GLDU Leader
2. 03/07/19 5:00 pm
Claire Sauve (csauve): Approved for Senior PC
3. 03/07/19 5:12 pm
Gordon Mclvor (gmcivor): Approved for CCS Dean
4. 03/20/19 1:36 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Claire Sauve	csauve@vcc.ca	8969

Banner Course Name: Gladue Report Writing

Subject Code: GLDU - Gladue Report Writing

Course Number 1209

Year of Study 1st Year Post-secondary

Credits: 2.0

Course Description:

An effective and well-balanced Gladue report indicates the Gladue factors that are inherent to an individual's history and lived experiences which is essential to the judicial system in making well-informed decisions when sentencing First Nations, Métis, Inuit, and Non-Status peoples. Subsequently, the Gladue report can play a key role in other social service areas such as case management and act as a mirror for the individual which allows them to self-reflect and guide them on their healing journey. This course will prepare students to write and present a holistic, individualized, and objective Gladue Report.

Course Pre-Requisites (if applicable):

GLDU 1207 & GLDU 1201 taken prior or concurrently.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR will be assessed by the Department using one or more of the following components: challenge exam, portfolio, demonstration, interview, self-assessment, and/or external evaluation.

Course Learning

Outcomes (CLO):

Upon successful completion of this course, students will be able to:	
CLO #1	Describe the standards and conventions of a Gladue report.
CLO #2	Explain key concepts and terms used in the Gladue report.
CLO #3	Identify and describe Gladue factors to be incorporated into the Gladue report.

Upon successful completion of this course, students will be able to:	
CLO #4	Prepare, write and present a well-researched Gladue report that captures and contextualizes the unique experiences of an individual's life continuum.
CLO #5	Develop a healing plan that addresses the needs of the individual for consideration by the court.
CLO #6	Articulate the impact of intergenerational and systemic trauma on the individuals, their families and communities when writing sacred stories.
Instructional Strategies: Lecture, videos, group discussion/work, reflective writing, practice reports	

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35	Final Gladue Report
Assignments	20	Annotated mock report
Assignments	15	Knowledge check-in, team-based quiz, audio or video blog
Project	20	Group project and presentation
Participation	10	Participation

Hours by Learning Environment Type

Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

The Framework of the Gladue Report
Identifying Gladue Factors and their relation to the individual's Sacred Story
Different applications of a Gladue Report
Preparation for the Gladue Report
Writing a Gladue Report

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

Gladue Report writing program

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Key: 8584

Course Change Request

New Course Proposal

Date Submitted: 03/08/19 1:19 pm

Viewing: **GLDU 1211 : Gladue Report Capstone**

Last edit: 03/20/19 1:32 pm

Changes proposed by: csauve

Programs
referencing this
course

[133: Gladue Report Writing Certificate](#)

Course Name:

Gladue Report Capstone

Effective Date:

September 2019

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Gladue Report Writing(GLDU)

Contact(s)

In Workflow

1. **GLDU Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum
Committee Chair**
5. **EDCO Chair**
6. CS Associate
Registrar
7. Banner

Approval Path

1. 03/07/19 4:59 pm
Claire Sauve
(csauve): Approved
for GLDU Leader
2. 03/07/19 5:00 pm
Claire Sauve
(csauve): Approved
for Senior PC
3. 03/07/19 5:18 pm
Gordon Mclvor
(gmcivor): Rollback
to Initiator
4. 03/08/19 1:19 pm
Claire Sauve
(csauve): Approved
for GLDU Leader
5. 03/08/19 1:19 pm
Claire Sauve
(csauve): Approved
for Senior PC
6. 03/08/19 2:10 pm
Gordon Mclvor
(gmcivor): Approved
for CCS Dean

55
7. 03/20/19 1:37 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Claire Sauve	csauve@vcc.ca	8696

Banner Course Name: Gladue Report Capstone

Subject Code: GLDU - Gladue Report Writing

Course Number: 1211

Year of Study: 1st Year Post-secondary

Credits: 9.0

Course Description:

The capstone course is the culminating course of the Gladue Report Writing Certificate Program. In this course, students will deepen their understanding of Indigenous justice issues and will obtain the required experience and skills to become professional Gladue writers. Working with mentors, students will apply their learning from the previous courses towards contributing to and writing Gladue reports.

Course Pre-Requisites (if applicable):

GLDU 1209

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:

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

CLO #1	Apply the Gladue approach to write a holistic, individualized, and objective Gladue report that assists the Canadian Judicial System in making well-informed decisions
CLO #2	Apply a narrative and trauma-informed approach to gather, analyze, and communicate information for a Gladue Report
CLO #3	Draft suggested recommendations that reflect the needs and the healing journey of the individual
CLO #4	Demonstrate professionalism and ethics as a Gladue report writer
CLO #5	Assist in providing documentation for further development of Gladue writing material
CLO #6	Consider the impacts of colonialism on Indigenous peoples and their relationship with the Canadian Judicial System

Instructional

Strategies:

This is a self-paced course in which participants work on their own, in consultation with their instructor and mentor, to complete the course requirements. Students will participate (in person or via video conference) in discussions with their peers.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

Overall grade of 70%. All components of the course must be satisfactorily completed to pass the course.

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	20	Create or contribute to resource materials for Gladue report writing
Assignments	15	Presentation regarding community experience
Assignments	30	Mock Gladue Report
Assignments	35	Reflective paper on contribution to Gladue Report or submission

Hours by Learning Environment Type

Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

210

Course Topics

Course Topics:

Resource materials for Gladue reports

Gladue Report writing

Gladue submissions

Reflections on learning and insights from all GLDU courses

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

Gladue Report Writing program

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Gordon Mclvor (gmcivor) (03/07/19 5:18 pm): Rollback: Hi Claire. One of the assignments for this course is "Mock Gladue Report". Should we be more specific? Is it "Create" or "Prepare" a report? Will students produce just one or more?

Key: 8585

Education Policy Committee of Education Council Terms of Reference

Last Approved by Education Council: September 2018, September 2015, November 2010

Revised: January 2010; April 2010;

May -2010; November 2010, October 2013; April 2018; April 2019

Committee name:	Education Policy Committee
Type:	Standing Committee of Education Council
Chairperson:	An Education Council member is elected by Education Council at the December meeting for a one (1) year (January-December) term as Chair of the Education Policy Committee.
Responsible To:	Education Council
Purpose:	The Education Policy Committee is a standing committee of Education Council charged with ensuring that the College's policy development and review are consistent with approved processes and undertaken in full compliance with educational policies, and the legislative requirements of the College & Institute Act <u>and in accordance with procedural fairness and natural justice precepts.</u>
Duties:	<p>The Committee will:</p> <ol style="list-style-type: none"> 1. Ensure that all education policies and procedures are thoroughly reviewed throughout the development and approval cycle 2. Review, discuss and edit all education policies and related procedures. 3. Recommend new and revised education policy changes to Education Council for approval. 4. Provide advice and support on the impact and implementation of new or revised education policies and procedures, as requested 5. Request college community feedback and input on all new or revised education policies 6. Conduct an annual review of the status of education policies and submit a priority review list to Education Council 7. Strike ad hoc committees as required
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.
Timeframes and Reporting:	The Committee meets monthly (normally), and reports to Education Council at the meeting following the Committee's meeting.
Membership:	<p>Members do not have to be Education Council members to serve on Education Council committees.</p> <p>The Committee is composed of the following members:</p>

1. One (1) Education Council member elected by the members of Education Council as Chair.
2. One (1) faculty member from each area of the College selected by the respective faculty representative on Education Council. The faculty representative sitting on Education Council shall be responsible for initiating and conducting a selection process for their area.
 - a. One (1) faculty member from each School or Centre (not including the Centre for Continuing Studies);
 - b. ~~One~~ (1) faculty member from the Library and Learning Centre; and
 - ~~a.c. One~~ (1) faculty member from Student Development, ~~selected by the respective faculty representative on Education Council. The faculty representative sitting on Education Council shall be responsible for initiating and conducting a selection process for their area.~~
- ~~2.3.~~ One (1) administrator from the Centre for Continuing Studies appointed by the Dean of Continuing Studies.
- ~~4.~~ ~~One (1) representative from Indigenous Education and Community Engagement appointed by the~~ Director of Indigenous Education and Community Engagement or designate.
- ~~3.5.~~ One (1) representative from International Education appointed by the Director of International Education.
- ~~4.6.~~ One (1) support staff representative selected by the support staff representatives of Education Council.
- ~~5.7.~~ One (1) student selected by the student representatives of Education Council.
- ~~6.8.~~ One (1) dean appointed by the Vice President of Academic, Students & Research representing administration.
- ~~7.9.~~ ~~Director/Dean~~ of Student Development or designate.
- ~~8.10.~~ Registrar or designate.
- ~~11.~~ Policy and Curriculum Coordinator.
- ~~9.12.~~ Vice President, Academic, Students & Research.
- ~~10.13.~~ Education Council Chair, ex-officio.
- ~~11.14.~~ Arbitrer of Student Issues, ex-officio, voice no vote.

Length of Term:

All terms will be two (2) years in renewable alternating terms.

Quorum:

The quorum shall be ~~five eight (85)~~ voting members.

Other Resources:

The Education Council Recording Secretary provides support as needed. This person is responsible for collecting policy submissions, preparing and distributing documents, agendas and notes, and providing organizational support for meetings.

Chair release time equals 25%.

- 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 Education Policy Committee.
- Without Prejudice Space:** The Committee requires contentious issues to be discussed, and will provide a safe space for members to express their opinions without fear of reprisal.
- Communication with Council:** Business arising from the Education Policy Committee meeting may be forwarded as agenda items to the Education Council through the Council Executive. The Committee Chair presents any proposed policy changes in the form of a motion to Education Council. The Committee Chair assists the policy sponsor in presenting the policy to Education Council.



INFORMATION NOTE

April 2, 2019

PREPARED FOR: Education Council

ISSUE: D.1.4 Curriculum/Educational/Institutional Materials Created within the College

BACKGROUND:

Education Council recommended this policy and procedures for approval by the Board of Governors at the March 12 meeting, following the recommendation of the Education Policy Committee on February 13 – However, that recommendation, by the Education Policy Committee, was an oversight – The policy should have been sent for community feedback at that point, and not for approval by the Board of Governors.

DISCUSSION:

The motion to recommend approval to the Board of Governors passed at the Education Council meeting on March 12, 2019. However, it was later found that the policy has not gone out for community feedback. Education Policy Committee originally approved the policy to go to Education Council for information and to be posted for community feedback in October 2018. However, the policy was not posted at that time to allow for further discussion with VCCFA.

The motion for approval will be rescinded at the next Education Policy Committee meeting.

MOTION:

MOVE THAT Education Council revise the motion approved at the March 12, 2019 meeting to receive D.1.4 Curriculum/Educational/Institutional Materials Created within the College for information and to post the policy for community feedback.

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.



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



INFORMATION NOTE

March 13, 2019

PREPARED FOR: Education Council

ISSUE: C.1.4 – Assignment of Credits to Courses

BACKGROUND:

This policy has been the subject of much discussion and work by the Education Policy Committee at large, and a dedicated sub-committee, for a number of months. The policy is important because of the importance of credit values for courses to a number of processes within the College – student expectations, room scheduling, tuition fees, instructor scheduling – and the articulation and transferability of courses across institutions throughout the province.

DISCUSSION:

A number of questions have been discussed over the last few months:

- 1) The general rule is that 1 credit should equate to 45 hours of total learning time, both inside and outside of class;
- 2) There are 4 broad types of instruction; an instructor can alter the balance of learning types indicated in a course outline for the needs of a particular class, but only to a maximum of 10% of the total class hours, without changing the course outline through EdCo;
- 3) The policy sets out minimum numbers of hours per credit; these numbers can be freely exceeded, but the permission of EdCo is required to go below these minimums;
- 4) The goals of the policy and procedures are to provide information to be used for the purposes indicated in the background section above, but also to allow sufficient flexibility for the needs of individual classes and for the diverse range of programs offered across the College.

RECOMMENDATION:

Education Policy Committee provides C.1.4 – Assignment of Credits to Courses to Education Council for information and recommends it be posted for community feedback.

Prepared by:

John Demeulemeester
Chair, Education Policy Committee

**POLICY**

Policy No.	C.1.4
Title	Assignment of Credits to Courses
Approving Jurisdiction	Education Council
Procedure Sponsor	Vice-President Academic, Students & Research
Last Revised/Replaces	May 25, 2006
Effective Date	February 9, 2016

DRAFT 2019-03-15**CONTEXT AND PURPOSE**

This policy establishes standards and principles for a systematic approach to assigning credit to courses at Vancouver Community College (VCC; the College).

The traditional academic model for assigning credits assumes that lecture or seminar-based courses require a 1:2 ratio of class time to outside of class time. In this model, a credit is typically calculated based on one hour of class time and two hours of outside of class time over a 15 week semester, equalling one credit for 15 hours of in-class time.

Many courses at VCC contain more than one instructional format or have different ratios of class time to outside-of-class-time. Therefore, credits are not always determined solely by the number of class hours. Instead, credits may be based on an equivalent total amount of learning time (including class time and outside of class time).

SCOPE AND LIMITS

This policy applies to all courses offered for credit taught at VCC, including those in Continuing Studies.

STATEMENT OF POLICY PRINCIPLES

1. Hours assigned for a course are selected to best support student success.
2. The assignment of credits should be a fair measure of learning outcomes and the effort required to master the learning outcomes.
3. Education Council approves all assigned credits during the curriculum approval process.
4. Class hours will be listed in four categories:
 - a) Lecture, Seminar, Online
 - b) Instructor-led lab, Clinical, Shop, Kitchen, Studio, Simulation
 - c) Practicum, Preceptorship

d) Self-paced, Directed Studies, Independent Studies

5. The assignment of credits to courses supports students transferring credits from another institution into VCC as well as students and graduates transferring credits to other post-secondary institutions.

DEFINITIONS

Course Credit: A numeric value assigned to a course, based on the total amount of learning time, indicating the course's weight relative to courses across the College and to other post-secondary institutions.

Course: A series of learning opportunities within a specific subject area with a defined set of learning outcomes, offered under a designated subject code and course number, within a defined time period.

RELATED LEGISLATION & POLICIES

Policies

- C.1.3 Granting of Credentials
- C.3.14 Curriculum Development and Approval
- C.3.15 Academic Timetable
- D.3.5 Prior Learning Assessment & Recognition
- D.3.11 Transfer Credit

RELATED PROCEDURES

Refer to C.1.4 Assignment of Credits to Courses Procedures



PROCEDURES

Policy No.	C.1.4
Title	Assignment of Credits to Courses
Approval Body	Education Council
Policy Sponsor	Vice-President Academic, Students & Research
Last Revised/Replaces	May 25, 2006
Effective Date	February 9, 2016

DRAFT 2019-03-15

1. The department leader and dean will propose a credit value on the Course Outline when a new or revised course goes through the curriculum approval process. The Registrar's Office must be consulted in advance for both new and changed credit values.
2. A one (1) credit course will typically be around 45 hours of total learning time.
3. Courses will not be assigned less than one (1.0) credit; i.e. no 0.5 credit courses. Courses may be assigned full or half credits above 1.0 (e.g. 1.5, 2.0, 2.5).
4. In calculating credits, the following minimum ratios of class hours to credit will typically be used. The assignment of class hours per credit below these amounts will require the presentation of a written rationale to Education Council, and the subsequent approval of Education Council.
 - a) Lecture, Seminar, Online - 15:1
 - b) Instructor-led lab, Clinical, Shop, Kitchen, Studio, Simulation – 25:1
 - c) Practicum, Preceptorship – 30:1
 - d) Self-paced, Directed Studies, Independent Studies – 30:1
5. Some changes in the indicated hours for each instructional method in a course outline may be made by an instructor to best fit the needs of a learner group. The maximum amount of time that an instructor may change without changing the course outline is 10% of the total course hours.

RELATED POLICY

Refer to C.1.4 Assignment of Credits to Courses Policy

Curriculum Development Funded Projects 2018-2019

	Proposals submitted	Project Lead	Requested Funds 2019-20	Amount Approved
CONTINUING STUDIES				
1	Modification of the ECCE Post-Basic Diploma Program to Accommodate International Students	Katarina Jovanovic, Gordon McIvor	\$4,500.00	\$ 4,500
2	Gladue Report Writing Program Online Development	Claire Sauve	\$43,000.00	\$ 30,000
3	Leadership Suite of Programs - Program Revisions	Joy Dalla-Tina, Claire Sauve	\$15,000.00	\$ 13,000
4	Networking Technology Program Renewal	Sid Khullar	\$11,140.00	\$ 10,000
5	Review and Refresh Office Administration curriculum	Janet Chee, Claire Sauve	\$5,500.00	\$ 3,500
			\$79,140.00	\$ 61,000
	RENEWAL 2019/20 - Building Manager			\$6,125.00
	RENEWAL 2019/20 - Interior Design *currently suspended			\$6,125.00
				\$73,250.00
LIBRARY, TEACHING & LEARNING SERVICES				
6	"Job Application" Course	Emily Simpson	\$4,544.00	\$ 4,000
			4,544.00	
				\$ 4,000
TRADES, TECHNOLOGY & DESIGN				
7	Upgrade and Expansion of Automotive Service Technician (AST) E-pprentice/ Moodle Courses	Brett Griffiths, Robert Kunka	\$79,113.00	\$ -
8	Auto Collision Repair & Refinishing - Preparation for National Harmonization	Derek Sproston, Robin Popow	\$53,512.00	\$ 10,000
9	HMT international program development	Rick Cyr	\$45,274.00	\$ -
10	3D Building Modelling for Construction Short Certificate	Brett Griffiths, Bruce McGarvie	\$17,817.00	\$ 9,000
11	Civil Structural Technician Certificate Program Revision to two new courses	Brett Griffiths, Kelly Wightman	\$24,587.00	\$ 5,000
12	New Mechanical Technician Certificate	Brett Griffiths, Bruce McGarvie	\$30,327.00	\$ 10,000
13	Supporting EAL students in the Hair Design, Skin & Body Therapy Department	Brett Griffiths, David Well, Ken McMorris, Louise Dannhauer	\$9,980.00	\$ 5,000
14	Esthetics Program Revision, Expansion and Amalgamation program courses	Louise Dannhauer	\$13,317.00	\$ 8,000
15	Graphic Design Diploma Program 2019/2020 Update	Brett Griffiths, Anne Emberline, Lorena Espinoza	\$25,208.00	\$ 10,000
16	Jewellery Art & Design Re-Design	Karin Jones, Brett Griffiths	\$22,073.00	\$ 22,000

Curriculum Development Funded Projects 2018-2019

	Proposals submitted	Project Lead	Requested Funds 2019-20	Amount Approved
			\$321,208.00	\$ 79,000
	RENEWAL 2019/20 - Cosmetology			\$ 6,125
				\$ 85,125

HOSPITALITY, FOOD STUDIES & APPLIED BUSINESS

17	Indigenization of Culinary Arts Programs	Collin Gill	\$18,000.00	\$ 8,000
18	Molecular Gastronomy Short Certificate (for Professional Chefs)	Ysabel Sukic	\$13,000.00	\$ 10,000
19	Baking and Pastry Arts Program Renewal	Susie Findlay	\$37,286.00	\$ 30,000
20	Chef De Cuisine	Ysabel Sukic	\$2,500.00	\$ 2,500
21	Curriculum Development following Renewal of Administrative Assistant Program - continued from 2018-	Helen Roberts	\$22,000.00	\$ 10,000
22	Business Communications and Technical Writing Course Realignment.	Monique Paassen	\$24,000.00	\$ 5,000
23	Co-operative Placement Work Experience Program (Co-op WEP)	Monique Paassen	\$12,000.00	\$ -
			\$128,786.00	
				\$ 65,500

HEALTH SCIENCES

24	Bachelor of Science in Nursing - Patient Safety Competencies	Suzanne Touahria	\$21,996.00	\$ 12,500
25	Curriculum revisions for the Certified Dental Assisting Distance Program	Cathy Larson	\$25,344.00	\$ 15,000
26	Dental Hygiene - Transitioning Curriculum to Blended	Amber Ariss	\$24,126.00	\$ -
27	Dental Technology Science Program	Ken Izumi	\$21,344.00	\$ 15,000
28	Health Unit Coordinator revisions to meet changing role in industry	Coordinator II (TBA) and The Centre for Teaching, Learning and Research	\$17,040.00	\$ 17,000
29	Occupational/Physical Therapist Assistant Program Revisions (Final Phase)	Carmen Kimoto & Sue Aro	\$16,259.00	\$ 16,000
30	Practical Nursing - Curriculum alignment with provincial updates	Julie Gilbert	\$12,604.00	\$ 7,500
			\$138,713.00	\$ 83,000
	RENEWAL 2019/20 - Dental Reception Coordinator			\$ 6,125
				\$ 89,125

ARTS & SCIENCES

31	Associate of Science Degree - Creation of Computing Pathway	Jacqueline Shehadeh	\$19,279.00	\$ -
32	Virtual Reality/Augmented Reality Joint Program with VFS	Jacqueline Shehadeh	\$21,598.00	\$ 15,000
33	DHH Program Renewal (continuation)	Marcia Tanaka	\$58,219.00	\$ 25,000
34	ASL Introductory Course Online	Brenda Carmichael	\$13,944.00	\$ 10,000

Curriculum Development Funded Projects 2018-2019

	Proposals submitted	Project Lead	Requested Funds 2019-20	Amount Approved
35	Blended Learning - development of ELSK 0620 and ELSK 0625 blended courses	Ken McMorris	\$9,685.00	\$ 5,000
36	TESOL Program(s) Redesign	TBD	\$24,193.00	\$ 18,000
37	LINC Module, Assessment and Material Collection/Curriculum Blueprint	Janet Theny	\$9,446.00	\$ -
38	Program Renewal and Curriculum Development for Retail & Hospitality Careers	Ingrid Defert	\$24,817.00	\$ -
39	Curriculum Revisions from Bachelor of Music Degree Renewal	Laurence Mollerup	\$18,989.00	\$ 10,000
			\$200,170.00	\$ 83,000
	Grand Total		\$872,561.00	\$ 400,000

Curriculum Development Fund Adjudication Trends*

**Note: All numbers have been rounded for ease of calculations*

By type of project:

Renewals: 155,000 out of 250,000 ask = 62%

Accreditation: 33,500 out of 81,000 ask = 41%

Program Review: 38,000/83,000 = 46%

New Program: 85,500/192,500 = 45%

Completion: 17,500/55,500 = 32%

Online: 34,000/156,500 = 22%

Other: 21,000/50,000 = 42%

400,000 = 46% of the total ask

By School:

Arts & Sciences: 83,000/200,170 = 41%

Continuing Studies: 61,000/79,140 = 77%

Health Sciences: 83,000/138,713 = 60%

Hosp, FS & Applied Business: 65,500/128,786 = 51%

Library, Teaching and Learning: 4000/4544 = 88%

Trades, Tech & Design: 79,000/321,208 = 25% (original ask) ; 79,000/102,000 = 77% (adjusted ask)

Top Three Funded Categories:

1. Renewals (\$250,000)
2. New Programs (\$192,500)
3. Online (\$156,500)



PROGRAM RENEWAL

Final Report

Networking Technology (NETT) Certificate

Submitted to

Gordon McIvor, Dean, School of Continuing Studies

Kathryn McNaughton, Vice President Academic, Students & Research

Todd Rowlatt, Chair, Program Review & Renewal Committee

Elle Ting, Chair, Education Council

**Vancouver Community College
1155 East Broadway, Vancouver
British Columbia Canada V5T 4V5**

On February 6th 2019

By

**Andy Sellwood (chair), Elle Ting, Janet Latter, Dorothy Giroux,
Erin Lenz, Gordon McIvor, Claire Sauvé, Sid Khullar, Wes Sheldon**

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1 Acknowledgements

This report was prepared by the Program Renewal Steering Committee, which was led by Andy Sellwood as chair.

The Department of Technology and Trades, Continuing Studies, expresses deepest appreciation to all those who provided it the possibility to complete this project. A special thanks is given to Senior Program Coordinator, Claire Sauvé, whose commitment in driving, overseeing, and supporting the renewal has been steadfast. Thank you to Gordon McIvor, Dean, Continuing Studies, for providing leadership, guidance, and vital direction through his wisdom and insight.

A special gratitude is to Andy Sellwood and to Elle Ting, Instructional Associates at the Centre for Teaching, Learning, and Research, for their contribution and dedication to this project. Their organizational and steering skills were instrumental in moving the project forward.

The department would also like to acknowledge with much appreciation the role of its staff member, Dorothy Giroux, for her assistance and promptness in providing the necessary information.

Thank you to the staff of VCC's Information Technology and Institutional Research departments who provided all the required resources, and the essential data to aid in the program's renewal.

The department deeply appreciates the time and expertise provided by the instructors and members of the External Review team, who took time out of their busy schedules, to provide crucial feedback to help the department understand the factors that influence the classroom and lab environment.

Finally, the department is grateful to the College for providing the financial support necessary for the renewal, and to the senior leadership team for recognizing the value of this work, and for their vision towards building a strong scholastic community.

2 Executive Summary

The Networking Technology (NETT) Certificate program is an entry-level credential geared towards individuals who wish to develop their skills in information technology and begin working in the Information Technology (IT) industry. The certificate is offered through Continuing Studies (CS). Since its launch in Fall 2006, the NETT program has generated steady revenue for the College. The outdated curriculum, coupled with the small proportion of graduates to registrations, highlights the need to update the program.

The NETT Program renewal was launched on September 11, 2017. Data collection took place in the fall of 2017 and a self-study report was produced in June 2018. Twenty-one recommendations were put forward by the NETT Program Renewal Steering Committee, in the areas of *Curriculum & Instruction, Instructors & Staff, Student Outcomes, Program Planning and Administration, Physical Environment, and Student Support Services*. Examples of key recommendations are to: maintain the flexibility and affordability of the program, build a program advisory committee, re-design a number of courses in the program, and identify key industry credentials and assess how they align with the NETT curriculum.

In November 2018, an external review team was formed with individuals from institutions such as Camosun College and University of the Fraser Valley. The team reviewed the self-study and conducted a site visit (which included meeting with CS administrators and instructors from the NETT program, as well as a tour of the NETT lab facilities). The external review team submitted a report in which they supported almost all of the recommendations in the self-study. The team added additional recommendations such as removing course requirements and pre-requisites as much as possible, increasing the duration of courses, as appropriate, and storing course content in a repository for consistency of delivery and easy access for new instructors.

The NETT Program Renewal Steering Committee reviewed the External Review report and generated further recommendations such as promoting/emphasizing the security aspect of the curriculum and implementing a course numbering system that differentiates between courses that have pre-requisites and those that do not. The steering committee then categorized all of the recommendations based on their importance/urgency and on the resources required to successfully fulfill the recommendation. A separate Action Plan, submitted alongside this final report, shows the key initiatives generated by the NETT program administration team based on the aforementioned categorization of the recommendations.

3 Self-Study Report Summary

Overview

This section provides a summary of the findings and conclusions from the self-study report. It is organized into the six key performance indicators (KPIs) laid out in policy C.3.3 Program Review and Renewal:

- A. Program Planning and Administration
- B. Curriculum and Instruction
- C. Faculty and Staff
- D. Student Outcomes
- E. Student Support Services
- F. Physical Environment

A. Program Planning and Administration

The Networking Technology (NETT) Certificate program was launched in Fall 2006. The program is comprised of 14 credits, including three required courses and a choice of three out of four available electives.

Students are able to take courses without being accepted into the program, and later apply for a credential, or to apply before registration. The list of courses and credits is as follows:

Course #	Course Name	Credits
REQUIRED COURSES:		
NETT 2113	Server Fundamentals	2.0
NETT 2122	Project+ Management	2.0
NETT 2206	Directive Studies	4.0
ELECTIVE COURSES:		
Students in the Certificate program may select any three of the following courses as electives.		
NETT 2104	Networking Fundamentals	2.0
NETT 2119	A+ Hardware	2.0
NETT 2107	MCTS Active Directory	2.0
NETT 2105	Security Fundamentals	2.0

An analysis was conducted of enrollment trends, course attrition, course cancellation rates and tuition revenue. In addition, a competitive scan was done of similar programs at other institutions as well as a review of labour market data.

Key Findings:

- Program registrations and revenue peaked in 2010-11 at 137 registrants and \$75K revenue
- Registrations and revenue have fluctuated since, with 75 registrants and \$46K revenue in 2016-17
- Server Fundamentals (NETT 2113) is not absolutely required for Project + Management (NETT 2122)
- Program map could be re-designed; instructors were presented with four possible program maps and had a common preferred configuration
- Students are relying on self-funding for their courses
- New Computer Systems Technology Diploma (2yrs full-time) will have significant overlap with this program. The program is working with the School of Technology and Trades to see how we can fit together.
- The median hourly wage in B.C. Lower Mainland for computer network technicians (NOC 2281) was found to be \$33.65, and employment outlook for the region is considered as 'Fair'. It must be noted that NOC 2281 encompasses a multitude of job titles from network technicians to system administrators. Computer Network Technician is considered a high demand occupation with projected job openings of 3,800 over a 10 year period (2017-2027).

Strengths

- Students find out about the program from the website
- Program is flexible and provides good value for money.
- Students desire to complete VCC credential (65%) and gain industry credentials (55%)
- Certificate is an acceptable credential to industry
- Network Technician is a high demand occupation

Challenges

- Program not well known
- VCC website program oriented
- VCC not known for tech
- Course cancellations are an issue
- Currently no Program Advisory Committee

B. Curriculum and Instruction

The current program has a Program Content Guide (PCG) that came into effect in September 2016.

Several courses (NETT 2113, NETT 2104, and NETT 2105) were previously aligned with relevant industry credentials, such as Microsoft Technology Associate (MTA), until those particular certifications were no longer offered.

With some further study, students are able to complete the following certification exams:

- CompTIA A+
- CompTIA Project+
- Microsoft Technology Associate (MTA)

Both, student survey and industry survey, were deployed during fall 2017. Additionally, 94 course evaluations were analyzed.

Key Findings:

- The highest rated competencies from the Student and Industry Surveys are the following:
 - Motivation to learn about new technologies
 - Critical thinking
 - Communicating verbally with clients, team members, and leadership
 - Collaborating with team members within IT department
 - Setting up and configuring computer software and hardware
 - Responding to emergencies and system failures
- Industry respondents also ranked “Performing security and quality controls” highly
- Student respondents also ranked “Installing networking software and other software applications”, “Operating consoles to monitor system performance”, and “Project Management” highly.
- NETT program is rated as ‘Average to above Average’ for ‘Relevance to the Industry’ (Mean: 3.73/5;) and ‘Usefulness of content’ (Mean: 3.80/5)
- Students are a mixture of newbies or those with some IT background
- Essential certifications for NETT grads are A+, NETT+, MCSE, CCNA
- It is unclear if the approach for teaching content specifically to write industry certification exams needs to be followed. Networking fundamentals material never changes. Perhaps it is best to stick to focusing on Microsoft technology

Strengths

- Quality of instruction “supportive”
- Students enjoyed the classes
- Content of courses relevant
- Hands-on learning as well as theory
- Program is friendly and flexible. Classes are engaging. Students like the schedule.

- Students learn from 'Real-life' stories from the instructors

Challenges

- Outlier term with inconsistent quality of instruction for one course
- Some courses may be too short
- For server and active directory courses need more memory and more powerful machines
- Students don't pre-read chapters; class-time is tight
- Industry exams change quickly
- Need to upgrade to Server 2012 or 2016
- Need to re-design Directive Studies/Practicum

C. Faculty and Staff

The NETT program falls under the Centre for Continuing Studies – Technology & Trades department; the Program Coordinator facilitates the day-to-day functioning of the program. The Program Coordinator is supported by the Continuing Studies team, which includes Senior Program Coordinator, Operations Manager, Associate Registrar, Program Assistant, and Registration Staff. The instructors report to the Program Coordinator, and the Dean of Continuing Studies provides leadership to the departments and personnel in the Centre of Continuing Studies.

The program currently has four regular instructors all of whom are professionals working in the IT industry. A number of meetings were held with the instructors to gather their input on a variety of topics connected to the NETT program such as student demographics, course prerequisites, instructional approach, and administrative support.

Key Findings:

- The program is supported by a number of staff, administrators, and instructors
- The program's instructors are working professionals. One instructor has been teaching for over 15 years. Other instructors have been with the program for less than two years.

Strengths

- Since Spring 2017, the program has seen steadiness due to a stability in the Program Coordinator
- Program is supported by a Program Assistant
- All of CS is supported by the Dean, Ops Manager, Assoc. Registrar, and Sr. PC
- All instructors are working professionals in their field

Challenges

- In the past there had been a high turnover in instructors and Program Coordinators

D. Student Outcomes

In addition to the student survey deployed in the fall of 2017, the latest available DACSO data (from 2015-2017) was also analyzed. Further to this, program completion data was compiled by Institutional Research.

Key Findings:

- More people start the program than finish
- Students are certified in CompTIA, Cisco, Linux, MS
- Certificate and Diploma are viable options for fulfilling job requirements and work experience would be acceptable in lieu of a credential.
- 10 year expected job openings are 3760. Increased use of social networking will lead to new opportunities in field. Growth in demand for security specialists.

Strengths

- Majority of the students would recommend courses to others
- 70% felt that “courses help prepare them for the work environment”
- A large proportion felt prepared for further studies
- NETT is a good career change option
- Significant majority of the students were pleased with the quality of education they received.

Challenges

- Reasons that students that would not recommend: poor instruction, transfer limitations, unorganized
- Need realistic data about how many students are finding employment in the field after graduation
- Small portion of students complete program

E. Student Support Services

The program area met with the following student and educational service areas (internal stakeholders) between November and December of 2017: CS Registration, Disability Services, Indigenous Education and Community Engagement (IECE), Learning Centre, Library, Information Technology (IT), CS Marketing Liaison, and VCC Marketing and Communications.

A standard questionnaire was developed for streamlining information sought during the meetings and responses were recorded for subsequent analysis.

As mentioned, a student survey was also deployed in fall 2017, which asked respondents about their experiences with the student support services at VCC.

Key Findings:

- Need some kind of orientation for students on what support is available
- Need more communication between PC/instructors and library/LC/Disability Services
- Structure curriculum around practical issues

Strengths

Students satisfied with:

- Information on the VCC website
- Application process
- Responsiveness of VCC employees

Challenges

Students less satisfied with

- Advising before starting courses
- Access to counselling and disability services

F. Physical Environment

The classes are held primarily in two labs dedicated to the networking technology program, at the Downtown VCC campus. The rooms have a capacity to accommodate 20 students. The following was determined from the instructor meetings, student survey results and internal stakeholder meetings:

Key Findings

- The program, having two dedicated labs contained on an 'island' in terms of IT support, affords greater flexibility for both students and instructors to practice as closely as possible to the 'real world scenarios'.

Strengths

- Students really like the location
- The current lab as an 'island' setup works.

Challenges

- Need newer de-commissioned hardware & upgrades

Recommendations

The self-study recommendations are included in the table under section 5 below.

4 External Review Report Summary

On November 08 and November 09, 2018, the External Review team (see Appendix 1 for membership), convened to review the Self-Study Report, and to meet with stakeholders such as the administration team in Continuing Studies, the NETT program instructors and a student in the NETT program. The External Review team also toured the NETT program labs.

The External Review team focused their review and discussions on the following:

- Whether the Self-Study Report addresses the six key performance indicators
- Whether the recommendations in the Self-Study Report are supported by the findings in the Self-Study Report
- Whether the findings in the Self-Study Report are validated by the External Reviewers on-site visit
- Any additional observations or recommendations for the program area to consider

The External Review team were in agreement that the self-study addressed the report elements outlined above. In the External Review report, the External Review team went through each recommendation to determine whether they supported the recommendation or not. In general, the recommendations in the self-study report were supported by their site visit and review of the self-study report.

The External Review team made additional comments such as, the Project+ and Directive Studies course names are misleading, course prerequisites should be removed as much as possible, the program name should be reflected in the required courses in the program, and to investigate a CompTIA partnership.

In their concluding comments, the External Review team stated, “Overall, this program has significant relevance in the context in which it exists, namely its positioning as a ‘collective of courses’ available in the evenings to working individuals. This should not be changed.” This echoes their feedback on the self-study recommendation around the new Computer Systems Technology (CST) Diploma program; that the recommendation is “irrelevant considering the large differences in student demographic attracted to the two programs”.

5 Steering Committee Response to External Review Report

The external review site visit and report were discussed at a NETT Program Renewal Steering Committee meeting on December 03, 2018.

Those members of the Steering Committee who participated in the site visit commented that they were impressed with the external reviewers' level of professionalism and by the quality of questions that they asked.

Nearly all of the recommendations in the self-study were supported in the external review report.

However, there were strong concerns from the steering committee that the external review team did not support the recommendation to improve food and beverage service for students. This is a 'hot button' issue for not only the NETT program but also Continuing Studies in general. Almost all students who attend the evening classes of the NETT program have been working all day; they are hungry and tired and are unable to get a coffee or some food when they arrive at the college. There are no coffee shops that are open near the college in the evening and female students are concerned about venturing out at night in the neighbourhood.

Another concern from the steering committee was the lack of support for the recommendation around integrating soft skills. The steering committee was in agreement that people skills are a key aspect of working in IT and that this recommendation should move forward. The Institutional Learning Outcomes (ILOs) were presented to steering committee; since the ILOs directly include strong examples of people skills, they will be kept in mind as the NETT curriculum is redesigned.

Steering Committee then looked through the 'Additional Suggestions/Recommendations' and 'Concluding Comments' sections of the external review report. Based on Steering Committee's discussions, the following new recommendations were generated:

- Make non-prerequisite course codes start with a 1, and higher level courses start with a 2
- Promote/emphasize security aspect of curriculum
- Add more hours to courses

A key aspect of determining a new program design will be through an analysis of where the program is losing students. To aid this, a graphic of course enrolment was generated by IR and presented to the Steering Committee.

6 Final Recommendations

During the program renewal steering committee meeting on December 03, 2018 the final set of recommendations (those from the self-study, plus the new ones generated from the external review report) were categorized using the contexts of urgency/importance and resources required. These recommendations are broken down into the six key performance indicators (KPIs) and are shown in Table 1. Based on a review of the external review report by the steering committee, some additional recommendations were generated and these are included in Table 2. .

Table 1

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
Program Planning & Administration	<u>Expand marketing, recruitment, and visibility.</u>	(Supported) Advertise that instructors are Subject Matter Experts who work in IT. Also, advertise courses to local businesses, unions, and other stakeholders.	Med	Med
		<u>Change name of NETT program.</u> Advertise if individual course completion can result in a certificate. Investigate alignment with industry certification, and advertise it	Low	Low

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
	<u>Maintain flexibility and affordability.</u>	(Supported)	High	Low
	<u>Refine a Program Value Statement with the Instructional Team.</u>	(Not covered in Self-Study but recommended)	Low	Med
	<u>Build a Program Advisory Committee.</u>	(Supported)	High	Low
	Run each course at least once a year regardless of enrollment.	(Not supported)		
Curriculum & Instruction	<u>Redesign Directive studies.</u>	(Supported) Further investigation required One possibility: Combine with Project+, and change name of course.	High	High

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
	<u>Expand and formalize integration of soft skills in curriculum.</u>	(Not explored)	High	Low
	<u>Retain the credential of certificate while exploring badges and micro-credentials.</u>	Should be investigated/pursued (micro-credential). Aligns with VCC's value (flexibility)	High	Med
	<u>Review & revise the Course Outlines, Program Content Guide, and course pre-requisites.</u>	(Supported)	High	Med
		PCG required updating <u>Project+, Directive Studies need clearer titles</u>	High	High
		Course Outlines not available for discussion. <u>Remove all course pre-requisites, except for Project+ and DS.</u> If combined, Project+ and DS could require pre-requisite of 4 credits	High	Med

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
	Identify key industry certifications and assess how they align with our courses.	(Supported) Key certifications: A+, Network+, Cloud+, Security+	High	Med
	New CST Diploma: Examine relationship between the existing CS Networking Technology Certificate Program and the planned School of Trades and Technology Computer Systems Technology Diploma Program.	(Discussed at length) Found to be irrelevant considering large differences in student demographic.		
	Investigate the potential for new course offerings.	(Not covered in self-study report but recommended.) Cloud+, PowerShell Scripting, Linux, Ethical Hacking, Advanced Security, Virtualization, Cloud. Above could be credit or non-credit	Low	Low

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
Instructors & Staff	<u>Maintain instructional team of industry professionals.</u>	(Supported)	High	Med
	<u>Create and implement retention plan (for both PC and instructors).</u>	(Supported)	Med	High
Student Outcomes	<u>Collect ongoing and realistic data on job outcomes.</u>	(Supported)	Med	Med
Student Support Services	<u>Improve connection between program curriculum and counselling/academic advising</u>	(Supported)	Med	Low
	<u>Improve student awareness of VCC Student Support Services</u> (particularly the Library and Learning Centre) by maintaining communication between	(Supported)	Med	Low

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
	the program and services areas.			
	<u>Provide options to register for the courses à-la-carte.</u>	(Supported) See earlier comment on alignment with VCC's value of flexibility.	Low	Low
	<u>Improve food and beverage services for students and instructors for evening classes.</u>	(Not supported) This can be addressed with expectation management.	Med	Med
	<u>Investigate ways students can get funding.</u>	(Supported)	Low	Med
Physical Environment	<u>Invest in upgrading of labs.</u>	(Supported) Example: To facilitate Security+, hardware should meet minimum specifications (i7, SSD, 32 GB RAM)		
Additional Suggestions/Recommendations		<u>Re-name Project+, Directive Studies courses; names are misleading to students and instructors</u>	High	High

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
		<u>Remove course requirements and pre-requisites as much as possible</u>	High	Med
		Chosen program name should be reflected in required course (e.g. if program name = NETT, then Networking Fundamental = required course)		
		<u>Investigate CompTIA</u> and Cisco Academy. Contact Camosun External Reviewer for details	Low	High
		Instructors should have a clear understanding of the program and inform students in every course as to the path for program certificate completion. Students can then be encouraged to explore and advance their technology interest.		
		<u>Increase duration of courses as appropriate.</u> Consider Advanced Certificate, if maintaining Program Certificate	High	Med

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
		<u>Store course content in a repository for consistency in delivery, and for accessibility to new instructors.</u>	Med	High

Table 2

KPI	RECOMMENDATIONS BY STEERING COMMITTEE	URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
Curriculum and Instruction	<u>Make non-prerequisite course codes start with a 1, and higher level courses start with a 2</u>	High	Low
	<u>Investigate softening prerequisites</u>	High	Med
Program Planning and Administration	<u>Promote/emphasize security aspect of curriculum</u>	Med	Low

Appendix: External Review Report



PROGRAM RENEWAL

External Review Report

Networking Technology Certificate

Submitted to

Andy Sellwood, Chair, Networking Technology Renewal Steering Committee

Gordon McIvor, Dean, School of Continuing Studies

Kathryn McNaughton, Vice President Academic, Students & Research

**Vancouver Community College
1155 East Broadway, Vancouver
British Columbia Canada V5T 4V5**

On November 16, 2018

By

Edward Lo (UFV), Gabriel Vitus (Douglas College), David Chen (BCIT), Trevor Curtis (Camosun), and Sean Davis (Crisis Intervention and Suicide Prevention Centre of BC)

The External Review Team convened on November 8th and 9th 2018 to review the Networking Technology Self-Study Report and conduct a site visit to meet with the various stakeholders; and to provide an oral summation of findings and suggestions. This document represents the completion of the external review process and findings and is herewith being submitted to the Dean of Continuing Studies and Vice President, Academic, Students & Research, at Vancouver Community College.

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Background

External review is an integral component of VCC's program review process, and follows the completion of the internal Self-Study Report. A team of two to three members, selected by the Program Renewal Steering Committee, conducts the external review. At least one member will be from an external academic institution. Other members may also include appropriate industry, employer or community representative experts in the field. The purpose of the external review is to validate the internal Self-Study Report, conduct a site visit, and provide any additional information regarding program strengths and opportunities for improvement.

Accordingly, on November 8th and 9th 2018, the External Review team (see Appendix A for membership), convened to review the Self-Study Report for Networking Technology, met with the various stakeholders, and then provided an oral summation of findings, recommendations and suggestions at the conclusion of their visit. This document represents the completion of the external review process and findings.

Overview

The External Review team, in fulfillment of its responsibilities met with:

- Gordon McIvor, Dean, School of Continuing Studies
- Claire Sauve, Senior Program Coordinator, School of Continuing Studies
- Sid Khullar, Program Coordinator (Technology and Trades), School of Continuing Studies
- Dorothy Giroux, Program Assistant, School of Continuing Studies
- Monica Killeen, Operations Manager, School of Continuing Studies
- Andy Sellwood, Chair, Networking Technology Renewal Steering Committee
- Elle Ting, Co-Chair, Networking Technology Renewal Steering Committee
- Dean, Student
- Instructors (Wes Sheldon, Phillip St Louis, Michael Lam)

The External Review team focused their review and discussion on the following:

- Whether the Self-Study Report addresses the following report elements sufficiently:
 1. Program Planning and Administration
 2. Curriculum and Instruction
 3. Faculty and Staff
 4. Student Outcomes
 5. Student Support Services
 6. Physical Environment
 7. Recommendations

- Whether the recommendations in the Self-Study Report are supported by the findings in the Self-Study Report
- Whether the findings in the Self-Study Report are validated by the External Reviewers on-site visit
- Any additional observations or recommendations for the program area to consider.

The External Review Committee (ERC) is in agreement that the self-study addresses the report elements outlined above. The following section 'Summary of Findings' comments on the recommendations in the self-study report as well as the findings of the site visit. In general, the findings in the self-study report are supported by the site visit.

Summary of Findings

Self-Study Report Recommendations and Site Visit Findings

The following section groups each recommendation in the self-study report into its respective key performance indicator. Each recommendation is reviewed based on the site visit and findings in the self-study report.

1. CURRICULUM & INSTRUCTION

- Redesign Directive studies.

This recommendation is supported by the ERC. The Directive studies course requires further investigation. For example, is the course in its current format required in the program framework? Should this be an optional course for the program certificate?

One possibility would be to combine the Directive studies course with the Project+ course. The focus could then be on developing practical skills within a formal project framework. If this option is explored it would be good to look at a name change; one suggestion is Advanced Technology Project.

- Expand and formalize integration of soft skills in curriculum.

This recommendation was not explored.

- Retain the credential of certificate while exploring badges and micro-credentials.

The possibility of giving students a credential at the completion of an individual course should be investigated/pursued (i.e. a micro-credential). This aligns with VCC's value of allowing students to pick and choose courses (flexibility).

- Review & revise the Course Outlines, Program Content Guide, and course pre-requisites.

This recommendation is supported. The Program Content Guide requires updating. In addition, the Project+ and Directive studies courses need clearer titles. The course outlines were not available for discussion.

It is appropriate that no pre-requisites exist for the Networking Technology Certificate (NETT). All course pre-requisites should be removed to enhance flexibility except for the Project+ and Directive studies courses. If a combined

Project+/Directive studies course were to be created it should require a credit count as a pre-requisite (the ERC recommends 4 credits).

- Identify key industry certifications and assess how they align with our courses.

This recommendation is supported. Key industry certifications include A+, Network+, Cloud+ and Security+.

- New CST Diploma: Examine relationship between the existing CS Networking Technology Certificate Program and the planned School of Trades and Technology Computer Systems Technology Diploma Program.

This recommendation was discussed at length and found to be irrelevant considering the large differences in student demographic attracted to the two programs.

- Investigate the potential for new course offerings.

This recommendation was not covered in the self-study report but is recommended by the ERC. Some possible new options include Cloud+, Powershell Scripting, Linux, Ethical Hacking, Advanced Security, Virtualization and Cloud. These could be credit or non-credit options.

2. INSTRUCTORS AND STAFF

- Maintain instructional team of industry professionals.

This recommendation was addressed in the self-study and is supported by the ERC.

- Create and implement retention plan (for both PC and instructors).

This recommendation is supported.

3. STUDENT OUTCOMES

- Collect ongoing and realistic data on job outcomes.

This recommendation is supported.

4. PROGRAM PLANNING AND ADMINISTRATION

- Expand marketing, recruitment, and visibility.

This recommendation is supported. The fact that the instructors are subject matter experts who work in the field of IT, should be advertised. In addition the courses should be advertised to local businesses, unions, and other stakeholders.

The NETT program name should be changed. If individual course completion can result in a certificate this should be advertised. Alignment of the courses with industry certification should also be investigated and advertised.

- Run each course at least once a year regardless of enrollment.

This recommendation is not supported.

- Maintain flexibility and affordability.

This recommendation is supported.

- Refine a Program Value Statement with the Instructional Team.

This recommendation was not covered in the self-study report but is recommended by the ERC.

- Build a Program Advisory Committee.

This recommendation is supported.

5. PHYSICAL ENVIRONMENT

- Invest in upgrading of labs.

This recommendation is supported. As an example, to facilitate the CompTIA Security+ curriculum, VCC lab workstation hardware should meet the minimum required specifications of an i7 processor, solid state drive (SSD), and 32GB of installed RAM.

6. STUDENT SUPPORT SERVICES

- Improve connection between program curriculum and counselling/academic advising

This recommendation is supported.

- Improve student awareness of VCC Student Support Services (particularly the Library and Learning Centre) by maintaining communication between the program and services areas.

This recommendation is supported. Communication between program and service areas is important.

- Provide options to register for the courses à-la-carte.

This recommendation is supported. As discussed earlier, this aligns with VCC's value of flexibility.

- Improve food and beverage services for students and instructors for evening classes.

This recommendation is not supported. This can be addressed with expectation management. Explain the situation to the students clearly outlining what options are available to them.

- Investigate ways students can get funding

This recommendation is supported.

Additional Suggestions/Recommendations

- The Project+ and Directive Studies course names are misleading to students and Instructors.
- Remove course requirements and prerequisites as much as possible.
- Whatever name is chosen for the program should be reflected in the required courses. For example, if the program name 'Networking Technology' were to remain, then Networking Fundamentals should be a required course.
- Both the CompTia Academic Partner and Cisco Academy should be investigated. Contact curtis@camosun.bc.ca for details.
- Instructors should have a clear understanding of the program and inform students in every course as to the path for program certificate completion. Students can then be encouraged to explore and advance their technology interest.

Concluding Comments

Overall, this program has significant relevance in the context in which it exists, namely its positioning as a “collective of courses” available in the evenings to working individuals. This should not be changed.

In addition, there is a huge potential for the addition of new courses. However, the danger of ‘scope creep’ exists and the program should not over-extend itself or become too large. In general, the courses should be lengthened as appropriate as per college policy and to allow for the more manageable coverage of content and inclusion of more practical activities. If it is decided that a program certificate be maintained then an advanced certificate may be considered.

A place should be found where the content of all courses in the program can be stored (a repository). This will help new instructors who can then access the content to prepare for delivery. It will also make sure there is consistency in what is delivered to students from one instructor to the next.

Appendix A: External Review Team Membership

Academic Representative from Post-Secondary Institution:

Edward Lo UFV

Academic Representative from Post-Secondary Institution:

Gabriel Vitus Douglas College

Academic Representative from Post-Secondary Institution:

David Chen BCIT

Academic Representative from Post-Secondary Institution:

Trevor Curtis Camosun College

Industry Representative:

Sean Davis Crisis Intervention and Suicide Prevention Centre of BC

Appendix B: Program Renewal Process

- **Phase 1: Self-study**
 - Gather and analyze data
 - Write a self-study report
- **Phase: 2 External Review**
 - Review self-study report
 - Site-visit
 - Write report
- **Phase 3: Final Summary Report and Action Plan**
 - Steering committee prepares final summary report
- **Phase 4: Submit Summary Report**
 - Summary report and action plan sent to VP Academic, PRRC, and EdCo for information



Program Renewal: Networking Technology Certificate Program Action Plan February 4th 2019

Action Plan

Based on the findings from the program review Self-Study Report, and the feedback from the External Review, the program has identified the following final key projects and initiatives.

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources and Support Required	Evaluation Plan
1	Build a new Program Advisory Committee	September 2019	Dean's office, Program Coordinator	After one year, complete PAC Performance Evaluation Plan (Appendix D of policy C.3.1)
2	Invest in upgrading labs 627 and 614	January 2019 - Submit Capital Expenditure request for 19/20 March 2020 – complete upgrades (if approved)	Capital funds, IT, Facilities, NETT instructors , Program Coordinator, hardware and software infrastructure	Outcome of CapEx request Student and instructor course evaluations after one term in upgraded lab
3	Review & revise the Course Outlines, Program Content Guide, and course pre-requisites.	February 2019 – Submit CD funds request January 2020 – Start curriculum governance approval process September 2020 – Implement revised curriculum	Curriculum development funds, NETT instructors and/or subject matter experts, Program Coordinator, Sr Program Coordinator, CTLR	Outcome of CD funds request Student and instructor course evaluations after one term of revised curriculum



Program Renewal: Networking Technology Certificate Program Action Plan February 4th 2019

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources and Support Required	Evaluation Plan
4	Redesign Directive Studies and Project + (explore possibility of combining into one course)	Spring/summer 2019	Curriculum development funds, NETT instructors and/or subject matter experts, Program Coordinator, Sr Program Coordinator, CTLR	Student and instructor course evaluations after one term of revised course(s)
5	Explore introducing new courses – offer more elective choices to students	January 2020	Curriculum development funds, NETT instructors and/or subject matter experts, Program Coordinator, Sr Program Coordinator, CTLR	Feedback from instructors, SMEs, and PAC
6	Create a Moodle shell to share resources, program updates, and course content amongst instructors	June 2019	Moodle, CTLR, PC, Instructors	Assess utilization of Moodle shells in courses and as an instructor resource
7	Initiate dialogue with School of Trades, Technology, and Design to examine any overlap and laddering opportunities between NETT Certificate and planned Computer Systems Technology Diploma programs	January 2020 – consider alongside action item #3, as applicable.	Dean of TTD, Dean of CS, Program Coordinator, Sr. Program Coordinator	Assess outcome of the dialogue through an increased understanding and awareness of program's scope of respective departments.



FORMAL PROGRAM RENEWAL FINAL REPORT

PROGRAM SCHOOL OF INSTRUCTOR EDUCATION:
PROVINCIAL INSTRUCTORS DIPLOMA
CERTIFICATE IN ONLINE/ELEARNING INSTRUCTION

FEBRUARY, 2018

Formal Program Renewal Committee

Beacham, Brian
Galy, Glenn
Harrison, Jacquie
Lew, Shirley
Manning, Garth
Mauger, Doug
Sellwood, Andy
Hassett, Marian

EXECUTIVE SUMMARY

Between February 2016 and February 2018, the Formal Program Renewal Committee (FPRC) conducted a formal renewal of the School of Instructor Education (SIE) programs - Provincial Instructor Program (PIDP) and the Certificate in online/eLearning Instruction (ONEL), as per C.3.2 Program Review and Renewal Policy and Procedures. The aim of this program renewal report is to provide an evaluative analysis of the Programs' strengths, challenges and opportunities, and to make recommendations for continued improvement.

The program renewal process collected and analyzed data relating to six key performance indicators for each of the programs: Curriculum and Instruction, Student Outcomes, Program Planning and Administration, Faculty and Staff, Student Support Services, and Physical Environment.

CURRICULUM AND INSTRUCTION: PIDP

Overall, the PIDP curriculum is sound in its design and clearly demonstrates alignment and integration of skills and knowledge across the eight courses. PIDP faculty updates and maintains the curriculum as needed on an ongoing basis. All course assignments have clear evaluation rubrics, and in many of the courses students have several options to complete assignments. The curriculum is largely delivered using active learning techniques which encourage students to become self-directed learners through critical self-reflection.

There is an inherent tension in the program being overly academic and "not academic" enough. Currently, the PIDP delivers one standardized curriculum to all students regardless of their instructional areas or backgrounds. To a large extent, the PIDP is attempting to serve the needs and interests of diverse groups of students from academics, to adult educators, to corporate trainers with a single curriculum approach/design. The FPRC determined there is a need to explore options for balancing this tension through alternative learning pathways that satisfy the needs and interests of these diverse student groups.

When the program curriculum was reviewed against VCC's educational policies, it was determined the program design does not comply with VCC's policies C.1.1, C.1.3, and C.1.4. Total program credit hours does not align with the Diploma requirements as stated in policy C.1.3, and the ratio of course credit hours to instructional time does not comply with policy C.1.4. The challenge for the program is to balance the need to align with VCC policies and retain the name of the Provincial Instructors Diploma.

While the PIDP curriculum is designed primarily for training students to teach face-to-face instruction, it is unknown how many students taking the PIDP teach or plan to teach face-to-face and/or online courses. The surge of online learning across Canadian universities and colleges and the growth of blended delivery models, suggest that there is a healthy market for educational training programs to prepare adult educators for teaching online. This raises an important challenge for the PIDP to examine how to best meet this rising demand. The SIE will need to be cognizant of integrating online teaching pedagogies and practices that model current best-practices in online teaching.

The External Review Panel (ERP) made note of the lack of course sequence in the PIDP and highlighted the importance of sequential learning supported by a clear pedagogical approach. The ERP noted, "The curriculum is conceptually designed to flow from curriculum design, development, implementation, and

evaluation to a final capstone. However, because students are continuously being admitted into the program and consequently take whichever course(s) being offered at the time of admission, some students, particularly face-to-face students, inevitably take courses out of sequence.

Program Strengths - PIDP

- Faculty committed to student success
- Promote the development of reflective practice
- Marking rubrics used across all the courses
- Brand recognition in the industry for the PID
- Online and face-to-face delivery of the courses
- Practical courses that prepare teachers to be better equipped.
- Continuous-intake provides students with flexible access
- Relatively limited competition from other institutions
- Students receive a Provincial credential that is widely recognized in the industry
- Prepares those with no teaching experience interested in transitioning into a teaching career
- Serves a diversity of the students from different educational and professional backgrounds
- Flexible assignments appropriate to multiple fields of expertise
- Learners can practice skills immediately
- Learners become part of a community of practice

RECOMMENDATIONS: CURRICULUM AND INSTRUCTION - PIDP

1. Address the misalignment between the existing curriculum and the following policies:
 - a. C.1.4 Assignment of Credits to Courses
 - b. C.1.3 Granting of Credentials
 - c. C.1. Grading, Progression, and Withdrawal
2. Update existing PCG and course outlines to reflect accurate information.
3. Re-examine the purpose and design of PIDP 3270.
4. Map existing courses and program, course outcomes and assessments, and activities.
5. Calibrate student evaluations by instructors for all courses.
6. Revise the PIDP curriculum, taking the following into account:
 - a. Develop structured, differentiated, and flexible pathways that address distinctive needs/interests and professional backgrounds of students (e.g. academia, ITA trades, corporate trainers, independent contractors, International students)
 - b. Explore the benefits and risks of potentially integrating ONEL and PIDP
 - c. Explore a variety of delivery methods (including face-to-face, blended, online)
 - d. Consider course sequence in program (re)design, taking into account the flexible intake model
 - e. Integrate online teaching pedagogy
 - f. Increase experiential learning opportunities
 - g. Integrate media development and technical skills

- h. Create professional development courses that are of interest to PIDP alumni and practitioners (e.g. leadership, assessments, facilitation, experiential learning, team-based learning etc.)
- i. Evaluate the continuous intake model and its effect on: student workload; self-directed and group-work components of online courses; and faculty sustainability

CURRICULUM AND INSTRUCTION: ONEL

ONEL program is a stand-alone program that is siloed from PIDP; there is no integration of ONEL and PIDP. In general, there appears to be little oversight of the ONEL program as it is not routinely and thoroughly reviewed or discussed at the departmental level, due to the fact that there is only one term instructor teaching in the program. The challenge for the department is to provide opportunities for all instructors to provide input into and teach in the ONEL program.

The ONEL curriculum is designed to scaffold and integrate learning across the three courses as students are required to take the courses in sequential order. Course outlines appear aligned with course learning outcomes and include self-reflective and peer-peer assessment activities that reflect best practices for supporting and assessing student learning. In addition, there are clear rubrics available to the students for each assignment. It is also noted that opportunities for interactive, peer-peer activities are limited, due to a number of factors related to student enrollment levels and continuous intake of students.

There is not a systematic process for integrating emerging topics and tools related to online learning into the curriculum. In particular, the ERP questioned whether the curriculum includes topics such as Open Education/Learning/pedagogy, copyright and creative commons, Universal Design for Learning, MOOCs, Networked Learning, strategies for accommodating diversity online, learning analytics, strategies for maintaining instructor presence, etc. In general, the FPRC identified the need to conduct a comprehensive review of the curriculum for currency and relevance on an ongoing basis.

It will be important for the department to more clearly articulate the focus and purpose of ONEL in the Program Content Guide. The FPRC recognizes that the curriculum is heavily focused on online course design and development and little on the facilitation of learning. The FPRC recognizes this as a gap in the ONEL program. The challenge for the department is to develop a systematic process/approach for collecting and analyzing program data and industry feedback that can be used to inform decision making on how to improve the overall quality of the program.

PROGRAM STRENGTHS: ONEL

- Faculty committed to supporting student success
- Short duration of program
- Focused on experiential learning
- Learners are challenged to develop their online skills
- Instruction allows for personalized learning and support
- Ongoing technology changes are incorporated into the curriculum

- Best practices are the main focus of the content, attracting learners with differing goals. This is unlike other programs of its kind where specific programs or technology are the focus, which attracts only those wishing to learn that specific piece of technology
- Based on a constructivist model where learners build on their own expertise and/or learning goals.

RECOMMENDATIONS: CURRICULUM AND INSTRUCTION - ONEL

1. Address the misalignment between the existing curriculum and the following policies:
 - a. C.1.4 Assignment of Credits to Courses
 - b. C.1.3 Granting of Credentials
 - c. C.1. Grading, Progression, and Withdrawal
2. Update existing PCG and course outlines to reflect accurate information.
3. Map existing courses and program, course outcomes and assessments, and activities.
4. Revise the ONEL curriculum, taking the following into account:
 - a. Explore the benefits and risks of potentially integrating ONEL and PIDP
 - b. Integrate online teaching pedagogy and current topics/issues in online learning
 - c. Increase experiential learning opportunities and practical skills
 - d. Identify the most effective instructional design/delivery to support student learning and course outcomes
 - e. Develop structured, differentiated, and flexible pathways that address distinctive needs/interests and professional backgrounds of students (e.g. adult educators, corporate trainers, and independent contractors)
 - f. Consider the possibility to adopt/adapt BCcampus Facilitating Learning Online courses (three courses: Fundamentals of Facilitation, Design, Synchronous Facilitation)
 - g. Evaluate the continuous intake model and its effect on: student workload; self-directed and group-work components of online courses; and faculty sustainability.
 - h. Identify key strategies for ensuring technology-related content is current and relevant to industry standards.
 - i. Modify student reflection activities to frame them in more specific terms (e.g., critical reflection, self-assessment against a rubric, etc.)
 - j. Identify strategies to assess and determine appropriate student workloads across courses.

STUDENT OUTCOMES: PIDP

The FPRC reviewed student enrollment, attrition, and completion data provided by Institutional Research for the period 2012/13 - 2016/17. Overall, student enrollment remained steady with an average of 2,218 course registrations per year; however, total enrollment decreased by 5% since 2012/13. PIDP 3220, 3250, and 3250 have consistently seen the largest decrease in total enrollment since 2012/13.

Since 2012/13, there has been an overall decline in the total number of enrollments in face-to-face courses (-38%) and an increase in the total number of enrollments in online courses (23%). In 2016/17,

the overall enrollment in online course registrations (56%) surpassed face-to face course enrollments (44%).

Student completion rates for all courses, regardless of delivery type, are extremely high, ranging between 96-100% over the five year period. On average, 240 students complete the PIDP each year; however, as data on students' intention to complete the program is not collected or analyzed in a systematic manner, graduation rates for the program cannot be determined.

Collectively, graduate feedback data clearly show that most students are very satisfied with the PIDP, and that the program provided them with a valuable and positive learning experience. As indicated in program review data (2012/13-2015/16), student ratings for quality of instruction and overall satisfaction with the program was consistently in the top five percentile. PIDP graduates gave excellent ratings for instructional quality, course registration and support, course materials, and content, although quality of course materials was not rated as high.

According to VCC's Student Survey (2016), graduates identified several aspects of the program they felt could be improved upon: curriculum, instruction, and delivery. Students expressed some concern over the currency and relevance of the content and learning materials, the amount of course assignments and heavy workload, the lack of practical, hands-on experience, and the limited access to face-to-face courses, especially outside of Metro Vancouver. The ability of the SIE to offer more face-to-face or blended courses in other parts of the Province has been negatively affected by low enrollment and the overall costs of delivering the courses.

RECOMMENDATIONS: STUDENT OUTCOMES - PIDP

1. Collaborate with IR to develop systematic program/course assessment and evaluation mechanisms so that ongoing data collection can be used for program/course monitoring, improvement, and decision making.
2. Explore options for increasing student response rates to online course and program surveys in consultation with IR.
3. Explore options for addressing issues related to student workload, practical skills, course resources, program delivery, and course sequencing.
4. Consider feasible options to expand face-to-face and blended delivery of the PIDP to communities outside of Metro Vancouver.

STUDENT OUTCOMES: ONEL

Overall enrollment in the ONEL program has increased 17% from 2012/13-2015/16. A total of 134 students enrolled in the Program, and 72 students completed the program within this time period. However, graduation rates cannot be compared against enrollment rates by year as students complete the program at their own pace, and students are not asked to declare their intention to complete the entire program.

Graduate evaluations are not systematically conducted for the ONEL; however, survey data collected by the FPRC indicates the vast majority of graduates report high levels of satisfaction with the quality of the program and instruction. In general, students provided positive comments on the organization of the courses, content, and delivery. Students also commented that the textbooks and learning materials used in the courses were valuable, and there were good learning resources provided in the courses. Instructor presence and feedback were also identified by students as creating a positive, supporting and nurturing learning experience.

DACSO (Degree, Associate Degree, and Certificate Student Outcomes) student long response data indicates that the majority of respondents expressed some concern with the program overall, and desired some improvement with the curriculum. In general, respondents commented that they would have benefited from more opportunities to practice how to design, develop, and deliver an online course. Students also indicated the program could be improved by providing more current and relevant practical skills required by industry. These concerns are reflected in the DACSO data contained in the Program Review reports (2011-2016) that show a downward trend in the percentage of students rating the currency and relevance of the topics and standards taught in the program, and the practical experience they gained.

Students also expressed concerns over the heavy workload of the courses. Students commented that there was an excessive amount of assigned reading and writing assignments, especially blogs and wikis, that were not necessary for the scope of the course. Others said they spent a lot of time trying to learn educational technologies and social media tools on their own, and they would have benefitted from more direct instruction on the use of new and unfamiliar technologies required to complete the course assignments.

RECOMMENDATIONS: STUDENT OUTCOMES - ONEL

1. Collaborate with IR to develop systematic program/course assessment and evaluation mechanisms so that ongoing data collection can be used for program/course monitoring, improvement, and decision making.
2. Explore options for increasing student response rates to online course and program surveys in consultation with IR.
3. In consultation with IR, redevelop the student intake survey to include intention to complete the program in order to more accurately evaluate graduation rates.
4. Increase student access by removing PIDP admission requirement
5. Explore options for addressing issues related to student workload, practical skills, course resources, program delivery, and currency and relevance.

PROGRAM PLANNING AND ADMINISTRATION: PIDP AND ONEL

According to British Columbia labour market data (2017-2027), there will continue to be a solid market for adult educators in the province. Although VCC no longer has the exclusive right to deliver and manage the PIDP on its behalf, there appears to be no immediate interest from other educational institutions to develop and deliver the PIDP. The strong reputation of the PIDP in BC for training adult

educators, and the fact there is no immediate competition from other educational institutions to deliver the PID credential, suggests the PIDP should continue to be a first choice for instructor training in the province.

Furthermore, as enrollment in online courses expands across colleges and universities in Canada, the department is well positioned to meet the growing demand for online teachers and trainers in the province. Currently there is no other post-secondary institution in the province offering a credential in online teaching. As noted by the ERP, there is high demand and low competition for the type of training provided by the ONEL program.

The FPRC determined that neither the PIDP nor ONEL program have an active PAC. Moving forward, a PAC will be vital to provide the department with guidance in the re-development and/or re-design of both programs. With the support of a PAC, the department will be able to determine if integrating the PIDP and ONEL is a viable and educationally sound design option.

The FPRC determined the recruitment of new students into the PIDP and ONEL program is supported mostly by word of mouth. While word of mouth has clearly worked for the program, this is not an optimal, long-term approach to student recruitment and growth. The ERP also commented that compared to the PIDP, the ONEL program is relatively unknown in BC. It also suggests that both programs could benefit from a rebranding to highlight the programs as new and improved. The FPRC also recognizes the need to promote the programs more broadly by (re)establishing and maintaining network partnerships with other post-secondary institutions and those involved in teaching and learning within the province and beyond.

The SIE has established a variety of contract service agreements over the years with local and international public post-secondary institutions, corporations, and community organizations. Currently, the department has six active service contracts. However, the FPRC found the number of service agreements has declined since 2012/13, and there have been approximately 24 service contracts rejected since 2012, totaling \$597,180. The FPRC recognizes the challenges of securing and maintaining service contracts, but it also recognizes the need for VCC and the department to explore alternative and feasible costing models in order to retain and attract new corporate partnerships and service contracts.

The SIE also has a number admissions and transfer agreements with other educational institutions, including Simon Fraser University, Nicola Valley Institute of Technology, Southern Alberta Institute of Technology, University of the Fraser Valley, Justice Institute of British Columbia, Northwest Community College, Okanagan College, and the University of Victoria. The SIE also has some long term affiliations with BCIT, Camosun College, and College of New Caledonia where courses are offered as needed/requested. The FPRC recognizes the need for the SIE to connect with post-secondary institutions to restore, maintain, and expand agreements and partnerships.

RECOMMENDATIONS: PROGRAM PLANNING AND ADMINISTRATION - PIDP AND ONEL

1. Work with the VP of Academic, Students and Research to establish a PAC.
2. Consult with VP of Finance to explore viable alternatives to the current costing model that encourages more service contract opportunities.
3. Explore options for re-establishing, developing, and retaining partnerships, agreements, and contract training with post-secondary institutes and industry.
4. Continue developing a post-degree International PIDP.

5. Consult with Marketing to rebrand and promote the re-designed program(s).
6. Contact teaching and learning centres around the province to promote the program(s).
7. Explore opportunities for applied research funds through partnerships with external agencies (i.e. BCcampus).
8. Update and align the content of VCC and SIE websites.
9. Explore the benefits of accreditation through the Educational Developers Caucus.
10. Explore options for working collaboratively with the Centre for Teaching, Learning and Research to advance teaching and learning at VCC.

FACULTY AND STAFF: PIDP AND ONEL

The PIDP program currently has five full-time instructors, two program assistants, and 11 term instructors. The faculty and staff in the SIE are highly skilled and committed to providing students with the support and guidance they need to be successful in the program. The ONEL program is currently being delivered by one term faculty member. The program identified that it is hard to retain term or auxiliary instructors with low seniority. Aside from the required experience in designing, developing and delivering online courses, it may be beneficial to add hiring criteria related to educational technology and facilitation of online learning.

As noted by the ERP, while the nature of the continuous intake model offers greater flexibility with scheduling and student enrollment, it does have an impact on faculty workload. Continuous intake allows students to register into a course at any time until the maximum of 20 students is reached. Because each student is given 10 weeks to complete the course, faculty are required to facilitate the course until all students complete the course. As a result, faculty find it difficult to schedule vacation time, and in some cases, continue to facilitate their online courses while on vacation. In addition, faculty workload is also impacted when workload is not reduced as a result of sick time. While the department appears to have accepted this workload, it may not be sustainable in the long term as there is a greater risk of faculty burnout.

RECOMMENDATIONS: FACULTY AND STAFF - PIDP AND ONEL

1. Increase support staff to manage student registration and program support.
2. Explore options and strategies to address faculty workload issues.
3. Identify professional development and technical needs of faculty and staff.
4. Encourage communication and engagement with term instructors.
5. Allocate more time for Program Assistant to support online learners.
6. Consider strategies to increase the number of instructors involved in the ongoing design, development, and facilitation of the ONEL program.

STUDENT SUPPORT SERVICES - PIDP AND ONEL

The FPRC surveyed student support services at VCC to identify the level and types of services usually provided to students. No significant gaps in service were identified by any student service area. As the

SIE manages all student registration, most student inquiries related to program information and registration are directed to the SIE.

RECOMMENDATIONS: STUDENT SUPPORT SERVICES - PIDP AND ONEL

1. Ensure courses are open for web registration.
2. Inform student service areas of any relevant changes to program.

PHYSICAL ENVIRONMENT

Faculty and staff in the SIE provided the FPRC with a report on aspects of the physical environment in which faculty, staff, and students operate. They report that the classroom is cramped and uncomfortable for standard class sizes, and it has poor wireless internet connectivity. Students also commented it is difficult to do in-class group work because the classroom is too small to accommodate small group discussions. In light of this, the SIE department has identified the need for a breakout room where students can work together on group activities. Given the increase in online delivery, and the fact that faculty are responsible for developing online course resources, there is a need to assess the educational technology needs of the Department to ensure overall quality of the courses.

RECOMMENDATIONS: PHYSICAL ENVIRONMENT

1. Consult with Facilities to address classroom needs.
2. Consult with room booking to identify "breakout rooms."
3. Acquire colour printer and dedicated Banner printer.
4. Upgrade old Mac laptops and educational technology, such as video editing and production equipment/software.



Report and Action Plan

Interpreting Services Educational Services Renewal

Purpose

This report has been drafted for the Vice-President Academic, Students & Research in accordance with policy D.1.1, Education Services Renewal – Procedures, section 6.

Summary of Findings

Upon review of both the Educational Service Renewal self-study and external review, Interpreting Services (IS) has identified the following key findings. It is clear from both reports that staff in IS provide high quality services in a professional and thoughtful manner. To build upon this and continue to strengthen services, the accompanying action plan includes various recommendations pertaining to skill development.

There is acknowledgement in both documents that the pay decrease and surrounding issues that occurred in late 2012 and early 2013 continue to dampen an otherwise strong morale in IS. IS recognizes recent steps made by the College to begin to rebuild trust and is committed to continuing to work with the College towards reconciliation.

Recommendations in both documents as well as findings from data collected from surveys conducted as part of the self-study process, point to a need to better communicate IS processes with the broader College community. Recommendations to this end have been included in the action plan.

The external review explored opportunities for IS to become a provincial Post-Secondary leader in providing accommodations to Deaf, DeafBlind and hard of hearing students. These recommendations resonated with IS staff and have been incorporated into the action plan in the form of improving transitions to VCC for Deaf students.

IS has both enjoyed and benefited from engaging in the Educational Services Renewal process. As a team, we now look forward to acting on recommendations to see services strengthened.

Action plan

The following action plan was developed collectively by IS staff in consultation with the Dean of Student Development. Recommendations from both the self-study and external review have been incorporated. Not all recommendations from the external review have been included. This is due to IS deeming them to be redundant, unrealistic or not in line with VCC or IS processes. In assessing the priority of each action, IS used Stephen R. Covey's Time Management Matrix.

Urgent and Important	Not Urgent, but Important
Urgent, but Not Important	Not Urgent and Not Important

Recommendation	Goal	Action	Stakeholders	Target Date	Source	Resources Required	Priority Level
1. Improve strategies for orienting students and employees to IS processes	Ensure casual staff are aware of IS processes and protocols	Send IS Employee Manual to entire on-call list of interpreters at the end of August each year, including message around highlights and changes from previous iterations	IS	Annual	Service Renewal Self Study	none	Not Urgent, but Important
	Ensure all VCC employees know how to book interpreters	1. Develop resources and a timeline for distribution	IS, VCC employees	March 2020	Service Renewal Self Study	none	Not Urgent, but Important
		2. Present regularly at department meetings, lunches, or Leaders Forum meetings about IS and working with D/DB/HH students	IS, Instructors	Ongoing	External Review	none	Not Urgent, but Important
	Leverage external options such a Provincial Deaf and Hard of Hearing Services' (PDHHS) Youth Transition Program and the PCAS transition project	Engage with PCAS on youth transition planning. Explore opportunity to host a Deaf and hard of hearing youth transition day.	IS, VCC, PDHHS, PCAS	March 2019	External Review	Some hosting costs	Urgent and Important
	Develop improved system for ensuring instructors receive the Information for Instructors video	Send the Information for Instructors video to the department head and instructors in the program area where a Deaf student is studying	IS, VCC	Every semester	External Review	none	Not Urgent, but Important
	Strengthen and streamline DHH student orientation to IS processes	1. Implement annual student orientation and tour through IS to become familiar with IS services and processes	IS, DHH	Every semester	External Review	none	Not Urgent, but Important
		2. Develop materials for IS to present annually in DHH in September and February	IS, DHH	March 2019	Service Renewal Self Study	none	Urgent and Important

Recommendation	Goal	Action	Stakeholders	Target Date	Source	Resources Required	Priority Level
2. Address interpreters' experience of not feeling valued or heard by the institution	Work with stakeholders to identify areas to be strengthened	Identify and explore opportunities to build trust and healthy connections with the institution	IS staff, HR, Administration	Ongoing	Service Renewal Self Study	none	Urgent and Important
3. Strengthen interpreter skill level, including increasing comfort working with disfluent language users	Identify resources and strategies to improve skill level and comfort in working with disfluent language users	1. Research resources and distribute to IS staff	IS	March 2019	Service Renewal Self Study	Funds in line 7200 of IS budget	Urgent and Important
		2. Workshop to be hosted for IS staff on working with disfluent language users	IS	March 2020	Service Renewal Self Study	Funds in line 7200 of IS budget	Urgent and Important
	Provide opportunity for live or recorded diagnosis of interpreting work and creation of skill development plan	Create a process to apply for diagnostic feedback on interpreting work and inform staff of this process	IS	March 2020	External Review	CUPE CD funds for staff that engage in developed process	Not Urgent and Not Important
	4. Support both incremental and systemic initiatives that increase UDL principles	Work with stakeholders to identify areas where UDL initiatives can be implemented	IS Supervisor and staff member join VCC UDL committee	IS, Dean Library and Learning Services, VCC	March 2019	Service Renewal Self Study	To be identified by committee
	Work with stakeholders to further discussion of UDL policy at VCC	Liaise with George Brown College regarding their implementation of UDL	IS	March 2020	Service Renewal Self Study	Funds for GBC liaison to visit VCC	Urgent and Important

Recommendation	Goal	Action	Stakeholders	Target Date	Source	Resources Required	Priority Level
5. Improve departmental systems	Improve interpreter access to workflow tracking	Identify and procure a more effective records management system	IS, Student Development, IT	March 2020	External Review	To be determined	Not Urgent, but Important
	Create more resources in ASL	1. Create ASL resource for the registration process at VCC	IS, Disability Services, Registrars Office	March 2021	External Review	Filming costs - to be determined	Not Urgent, but Important
		2. Create ASL resource for information about financial aid	IS, Financial Aid	March 2021	External Review	Filming costs - to be determined	Not Urgent, but Important
		3. Investigate which other service or program areas or sections of the VCC website need information created in ASL	IS	March 2021	External Review	none	Not Urgent, but Important

Learning Centre Report and Action Plan

Education Services Renewal Process 2018-2019

Prepared by: Emily Simpson, Coordinator Learning Centres and
Shirley Lew, Dean Teaching Library and Learning Resources

Submitted: 3/20/2019

This report is in fulfillment of the Educational Services Renewal Procedures and includes a summary of the Learning Centre self-study, the external review panel report, and the departmental action plan for the next 5 years.

SELF-STUDY SUMMARY

Since 2008, the Learning Centre (LC) has seen a steady growth in usage of about 2% per year. In the 2016/17 academic year, the Learning Centre provided academic and career support services (tutoring, tutor-led review workshops, in-class instruction) to 2,503 unique students or 17% of all registered VCC students. In the 2017/18 academic year, LC provided academic and career support services to 2,665 unique students or 19% of all registered VCC students.

The Learning Centre's high usage and value rating by students and college employees speak to the quality of service and the LC's culture of proactively raising awareness, adapting services to respond to changing needs and being strong advocates for students. However, the department is working at full capacity which represents challenges for adapting and growing services. For example, there is no tutoring service in the evenings (after 6pm) or weekends and no physical tutoring presence at Annacis Island. The changing education technology, student expectations, and the types of programming and ways in which they are delivered will also impact the future academic supports needed by VCC students.

EXTERNAL REVIEW PANEL SUMMARY

The external review panel's report highlighted the Learning Centre's alignment with institutional values, the quality of academic support provided, the effectiveness of the tutor model in place, and the high levels of student and faculty satisfaction. They also recognized the dedication of the Learning Centre team to their work. The challenges identified by the panel were the lack of time and resources to offer an optimal level of service and allow for full implementation of the knowledge that exists in the Learning Centre. The five recommendations echoed themes in an internal SWOT analysis and focused on ways to increase student access to support and to maintain a sustainable workload for the tutors and coordinator. The five recommendations are:

1. Review term limit of coordinator to enable continuity in departmental leadership and knowledge, and ability to achieve long-term initiatives
2. Add administrative support to department to enhance operational effectiveness. Administrative support would deal with staff scheduling, student reception, booking consultations, marketing emails etc.
3. Adopt technology to enhance student learning and connection such as:
 - implement online booking and tutor scheduling
 - convert resume/cover letter workshops to online/blended model to make better use of classroom time and to free up Coordinator time - more asynchronous online tutoring / resources
 - online training for new tutors to reduce in-person training costs
 - using social media to reach students
4. Improve space at Broadway campus
 - Improve wayfinding for students so Centre is easier to find
 - Upgrade outdated /worn furniture and equipment
5. Continue building institutional relationships and raising awareness of the Centre's services.

Setting Departmental Initiatives

The Learning Centre team and Dean participated in a day-long facilitated strategic planning retreat on January 16, 2019. The external review panel's report and recommendations, current department initiatives and possible new initiatives that would respond to the current/future context of the College were discussed. The team then prioritized these 28 initiatives in consideration of importance, resources required, and ability to action to form the departmental action plan for the next 5 years as shown below. Initiatives recommended in the external review panel's report are indicated with a star.

Learning Centre Strategic Initiatives 2019-2024			
Initiative	Lead	Key Success Driver	Timeline by Fiscal Year
Investigate possibility of adding administrative support position/welcome desk for Learning Centre*	Shirley Lew	<ul style="list-style-type: none"> • Operational Excellence • Reputation Management 	2020/2021
Review the role/term of Coordinator position *	Shirley Lew	<ul style="list-style-type: none"> • Educational Quality • Operational Excellence 	2019/2020
Implement Online Booking Appointment Software for Tutoring (WC Online)*	Emily Simpson	<ul style="list-style-type: none"> • Operational Excellence 	<p>2019/2020</p> <p>Phase 1: Set up schedule in March, train tutors in April, roll out in May 2019. Troubleshoot and assess staff and student challenges.</p> <p>July 2019: Explore remote/e-tutoring appointments and workshop registration online.</p> <p>Sept 2019: Work with marketing and leaders forum to distribute information on new system, assess student support required</p>
<p>Review and adapt service model considering</p> <ol style="list-style-type: none"> Hours English session length/drop-in* Use of physical space* Career services* Online support/asynchronous supports* Flexibility in remote tutor work Universal Design for space and materials Roaming/ embedded academic supports 	Emily Simpson Shirley Lew	<ul style="list-style-type: none"> • Operational Excellence • Educational Quality • Reputation Management 	<ol style="list-style-type: none"> Hours allocated b/t campuses and hours of service 2019-2021 English session length flexibility /drop-in service 2019-2022 (phase drop-in first, then session length variability from 30 min to 50 min) Use of physical space – redesign Broadway LC space to improve student experience 2019/2020 Career services – apply for CD funding 2019/2020 to develop online resume/cover letter writing modules. Assess and redevelop. Participate in careerlab.

			<ul style="list-style-type: none"> v. Online support/asynchronous supports – identify needs & explore options for Annacis students, distance students, all VCC students 2019-2023. vi. Explore options for tutoring from home work: 2019-2022 (WriteAway from home, remote tutoring) vii. Universal design. 2020/2021-2023/2024. Learn about principles of universal design and consider how to incorporate into physical/online environment and services viii. Explore this idea and what it could look like 2020-2024
<p>Improve communication and relationships with other departments, including library and SUVCC*</p>	<p>Emily Simpson</p>	<ul style="list-style-type: none"> • Reputation Management • Operational Excellence 	<p>2020/2021, 2021/2022</p>
<p>Work toward reconciliation and Indigenization</p> <ul style="list-style-type: none"> - Continue to reflect on Indigenous Education Protocol and how we can respond - Provide 3 paid work hours for each permanent staff member to participate in reconciliation events at the College (or wider?) - Prioritize study skills orientations for Indigenous cohorts - Notify IECE of jobs in the Learning Centre - Work with IECE to identify opportunities to collaborate on 	<p>Emily Simpson Shirley Lew</p>	<ul style="list-style-type: none"> • Educational Quality 	<p>2019-2024</p>

<p>student lunch and learns, embedded tutors, etc.</p> <ul style="list-style-type: none"> - Share our learning/actions with Learning Specialists Association of Canada 			
<p>Provide regular professional development for Learning Centre Team</p> <ul style="list-style-type: none"> - Document activities and seek opportunities to collaborate with Library or other areas of the College 	Emily Simpson	<ul style="list-style-type: none"> • Educational Quality • Operational Excellence 	2019-2024
<p>Develop guidelines and process for students in academic crisis</p>	Emily Simpson	<ul style="list-style-type: none"> • Operational Excellence 	2019-2020
<p>Complete Learning Centre Research project on student success & retention</p>	Emily Simpson	<ul style="list-style-type: none"> • Educational Quality • Reputation Management 	2019-2021
<p>Transition LC website to new platform and revise for usability/accessibility</p>	James Fournie Emily Simpson	<ul style="list-style-type: none"> • Operational Excellence 	2019-2020
<p>Develop strategy for team morale building</p>	Emily Simpson	<ul style="list-style-type: none"> • Operational Excellence 	2019-2021