VANCOUVER
COMMUNITY
C O L L E G E

Vancouver Community College Education Council
Meeting Agenda
February 9, 2021
3:30–5:30 p.m. Videoconference
Meeting Link:
https://vcc.zoom.us/j/69759322967

Item	Topic	Action	Speaker	Time	Attachment	Page
1.	**CALL TO ORDER**		E. Ting	1 min		
2.	**ACKNOWLEDGEMENT**		E. Ting	1 min		
3.	**ADOPT AGENDA**	Approval	E. Ting	1 min	✓	**1-2**
4.	**APPROVE PAST MINUTES**	Approval	E. Ting	1 min	✓	**3-5**
5.	**ENQUIRIES & CORRESPONDENCE**	Info	E. Ting	1 min		
6.	**BUSINESS ARISING**					
	a. Annual Update: Deans and Directors	Info	S. Lew, C. Munro, D. McMullen, J. Gossen, D. Innes	35 min		
	b. Concept Paper: Asian Culinary Arts Level 2	Info	B. Tsang, S. Ho, D. Innes	5 min	✓	**6-13**
	c. Concept Paper: Mechanical Engineering Technician	Info	B. McGarvie, B. Griffiths	5 min	✓	**14-22**
	d. Concept Paper: Optician	Info	R. Bennett, C. Sauvé	10 min	✓	**23-31**
	e. Draft Enrolment Plan 2021/22	Info	P. Aghakian	10 min	✓	**32-40**
	f. Planning for the New Normal in Teaching	Discussion	E. Ting	10 min		
	g. Debrief: Session on Indigenization in Governance and Policy	Info	E. Ting	5 min		
7.	**COMMITTEE REPORTS**					
	a. Curriculum Committee					
	i. New Course: ENGL 0999 Provincial English 12	Approval	M. Buxton	5 min	✓	**41-49**
	ii. New Course: PIDP 3500 & Program Updates: Provincial Instructor Diploma Program and Teaching Online Certificate	Approval	J. Harrison	5 min	✓	**50-66**

b.	**Policy Committee**					
i.	D.4.3 Student Non-Academic Conduct	Decision	N. Mandryk	5 min	✓	**67-80**
ii.	D.4.5 Academic Integrity	Decision	N. Mandryk	5 min	✓	**81-91**
c.	**Appeals Oversight Committee**	Info	L. Griffith	5 min		
d.	**Education Quality Committee**					
i.	CD Fund Guidelines 2021/22	Info	T. Rowlatt	2 min	✓	**92-95**
8.	**RESEARCH REPORT**	Info	E. Ting	2 min		
9.	**CHAIR REPORT**	Info	E. Ting	2 min		
10.	**STUDENT REPORT**	Info	P. Patigdas	2 min		
11.	**NEXT MEETING & ADJOURNMENT**	Info	E. Ting	1 min		

Next meeting: March 9, 2021
3:30–5:30 p.m.

VANCOUVER COMMUNITY COLLEGE EDUCATION COUNCIL
DRAFT – MEETING MINUTES
January 12, 2021
3:30–5:30 p.m., Videoconference

ATTENDANCE

Education Council Members	Guests
Elle Ting (Chair)	Adrian Lipsett
Blair McLean	Andrew Dunn
Brett Griffiths	Andy Sellwood
Dave McMullen	Bonnie Chan
David Wells	Claire Sauvé
Heidi Parisotto	Clay Little
Jo-Ellen Zakoor	Dennis Innes
John Demeulemeester	Joy Dalla-Tina
Julie Gilbert	Ken McMorris
Lucy Griffith	Nicole Degagne
Marcus Ng	Pervin Fahim
Natasha (Student Representative)	Phoebe Patigdas
Sarah Kay	Shirley Lew
Shane McGowan	
Shantel Ivits	
Todd Rowlatt	

Regrets	Recording Secretary
Ali Oliver	Darija Rabadzija
Julia Skye Summers	
Natasha Mandryk (Vice-Chair)	

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:** THAT Education Council adopt the January 12, 2021 agenda as presented.
>
> **Moved by D. Wells, Seconded & CARRIED (Unanimously)**

- Responding to questions, D. Wells confirmed that consultations with departments are in progress to create the Academic Plan 2021-24.

4. APPROVE PAST MINUTES

> **MOTION:** THAT Education Council approve the December 8, 2020 minutes as presented.
>
> **Moved by D. Wells, Seconded & CARRIED (Unanimously)**

5. ENQUIRIES & CORRESPONDENCE

- There were none.

6. BUSINESS ARISING

a) Concept Paper: Applied Leadership and Management Certificate

- J. Dalla-Tina presented the concept paper and thanked the senior leadership team, A. Sellwood, F. Barillaro, and C. Sauvé for their support. The concept paper resulted from the renewal of VCC's well-established Leadership suite of programs, consisting of seven certificate programs focused on different industries. While students appreciated the flexibility and affordability of these offerings, the previous structure presented a challenge due to significant overlap between the different programs.

- The new program structure is more streamlined and focuses on microcredentials. The program consists of a core curriculum with specializations; specializations can be taken on their own to obtain a microcredential, or stacked with the core curriculum to obtain the full certificate. Wedding and event management was removed from the program and will be offered as a separate microcredential. C. Sauvé added that the current model of six-hour sessions on weekends lends itself well to a microcredential framework; the goal is to maintain this format, while aligning with the credentials policy to allow students to obtain a certificate. EdCo members commended the work done and suggested marketing this program to graduates of other VCC programs.

b) Planning for the New Normal in Teaching

- E. Ting and D. Wells opened the conversation on planning for the eventual return to campus and the "new normal" in teaching. D. Wells reviewed the topics discussed at Education Council meetings since the beginning of 2020 and commended the council for its responsiveness in adjusting to the pandemic.

- In view of the vaccine rollout, on-campus delivery may gradually increase in the spring and fall; VCC campuses are currently not expected to fully reopen before next winter. Planning needs to address priorities outlined in the ministry's mandate letter, such as a focus on clean energy, which aligns well with VCC's Campus Master Plan. The outcome of the provincial funding model review and its impact on VCC remain to be seen.

- Members emphasized the importance of a planned, deliberate approach to transitioning out of the pandemic, with a focus on maintaining and enhancing new ways of teaching developed since March. There was a discussion about the College's vision for delivery in the future–face-to-face, online, and/or in a hybrid model–including questions around hands-on/practical components, some of which are now taught online using new technologies. It was noted that departments will require additional resources and support to plan for the next one to two years and beyond.

- It was suggested to make this discussion a standing agenda item at Education Council meetings going forward.

7. COMMITTEE REPORTS

a) Curriculum Committee

i) New Courses: ELSK 0846, 0866, 0946, 0947, 0966, 0967, 1007

> **MOTION:** THAT Education Council approve, in the form presented at this meeting, seven (7) new courses: ELSK 0846 Communication Skills for Online Learning-Intermediate; ELSK 0866 Communication Skills for Online Learning-Advanced; ELSK 0946 Improve Your Writing-Intermediate Focus A; ELSK 0947 Improve Your Writing-Intermediate Focus B; ELSK 0966 Improve Your Writing-Advanced Focus A; ELSK 0967 Improve Your Writing-Advanced Focus B; and ELSK 1007 IELTS Academic Preparation-Intensive.
>
> **Moved by T. Rowlatt, Seconded & CARRIED (Unanimously)**

- K. McMorris presented the proposal for seven new EAL courses, which provide additional support to students, but are not a required component of the EAL Pathways program. ELSK 0946, 0947, 0966 and 0967 focus on improving writing skills, while ELSK 0846 and 0866 prepare students for communication in an online environment. ELSK 1007 is an intensive IELTS preparation course, which mimics a

successful CELBAN course the department has run several times. T. Rowlatt added that Curriculum
Committee requested only minor edits, which have been completed.

ii) Minor Curriculum Changes

- The report on minor changes approved by Curriculum Committee in the last six months was presented for information.

b) Policy Committee

- No report; N. Mandryk sent regrets.

c) Appeals Oversight Committee

- No report.

d) Education Quality Committee

- T. Rowlatt reported on the 2021/22 Curriculum Development (CD) Fund ($400,000). The callout for proposals went out on January 8; the submission deadline is February 12, with adjudication in early March. To continue supporting the transition to online delivery, development of online teaching and learning materials is again eligible for funding. The CTLR is planning workshops to support proposal writers.

8. RESEARCH REPORT

- E. Ting reported that proposals for the February 25/26 Teaching, Learning, and Research Symposium will be reviewed this week. Proposals were received from all over the world, including Australia and Russia; the keynote will be delivered from Finland.
- The Research Ethics Board continues receiving requests from further away; December saw requests from the UK, and a recently reviewed request came from Ontario.
- The callout for VCC Research Fund proposals is coming up; this fund supports internal research projects.

9. CHAIR REPORT

- E. Ting announced the session on Indigenization in policy and governance on January 13, facilitated by R. Daum and L. Heller. The Academic Governance Council has not had a chance to meet again before the winter break, but is working on planning its next meeting.

10. STUDENT REPORT

- P. Phoebe reported on the upcoming SUVCC by-election (February 1-3) for positions not filled in the fall election. SUVCC is providing welcome kits for students; kits can be delivered by mail or picked up at the Broadway campus next week. SUVCC is participating in the Knock Out Interest on Student Loans campaign and action week. Other activities include an upcoming budgeting workshop for students.

11. NEXT MEETING AND ADJOURNMENT

- The special Education Council session on Indigenization with R. Daum and L. Heller will be held on January 13, 9:30 a.m.–11:30 a.m. The next regular Education Council meeting is scheduled for February 9, 2021, 3:30–5:30 p.m.

  > **MOTION:** THAT Education Council adjourn the January 21, 2021 meeting.
  >
  > **Moved by E. Ting, Seconded & CARRIED (Unanimously)**

- The meeting was adjourned at 4:32 p.m.

Elle Ting
Chair, VCC Education Council

New Concept Paper Proposal

Asian Culinary Arts Level 2

Name of Program:
Asian Culinary Arts Level 2

School/Centre:
Hospitality, Food Studies & Applied Business

Credential Level:
Short Certificate

Anticipated Start Date:
September 2022

If this is a joint educational offering, name of other institution (refer to affiliation agreement policy C.3.10):

Contact(s)

Name	E-mail	Phone/Ext.
Barry Tsang	btsang@vcc.ca	8473
Sonny Ho	sho@vcc.ca	8473

PART 1: CONCEPT

Purpose and Context

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

Asian Cuisine is becoming more and more popular in Canada. Sushi, Poke, Pho, Banh Mi, Laksa are all specialty Asian foods gaining popularity in the current market. In addition, the public are becoming more educated about different Asian cuisines than ever before.

VCC already has an existing 20-week Level 1 Asian Culinary program. This proposed new Level 2 Asian Culinary program, which will run for 14 weeks, will build upon the existing Level 1 program. Many students and graduates from the Level 1 program are expected to progress into the proposed Level 2 program.

The goal of this Level 2 program is to equip students with the advanced techniques and job ready skills needed to face today's new culinary scene. The program will put an emphasis on a student's ability to work within a team and to understand the operation of running a food business. Therefore, a major component of the program will be simulating a restaurant setting for each cuisine to let students cook for the general public.

This program was designed with the advice and assistance of representatives in the Asian culinary industry within the Lower Mainland. Furthermore, the program learning outcomes and competencies for this program align with multiple objectives within the ITA professional cook 2 outline – to reflect potential equivalency.

Students who complete the program will be able to take on senior positions within the kitchen such as Chef de Cuisine, Sous Chef, Executive Sous Chef or Executive Chef.

This will be a 14 weeks program with 16 credits. It will consist of 3 courses:

- Restaurant Operation Management (1 credit)
- Restaurant Business Management (1 credit)
- Asia Pacific Cooking (14 credits)

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

The new Level 2 Asian Culinary program aligns with the department plan to extend the existing program and develop a new, relevant program to meet industry needs.

Adding this new program to the department of Asian Culinary Art provides engagement and alignment with industry and fully supports VCC's Key Success Drivers.

Education Quality: The program will provide students with education and training that is relevant to the current market. Students will gain both theoretical and hands-on experience that is focused on being flexible and career oriented.

Operational Excellence: Faculty and staff within the department, with their expertise, will help to build a program which will elevate the department. This program will utilize existing space within the Asian kitchen and dining room at the downtown campus.

Financial Stability and Sustainability: The Asian culinary art department has an excellent record of cost management and budget control. Revenue well be diversified by tuition, food sales in dining room, and package meals in the cafeteria.

Reputation Management: The Asian culinary art program has been running for the past 45 years. It has been recognized by the local community to be the training program for Chinese cuisine in both the past and present. Continuing to build and maintain a strong respected brand identity, the new program will cover a wider range of Asian cuisines to reflect the current market status.

Business Development: The new program will allow us to reach out to ethnic groups within the community, which will develop new business partnership opportunities.

To meet the needs of our International students, we have aligned our objectives with our 2018/19 department goals, objectives and initiatives:

- 1.1.7. Develop new relevant programs and build capacity in existing program for international students.
- 2.3.1. Assess space requirements and utilization.
- Offer evening/weekend classes for international students.

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

The new Level 2 Asian Culinary Program will complement the current Level 1 Asian Culinary Arts program. The current program is 20 weeks. The proposed new program will run for 14 weeks. This means that students who take both programs will be able to study Asian Culinary at VCC for a total of 34 weeks. The Level 2 program will be more in-depth, and will build upon the concepts taught in the current program.

Needs Assessment

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

The aim of the Level 2 Asian Culinary Program is to support our students by preparing them for today's job market. Asian Cuisine in Canada, especially in Vancouver, is increasing its market share. Asian specialty restaurants are all over the city and the demand for qualified workers is high.

Many restaurants and entertainment businesses (e.g. casinos) are demanding chefs who are able to cook a wide variety of Asian cuisines. The current market is driving a need for Asian culinary cooks who are flexible and knowledgeable in terms of Asian food. As mentioned, this new program will introduce students to preparing dishes from a number of Asian countries such as China, Japan, The Philippines, Thailand, and Korea.

Many potential students for this program will be interested in opening their own business. This program includes content on restaurant business operations and finances.

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

The Asian culinary program area is consistently receiving calls and emails from Chefs and restaurant owners asking for recent graduates to join their team. In addition, there are other businesses who have a need for graduates with a background in Asian cooking such as grocery stores (T&T Supermarket, Pricemart etc.), hotels, cruise ships, casinos to name a few.

Another sign of evidence of demand, is in the number of graduates from the current Asian Culinary program who are working upon graduation – this is 70-80%.

This program is expected to have a similar level of employment outcome.

Students who complete the Level 2 Asian Culinary program will have the capacity to earn a higher wage in the industry – which is another selling feature for the program.

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

Students who took the current Level 1 Asian Culinary program indicated in their graduate survey that they felt the program was too short and would like more time to further explore different cuisines and gain confidence in their skills.

There has been significant interest from Asian culinary Level 1 alumni and current students in Level 1 in pursuing more advanced training in Asian culinary arts. By doing this, it will elevate the techniques and broaden their employability and success.

Additionally, Level 1 international students who are enrolled in the program could not qualify for part time work during their study, as a total of 32 weeks minimum is required for the work visa. By adding the Level 2 Asian Culinary program for students to progress in to, students will be able to work within the industry while they study. Making them more employable once graduated, as they would have had multiply experiences within VCC and within their workplace. We feel this will enable the experiential learning element, which will support the students' overall success.

Competitive Analysis

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

The Asian Culinary Art program at VCC currently is the only full time Asian Cuisine centric program in Canada and the U.S. Other schools only have Asian Cooking as one of the courses within their Culinary Arts program. This new program would add to VCC's reputation as a centre for Asian Culinary Arts.

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

N/A

Student Profile

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

This new program will primarily attract students who have already finished Asian Culinary Art level 1 who are looking to upgrade and specialize their skills in various Asian cuisines. Furthermore, this program will attract students who would like to work in a restaurant management position or would like to run their own restaurant/catering business.

This program is intended to attract both local and international students.

These students will come from of a variety of genders, ages, ethnic backgrounds and educational and work backgrounds. We also expect to have students who have taken Professional Cook 1 and wish to proceed into Asian Cooking, both from VCC and other institutions.

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

Most students will be previous graduates of the current level 1 program or will come directly from the level 1 program. Previous students and local restaurant owners/chefs often recommend the level 1 program, and it is expected the new program would be similarly recommended.

11. Is this type of program traditionally or historically underrepresented in specific cohort groups (e.g., gender and/or age imbalance, Indigenous)? How will the program address any equity issues or systemic barriers?

The current level 1 program has a Male : Female ratio of about 60 : 40, and a Domestic : International ratio of about 60 : 40.

Also in the level 1 program 40% of students are under the age of 25 and 4% identify as Aboriginal (this is from enrolment data obtained between 2014 to 2018). It is expected that similar demographics would be seen in the proposed Level 2 program.

The department will work with International Education and Student Development to ensure student success. VCC acknowledges and respects differences in each other and are committed to maintaining an environment that is inclusive for all.

Quality

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

13. Is there an existing PAC/CEG for this program? What are your plans for engaging in discussion with industry, business or program-related professional groups?

The PAC will be expanded to reflect the increased variety of the different cuisines which will be in Level 2. We intend to continue our communication with industry as we have previously done. Either within a group setting, or 1:1 consultation with the restaurant industry.

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

The program can be run with our current faculty without major modifications. The current program only uses 40 weeks a year and is only run in the morning. We can use the rest of the down time to run the Level 2 program. If possible, the use of the dining room (through a

scheduling agreement with the Hospitality/Culinary Art programs) would be an additional benefit for the students in this program.

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

Every week or two there will be a different restaurant setting (cuisine) to simulate real restaurant operation.

As mentioned, it would be a benefit to students if they could cook and provide service at a VCC restaurant outlet.

Admission, Delivery, and Design

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

It will be a 14-weeks program with possible 2 intakes per year. Each intake will be a maximum of 18 students.

17. Identify pathways for students to and from your program. This could include potential courses or programs that will prepare students for your program, or programs your student will be able to apply for after completion.

Students will have to finish Asian Culinary Art Level 1 to enroll in Level 2.

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

The program will be full-time face to face Monday to Friday with a combination of morning and evening classes.

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

This program can be offered twice a year.

Operational Needs

20. Are there any large costs expected as part of the delivery or development of this program? Have you started discussing potential needs with the appropriate area? Consider the following areas in particular: Facilities: new classrooms/labs/computer labs, significant renovations, space for instructors/staff, weekend delivery, etc.; IT: new hardware (e.g. computer lab), software or licenses, etc.; Human Resources: need for new instructor or program support staff, etc.; Library: research intensive program that requires significant library resources (databases, journals, etc.); Marketing: information about

planned program and anticipated implementation date so the new program becomes part of their workplan.

The program will use existing classrooms, kitchen labs and equipment.

A new instructor and instructor assistant will be needed.

A tablet, kitchen printer, and some new tableware will be needed.

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

This project received $13,000 of curriculum development funds in the 2020-2021 fiscal year. Key elements of the program content guide and courses have been sketched out, but additional funds will be needed for continued program design and curriculum development.

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

There isn't any large scale need in this program. Development time will be longer if there is not enough funding for program development.

Phase In/Phase Out Plan

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

PART 2: INITIAL BUSINESS CASE

Work with the Finance Department to develop a Business Case and financial projections. This must include: tuition/fees revenue or other sources of funding and costs; an estimate of capital required for classroom/lab renovations, IT and equipment if needed for the delivery of the new program; and a 4 year projection on tuition, fees, and other revenue, and expected operating (direct and indirect) and capital costs.

What is the source of funding for this program?

The source of funding will be student tuition and funding from the Industry Training Authority.

Attach Initial Business Case
Concept Paper Business Case.docx

Business Case of Level 2 Asian Culinary Certificate

This new certificate is 14 weeks long with 16 credits.

Class size is 18 (maximum) due to the size of the Asian Culinary Arts kitchen. The department is planning on enrolling 9 domestic and 9 international students per cohort.

Tuition:

       This program will receive funding from the Industry Training Authority (ITA)

       The proposed international tuition is $595/credit

       The proposed range of domestic tuition is:

- $112 per credit, which is the current tuition for PC1
- $153 per credit, which is the domestic tuition for some new programs

       The contribution to college overhead is approx. 10%

Support:
A part time Instructional Assistant has been built into the costing

Operational Needs:
This program will use the existing Asian Culinary Arts kitchen

New Concept Paper Proposal

Mechanical Engineering Technician

Name of Program:
Mechanical Engineering Technician

School/Centre:
Trades, Technology & Design

Credential Level:
Certificate

Anticipated Start Date:
September 2021

If this is a joint educational offering, name of other institution (refer to affiliation agreement policy C.3.10):

Contact(s)

Name	E-mail	Phone/Ext.
Bruce McGarvie	bmcgarvie@vcc.ca	8536

PART 1: CONCEPT

Purpose and Context

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

The purpose of this program is to allow an exit credential after one year of the two year CAD & BIM Technician Diploma, having successfully taken the mechanical specialty in year one.

Graduates of this new program will have developed the Computer Aided Drafting (CAD) and Building Information Modeling (BIM) skills which will enable them to enter the workforce in many areas as team members in: consulting mechanical engineering firms, municipal, provincial or federal offices, as well as in private industry for developers and construction companies. Graduates will work on a wide variety of mechanical applications in the mining industry, chemical process plants, energy infrastructure, oil and gas, as well as mechanical systems for buildings and development work.

This program would provide an emphasis on the technical processes, with a great focus on BIM.

The program outcomes are:

- Describe concepts, and use drawing techniques to complete projects in orthographic projection, sectioning, and dimensioning, auxiliary view and machine detailing.
- Employ current Computer Aided Drafting (CAD) and three dimensional modelling systems as a tool to produce drawings from data, designs and/or specifications.
- Apply terminology and conventions used in drafting and 3D modeling.
- Develop drafting, 3D Building Information Modeling (BIM) and related trade skills and knowledge.
- Demonstrate and utilize critical thinking, team building and interpersonal communication skills.
- Use concepts of mechanical building construction and technology to plan and detail a commercial building in accordance with local by-laws and the BC Building Code.
- Apply concepts of mechanical technology and planning to produce drawings and three dimensional models for the development of process piping for an industrial site.
- Use mechanical engineering theories to prepare engineering drawings and BIM practices for three dimensional models of mechanical building systems which incorporate: heating ventilation and cooling (HVAC), plumbing and fire control systems.
- Prepare a comprehensive professional portfolio.
- Prepare résumé, letters of application and perform other related job search skills.

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

The design of this new program supports the College's Strategic Initiatives and Education Plan, as demonstrated by the following:

- The program is designed to support the BC Government's "Labour Market 2025" forecast for increased demand for Drafting technologists and technicians in the technical and trades segment for the energy industry infrastructure, LNG and major hydro projects. All of which involve the mechanical engineering technical services.
- The new program aligns with the learning outcomes outlined in the accreditation standard for Applied Science Technologists and Technicians of BC (ASTTBC) and the Technology Accreditations Canada (TAC). The goal is for the Certificate program to satisfy most of the objectives required for accreditation. The remaining objectives would be (to be) completed within the CAD & BIM Technician Diploma.
- This program addresses the special needs of newcomers to Canada as well as international students looking to gain knowledge in the local industry.
- This program is well suited for students with certain physical disabilities provided the computer work station can be adapted for their use. This reduces barriers for those in wheelchairs or with walking difficulties.
- This program is designed to include a high level of technical knowledge and an increased ability in Building Information Modelling. As such, it is more relevant to industry needs.

- The focus of this new program is to provide relevant high-quality curriculum that leads to student success, and to maintain (a) the positive reputation of VCC' programs and graduates in the community.

This new program will provide the most current training required by the building and design industry today. The certificate will also provide access to those wishing to pursue a CAD & BIM Technician Diploma, and thus achieve ASTTBC accreditation.

VCC has many supports for students to facilitate success: such as the Learning Centre, Counselling Services, and Library Services. The CAD & BIM Technologies Department refers students to these services in support of student success. Several strategies are built into the program to help students gain success.

The CAD & BIM Technologies Department has many partnerships and collaborations. Numerous informal affiliation relationships exist in support of student placements. Many engineering firms, architectural firms and contracting/development companies in the greater Vancouver area seek out our graduates for placement.

The regulatory body ASTTBC and our Program Advisory Committee have been asking VCC to develop an accredited program for some time now. We value the positive partnership we have with these stakeholders.

The VCC Drafting program has historically achieved the highest standards of graduates. As such, it is known in the design and building community for its positive reputation. This new design and technological upgrade to the program will continue this tradition in the years to come.

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

The successful graduates may return to the college within 4 years and ladder directly into the second year of the CAD & BIM Technician Diploma program.

This program is a gate for students who become interested in a higher level of engineering. Upon satisfying admission requirements, students could enter the first year engineering program at VCC (if they meet the entrance requirements).

International students and newcomers to Canada who have completed the EAL program, and local students who have completed the ABE program, can also enter this program.

Needs Assessment

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

There is a consistent demand for engineering drafting, CAD and BIM technicians in British Columbia. The drafting program at VCC has been providing skilled drafters for the engineering and construction industries for over five decades. By meeting industry demands through this

new program, the department will be well suited to continue to provide highly skilled technicians ready for today's market place.

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

"Occupational Outlook Shortage: This occupational group is expected to face labour shortage conditions at the national level over the period of 2017-2026. The section below contains more detailed information regarding the outlook for this occupational group."

"The analysis of key labour market indicators such as employment and wage growth as well as the unemployment rate suggests that the number of job openings exceeded substantially the number of job seekers in this occupational group over the 2014-2016 period.

For Mechanical engineering technologists and technician, over the period 2017-2026, new job openings (arising from expansion demand and replacement demand) are expected to total 7,200, while 7,700 new job seekers (arising from school leavers, immigration and mobility) are expected to be available to fill them.

As job openings and job seekers are projected to be relatively similar over the 2017-2026 period, the labour shortage conditions seen in recent years are expected to continue over the projection period. A more detailed analysis of the outlook of this occupation will be released in the coming weeks."

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

The Drafting programs at VCC have been successfully delivered each and every year for over half a century, producing the drafters that have assisted in building this city and this province over that time. Many of the local companies delivering drafting and CAD services are either owned by former grads, or have former grads in senior management positions.

Competitive Analysis

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

There are 3 related programs in the lower Mainland, offered by: Kwantlen Polytechnic University (KPU), British Columbia Institute of Technology (BCIT), and Brighton College.

Only (1 other college, KPU,) offers a Mechanical Technician certificate program.

As this specialty is part of the CAD & BIM Technician Diploma, the cost would be the tuition for the first year.

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

Yes, there is a dedicated articulation committee for Drafting Technologies at the BCCAT which typically meets annually.

Student Profile

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

We have three (3) primary target populations of students.

1. Recent high school graduates or 1st year university/college students looking for a career in the technology design professions.
2. Those in their mid to late twenties who are looking for post-secondary training to obtain a better career.
3. Those trades people who have been hurt or laid-off and are looking for retraining through Work Safe or EI, to use the hands-on knowledge they have gained and combine that with technical training to be able to produce construction drawings.

Other important characteristics that applicants should have would include:

- Excellent English communication skills.
- Working knowledge of Windows OS is strongly recommended.
- Good mathematical and mechanical comprehension.
- Ability to work in imperial and metric units of measurement.
- General good health, good hand-eye coordination and manual dexterity.
- Successful work habits and an ability to work well with others.
- Logical reasoning and an ability to visualize objects.
- An interest in all aspects of architecture, engineering, general construction and related fields

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

Recruitment activities will include:

- a targeted social media and online campaign
- visiting the Lower Mainland area secondary schools and meeting with drafting teachers and counselors
- developing partnerships with local School Boards to offer advanced placement.
- having teachers visit the college and tour our department
- trade shows
- Experience VCC events
- CAD & BIM Technologies Department information sessions
- hosting high school students on Pro-D days and Spring Break

11. Is this type of program traditionally or historically underrepresented in specific cohort groups (e.g., gender and/or age imbalance, Indigenous)? How will the program address any equity issues or systemic barriers?

Although the engineering and fabrication industry traditionally admits a larger percentage of male applicants than female applicants, females are strongly encouraged to apply. Marketing strategies have been developed within the Department to attain more gender balance. The program may be suited for those applicants with physical barriers (wheelchairs, crutches, walkers, etc.) that meet the program requirements as per admissions policy. We are encouraging First Nations students to apply by working closely with Indigenous Education and Community Engagement.. Much of the northern development is slated to take place on First Nations territories.

Quality

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

The department is underway the national accreditation with Technology Accreditation of Canada (TAC) for the Diploma program. This new Mechanical Program would be year one of the two year diploma.

Once approved, articulation will be initiated with other colleges within the BCCAT framework.

13. Is there an existing PAC/CEG for this program? What are your plans for engaging in discussion with industry, business or program-related professional groups?

Yes, there is an existing PAC for the Department which support the design of this new Mechanical Engineering Technician program.

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

As per the VCC *Qualifications for Faculty Members* policy and procedures, some current faculty members meet the area hiring criteria and have the appropriate balance of employment experience, academic and/or professional/industry credentials, with a commitment to teaching excellence.

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

Learning is fostered through seminars, lectures, labs, and problem based learning. Students have opportunities to apply knowledge and practice various abilities while entering various design competitions, for example Skills Canada BC AutoCAD competition. This program will be offered in person, or blended (a mix of in person and online).

Although the program does not have a formal practicum component as the industry does not lend itself to a consistent placement model, there are frequent practicum positions that are offered to the department by our PAC members firms and industry relationships. The number and frequency varies from year to year as industry conditions vary.

The program is designed to foster the development of professionalism, a commitment to lifelong learning, and dedication to an ethical profession

Admission, Delivery, and Design

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

The expected length would be similar to the other Certificate programs in the department at 10 months, with 2 years allowed for completion. We expect one intake in September to align with the other programs, and expect 16-20 students in the Mechanical Technician program. Another evening class intake could easily be added if demand allows.

17. Identify pathways for students to and from your program. This could include potential courses or programs that will prepare students for your program, or programs your student will be able to apply for after completion.

The Department has partnered with local School Districts and developed Advanced Placement agreements where High School students could take a PLAR assessment and thus ladder directly into Level Two of any of our Certificates. This would allow students an extra 2 months of summer employment and saving two months tuition.

Students completing courses at other institutions can be awarded transfer credits provided they meet the transferability requirements established by the British Columbia Drafting Technologies Articulation Committee of BCCAT.

Certificate graduates will have the opportunity to return within 4 years and ladder to the second year of CAD and BIM Diploma program. In addition, graduates may ladder into the Science or Engineering programs here at VCC or into other degree and diploma programs such as BCIT's Civil engineering degree or Technologist Programs, provided they meet the entrance requirements. The student needing some higher level math or science prerequisite courses could upgrade here at VCC as part of their academic pursuit

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

The program structure will allow for full time, days and/or evenings, Monday to Friday.

If enrollments demand more classes, both a day class and an evening class can run concurrently.

The CAD & BIM Technologies Department has begun a project to have all courses in all programs offered in a blended mode online, with this new program included.

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

There are two entry points: one at the beginning, and the other at the start of Level Two for students with sufficient drafting training.

There are two exit points: one at the end, and the other at the end of Level One where a student could complete the last 5 weeks of the Citation program.

Operational Needs

20. Are there any large costs expected as part of the delivery or development of this program? Have you started discussing potential needs with the appropriate area? Consider the following areas in particular: Facilities: new classrooms/labs/computer labs, significant renovations, space for instructors/staff, weekend delivery, etc.; IT: new hardware (e.g. computer lab), software or licenses, etc.; Human Resources: need for new instructor or program support staff, etc.; Library: research intensive program that requires significant library resources (databases, journals, etc.); Marketing: information about planned program and anticipated implementation date so the new program becomes part of their workplan.

No renovations or costs are required as this is one of the current specialty offerings part of the current CAD & BIM Tech Diploma.

A new term instructors would need to be hired. Term Instructors to start, then a full time regular instructor once the demand have been established.

Marketing and Recruiting would need to add this to their work plan well in advance of the initial program implantation to ensure sufficient enrollment.

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

Yes, to start CD funds would be required to proceed, with some release time for the DH and administration time for the PA.

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

Without adequate funding to develop the curriculum, it would not be practical to develop this program due to its size and complexity. The rate of technology changes within the industry dictate a concentrated effort would be needed to assure the quality and timely development.

Phase In/Phase Out Plan

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

The CAD & BIM Technician Diploma has been revised to add this new mechanical technician specialty. This proposal is to grant a Certificate credential for the one year exit.

PART 2: INITIAL BUSINESS CASE

Work with the Finance Department to develop a Business Case and financial projections. This must include: tuition/fees revenue or other sources of funding and costs; an estimate of capital required for classroom/lab renovations, IT and equipment if needed for the delivery of the new program; and a 4 year projection on tuition, fees, and other revenue, and expected operating (direct and indirect) and capital costs.

What is the source of funding for this program?

The program can be run with our current labs/software. Should the enrollment increase in subsequent years, then we will submit a business case/capital request to address expansion. As this proposal would allow a student to exit the existing Diploma program with a one year Certificate credential, no additional funding (tuition or fees) is required.

Attach Initial Business Case

PART 3: ADDITIONAL INFORMATION

Provide any additional information if necessary.

New Concept Paper Proposal

Optician

Name of Program:
Optician
School/Centre:
Continuing Studies
Credential Level:
Diploma
Anticipated Start Date:
January 2022
If this is a joint educational offering, name of other institution (refer to affiliation agreement policy C.3.10):
Contact(s)

Name	E-mail	Phone/Ext.
Adrian Lipsett	alipsett@vcc.ca	604.871.7000 ext. 8392

PART 1: CONCEPT

Purpose and Context

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

This full-time, 16-month diploma program is designed to prepare graduates for a career in Opticianry, a health profession providing the services of dispensing vision appliances, conducting automated refractions and promoting eye health and proper use of vision appliances. Opticians are integral members of an eye care team who design, produce, and fit eyeglasses, contact lenses and specialized products for clients.

This program has been designed to ensure that graduates gain skills in key areas valued within the field. Through theory and lab courses, students will gain comprehensive education in the areas of eyeglass dispensing, contact lens fitting, and automated refraction. Emphasis is placed on customer service, professional communication, and professional practice.

The Optician Diploma Program prepares graduates to:

1. Demonstrate the knowledge base, skills and attitudes consistent with industry expectations for entry-level employment.
2. Meet the competency requirements for the national licensing exam as set out by the National Association of Canadian Optician Regulators (NACOR).

As an Optician, graduates will be prepared for employment in any of the following areas:

- Optometry clinic
- Optical store (independent or chain)
- Ophthalmology office
- Lab (optics)
- Independent business office
- Product sales sector
- Contact lens fitter
- Contact lens technician
- Dispensing optician
- Ophthalmic dispenser

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

This program aligns with the Key Success Drivers of the Integrated College Plan including the following:

- Educational Quality: *Focusing on learning centered programming that is relevant, flexible, and career oriented.* This program is hands-on and career focused with labs and practicum experiences for students.
- Financial Stability and Sustainability: *Achieving financial sustainability through integrated strategic and financial planning, revenue diversification, cost management and sound administration and social and environmental responsibility.* Using a revenue generating model, this program will provide financial stability to the College and generate revenue through international tuition fees.
- Reputation Management: *Continuing to build and maintain a strong respected brand identity.* This program will complement the College's and Continuing Studies' reputation in Health Science programming and build on our strong brand of practical, hands-on learning that prepares graduates for their careers.
- Business Development: *Developing new business partnership opportunities by proactively engaging with various stakeholders.* This program will capitalize on existing business partnerships, and also expand the College's connections with industry partners and key stakeholders related to the field of Opticianry.

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

This program is designed as a stand-alone program.

Needs Assessment

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

This program is intended to meet the educational need for increased Health Sciences programming in B.C. as an increasing number of students (both international and domestic) are seeking careers related to emerging occupations in healthcare - including the need for more Opticians in the province. This need is compounded by a limited number of appropriate programming opportunities available to prospective students (see section 7).

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

According to Work BC, Opticianry is a high opportunity occupation with projected job openings coming from retirements and new job creation. Compared to other occupations, High Opportunity Occupations are expected to experience higher demand and typically offer higher pay. The demand for optical services can be attributed to both provincial population growth and aging. British Columbia's growing population will require more optical products, such as glasses and contact lenses. In addition, as B.C.'s population ages, a larger portion of the population will need enhanced vision aids such as corrective lenses and bifocal contact lenses.

Furthermore, with the large number of people using computers in their jobs, demand has significantly increased for special "task-specific" lenses, which help reduce eye fatigue. When combined with a trending interest in eyewear as a fashion accessory, the eyewear market is poised for an increased number of accredited opticians to assist with a range of optical products.

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

Information gathered from our partner agencies abroad suggests there is a strong demand among International students, particularly in Korea, the Philippines and other South East Asian regions for programs related to Health Sciences. Additionally, similar programs at Douglas College and other institutions across Canada are consistently running at capacity enrolment.

Competitive Analysis

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

Douglas College is the only public post-secondary in BC offering a Dispensing Opticianry Diploma, which is similar in focus, intended outcomes, and length. The proposed VCC program includes additional competencies recognized by the National Competencies for Canadian Opticians (NACOR). Competencies gained from the Customer Service, Professional Communication, and Sales and Marketing courses are unique to the Stenberg/VCC program. Douglas offers Lab, Theory and Practical with no additional 'soft skills' training.

Stenberg College (a private career-training college) in Surrey is the institution from which we are prepared to license the curriculum. While their college will continue to offer this program to domestic students, they are unable (due to provincial legislation) to attract cohorts of international students. As our predominant marketing focus will be international students, this provides a sufficient distinction for our program offering.

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

Currently there is no articulation committee for this program with BCCAT.

Student Profile

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

This program will be targeted primarily to international students. The majority will be high school graduates, but some will have university degrees or university experience. This program will be appealing to all genders, age groups and cultural backgrounds.

Applicants should have the following characteristics:

- A focus on customer service
- A sense of professionalism
- Strong organization skills and detail-orientated
- A desire to work as part of a healthcare team
- Comfortable in a sales environment
- A mathematical mind and creative thinking skills

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

International Education works with a range of global partners who will support our marketing and recruiting efforts. Additionally, we will promote this program on our website, within our digital and print ad campaigns, through information sessions, at education fairs/events, and via our in-country representatives.

11. Is this type of program traditionally or historically underrepresented in specific cohort groups (e.g., gender and/or age imbalance, Indigenous)? How will the program address any equity issues or systemic barriers?

No known equity issues or systemic barriers in this type of program.

Quality

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

The Optician Program is a National Association of Canadian Optician Regulators (NACOR) accredited program.

This program will include a licensing agreement with Stenberg College to license their Optician Diploma curriculum for delivery at either an onsite location at VCC, or the Stenberg College campus in Surrey.

13. Is there an existing PAC/CEG for this program? What are your plans for engaging in discussion with industry, business or program-related professional groups?

A PAC will be created using Stenberg College's existing network of industry partners and employers.

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

We will work with Stenberg College to hire qualified instructors with extensive industry experience to teach this program to VCC students. Instructors will be hired on a temporary contract basis through Continuing Studies.

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

The Optician diploma program will be offered in a fully functioning opticianry lab where students will gain hands-on skills in a real-world setting. Additionally, students will complete two, three-week practicums and an additional four-week preceptorship as part of the program's requirements.

Admission, Delivery, and Design

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

This will be a 16-month, full-time diploma program with a maximum of two (2) intakes (January, September) per year. The program consists of four semesters including two, three-week full-time practicums and a four-week full-time preceptorship. There will be a maximum of 24 students per intake due to restrictions in the lab space.

17. Identify pathways for students to and from your program. This could include potential courses or programs that will prepare students for your program, or programs your student will be able to apply for after completion.

The Stenberg College program has an articulation agreement with BCIT where graduates can enter BCIT's Advanced Diploma in Business Management with advanced standing.

This would be a good place to start for VCC students to do the same.

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

This program will be offered full-time with the majority of the learning being delivered face to face.

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

Students must complete the entire 16-month diploma within four sequential semesters in order to receive the credential. As this is a cohort-based model, we are unable to provide multiple entry or exit points.

Operational Needs

20. Are there any large costs expected as part of the delivery or development of this program? Have you started discussing potential needs with the appropriate area? Consider the following areas in particular: Facilities: new classrooms/labs/computer labs, significant renovations, space for instructors/staff, weekend delivery, etc.; IT: new hardware (e.g. computer lab), software or licenses, etc.; Human Resources: need for new instructor or program support staff, etc.; Library: research intensive program that requires significant library resources (databases, journals, etc.); Marketing: information about planned program and anticipated implementation date so the new program becomes part of their workplan.

There are two proposed options for the delivery and development of this program:

1. Offsite delivery at Stenberg College in Surrey: This option would include facility rental costs, licensing fees, and instructional costs. In this model, the rental agreement and licensing agreements would be separate documents.
2. Onsite delivery at VCC: This option would include converting space for new classrooms and labs at the BWY campus as well as equipment costs to develop classrooms and labs.

As the capital required to outfit a lab would be substantial, we suggest pursuing option 1 as it would still generate a net profit for VCC while allowing us to adequately prove the concept with relatively low risk to our institution. If, however, we were able to obtain sufficient capital to

procure the necessary equipment to outfit our own lab (option 2), this will ultimately increase the net profit to VCC over the long run.

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

No resources are currently needed other than an allocation of our Program Coordinator's time to manage the curricular and programmatic steps required to launch an endeavour such as this.

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

Not applicable.

Phase In/Phase Out Plan

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

Not applicable.

PART 2: INITIAL BUSINESS CASE

Work with the Finance Department to develop a Business Case and financial projections. This must include: tuition/fees revenue or other sources of funding and costs; an estimate of capital required for classroom/lab renovations, IT and equipment if needed for the delivery of the new program; and a 4 year projection on tuition, fees, and other revenue, and expected operating (direct and indirect) and capital costs.

What is the source of funding for this program?

International tuition fees

Attach Initial Business Case
Optician PDD - Business Case.pdf

PART 3: ADDITIONAL INFORMATION

Provide any additional information if necessary.

VANCOUVER COMMUNITY COLLEGE

School of Continuing Studies
Optician Post-Degree Diploma
Business Case

Summary

The Optician Post-Degree Diploma will be offered as a full-time, cohort-based program geared towards international students, in partnership with Stenberg College. There will be intakes in Winter and Fall terms, beginning in January 2022.

At this time, programming is planned for delivery offsite using Stenberg facilities, the costs for which have been incorporated into the four year projection attached. Estimated administrative and support staff labour costs are also incorporated. Should the College wish to pursue delivery onsite through purpose-built facilities at VCC, a subsequent costing and financial analysis will be completed.

Assumptions

- Tuition is estimated at $600/credit, with a 2% increase applied annually.
- For the purposes of this analysis, tuition is split evenly over calendar years, while in reality the program will be delivered across four consecutive terms, with varying credit loads each term.
- Attrition is estimated at approximately 16% for year two of the program.
- MSM fees applied at a rate of 7.5% of the full program tuition, for a rate estimated 90% of student tuition for the full program duration.
- Agency fees applied at a rate of 15% of for an estimated 75% of student tuition prorated based on one year of tuition.
- Licensing fees are currently under negotiation, are estimated at a rate of 20% tuition for cohorts 1 & 2, and 18% for all subsequent cohorts.
- Costing will be reviewed and finalized prior to submitting for approval. Domestic costing may be completed and submitted at a later date upon further analysis of local market demand.

Competitive Analysis

Institution	Program Name	Credits	Total Tuition	$/Credit
Douglas College	Dispensing Opticianry Diploma	63	$37,800	$600
VCC	Optician Post-Degree Diploma	64.5	$38,700	$600

Four-Year Projection

	Year 1 (2022)	Year 2 (2023)	Year 3 (2024)	Year 4 (2025)
Tuition Fee	$ 19,350	$ 19,737	$ 20,132	$ 20,534
New Intakes	1	2	2	2
Returning intakes	-	1	2	2
New Students	24	48	48	48
Returning Students		20	40	40
Number of Intakes	1	3	4	4
Number of Students at 20% licensing fee	24	44	20	
Total Registrations	24	68	88	88
Lab Instruction Rate Per intake	$ 22,700	$ 22,700	$ 22,700	$ 22,700
Classroom Instructon Rate	$ 19,000	$ 19,000	$ 19,000	$ 19,000
Lab Rental Rate	$ 30,000	$ 30,000	$ 30,000	$ 30,000
Classroom Rental Rate	$ 11,250	$ 11,250	$ 11,250	$ 11,250
Practicum Placement	$ 3,000	$ 3,000	$ 3,000	$ 3,000
Operating Expenses Per Student	$ 250	$ 250	$ 250	$ 250
Program Coordinator FTE	0.2	0.3	0.4	0.4
Program Assistant FTE	0.2	0.3	0.4	0.4
Revenue				
Tuition Revenue	$ 464,400	$ 1,345,274	$ 1,778,035	$ 1,813,596
Total revenue	$ 464,400	$ 1,345,274	$ 1,778,035	$ 1,813,596
Instructor (Professional Fees)				
Lab Instruction Fee	$ 22,700	$ 68,100	$ 90,800	$ 90,800
Classroom Instructon Fee	$ 19,000	$ 57,000	$ 76,000	$ 76,000
Fringe benefits at 10%	$ 4,170	$ 12,510	$ 16,680	$ 16,680
Practicum Placement	$ 3,000	$ 9,000	$ 12,000	$ 12,000
Total instructor costs	$ 48,870	$ 146,610	$ 195,480	$ 195,480
Program Administration				
Program Coordinator	$ 15,774	$ 24,134	$ 32,823	$ 33,479
Benefits (27%)	$ 4,259	$ 6,516	$ 8,862	$ 9,039
Program Assistant (PG 18)	$ 9,239	$ 14,136	$ 19,225	$ 19,610
Benefits (30%)	$ 2,772	$ 4,241	$ 5,768	$ 5,883
Total support staff costs	$ 32,044	$ 49,028	$ 66,678	$ 68,011
Total labour cost	$ 80,914	$ 195,638	$ 262,158	$ 263,491
Operational costs				
Operational Expenses	$ 6,000	$ 17,040	$ 22,080	$ 22,080
Total operational costs	$ 6,000	$ 17,040	$ 22,080	$ 22,080
Indirect Costs				
Indirect student support 38%	$ 33,027	$ 80,817	$ 108,010	$ 108,517
Licensing Fees	$ 92,880	$ 258,949	$ 326,939	$ 326,447
Lab Rental Rate	$ 30,000	$ 90,000	$ 120,000	$ 120,000
Classroom Rental Rate	$ 11,250	$ 33,750	$ 45,000	$ 45,000
MSM Fees	$ 31,347	$ 90,806	$ 120,017	$ 122,418
Agency Fees	$ 52,245	$ 106,580	$ 108,711	$ 110,886
Total indirect student support	$ 250,749	$ 660,903	$ 828,679	$ 833,268
Total expenditures	$ 337,664	$ 873,580	$ 1,112,916	$ 1,118,839
Net contribution to VCC overhead / (Deficit)	$ 126,736	$ 471,694	$ 665,119	$ 694,757
Net contribution to VCC overhead / (Deficit)	27 %	35 %	37 %	38 %

VCC 2021-22 Enrolment Plan

Part 1.   VCC Enrolment Plan by School

This includes:
- Final FTE for previous fiscal years; 2015-16 – 2019-20
- 2020-21 Budgeted FTE from Budget Draft 2 updated data file; May 2020
- 2020-21 Actual FTE as of January 27, 2021
- 2021-22 Budgeted FTE calculated using Budget Draft 1 data file

Part 2.   VCC Enrolment Plan by School by ORG Code (Program)

This includes:
- 2020-21 Actual FTE as of January 27, 2021, International and Domestic.
- 2021-22 Budgeted FTE calculated from Budget Draft 1 data file, International and Domestic.

Notes:
- Budgeted Registrations are projected totals from Budget Draft 1 data file, representing potential enrolments.

- Budgeted FTE calculated using projected totals where the freeze/census date of the section falls within the fiscal year.

- Projected totals for each School will include International FTE's where sections (CRN's) include inserts.
  - CIN School includes International cohorts only.

- ORG is as assigned to the course or CRN by the Registrar's Office and may be subject to change during the scheduling process.

- Not all enrolment totals are included in the budgeting process; LINC and CS.

- Data for actual FTE are as at January 27, 2021, and does not represent the entire 2020-21 fiscal year.
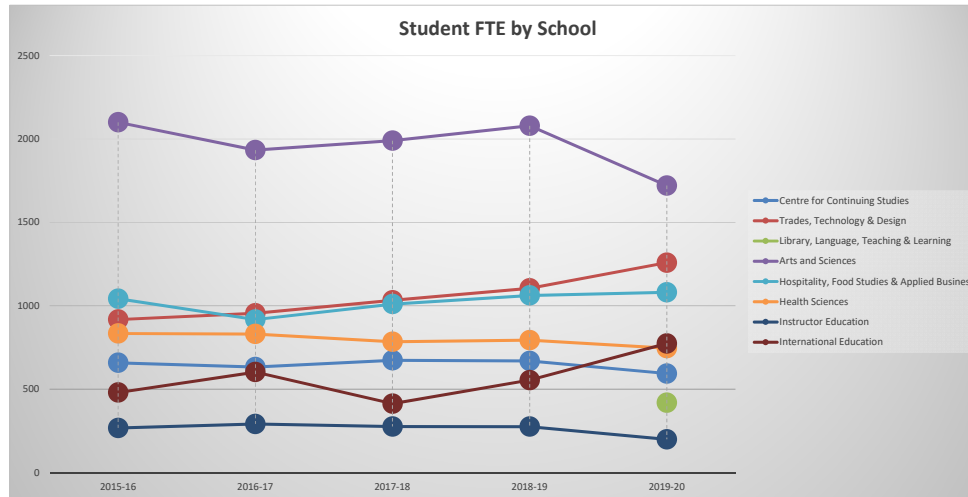
PART 1.

2021-22 Enrolment Plan - DRAFT 1

Total Student FTE by School			Final FTE by School by Year					2020-21[1]								2021-22					
								Budgeted Registrations	Actual Registrations*			Seat Utilization	Actual FTE*			Budgeted Registrations			Budgeted FTE		
			2015-16	2016-17	2017-18	2018-19	2019-20		Domestic	International	Total		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
CCS	5,4,6	Centre for Continuing Studies	658.40	632.83	673.16	669.64	593.92	-	6,050	138	6,188	-	451.67	9.89	461.56	-	-	-	-	-	-
CTT	2,6	Trades, Technology & Design	917.28	955.13	1,032.73	1,104.87	1,258.67	9,528	6,893	2,044	8,937	94%	936.53	290.72	1,227.25	9,198	2,711	11,909	1,123.42	370.42	1,493.84
LLTL	3,6	Library, Language, Teaching & Learning[7]					419.15	5,942	6,581	10	6,591	111%	926.64	0.97	927.61	6,036	0	6,036	744.13	0.00	744.13
SAS	3,6	Arts and Sciences	2,100.15	1,933.91	1,990.36	2,079.48	1,720.22	8,895	7,576	453	8,029	90%	826.39	29.87	856.26	8,941	0	8,941	993.05	0.00	993.05
SHP	2,6	Hospitality, Food Studies & Applied Business	1,042.68	917.37	1,010.38	1,062.14	1,081.12	10,733	5,335	5,315	10,650	99%	585.59	516.61	1,102.20	6,561	7,188	13,749	688.69	667.54	1,356.23
SHS	4	Health Sciences	833.86	830.96	784.48	793.93	746.19	8,472	8,314	30	8,344	98%	668.98	2.27	671.25	9,650	0		743.84	0.00	743.84
SIE	6	Instructor Education[8]	267.77	291.50	276.04	275.80	199.29														
CIN		International Education	480.05	602.70	413.32	554.28	773.80	8,724	-	7,691	7,691	88%	0.00	762.14	762.14	0	7,527	7,527	0.00	690.38	690.38
Grand total - includes all activity except budgeted totals which exclude LINC			6,300.19	6,164.40	6,180.47	6,540.14	6,792.36	52,294	40,749	15,681	56,430	108%	4,395.80	1,612.47	6,008.27	40,386	17,426	48,162	4,293.13	1,728.34	6,021.47

*as of Jan 27, 2021

1. FTEs are allocated in this report to Schools in order to reflect department performance. FTEs for government reporting are allocated by student major/program.
2. Contributes to ITA target.
3. Contributes to AVED ABE/ESL/ASE targets - Budget does not include LINC.
4. Contributes to AVED Health target.
5. Continuing Studies has programs that contribute to AVED and Health Targets. Not included in the Budget process.
6. Contributes to AVED target.
7. LLTL was new in 2019-20 and not active during the 2020-21 budget process
8. SIE moved to LLTL

2020-21 FTE Ministry Targets

	AVED Target
AVED Total	**6,585**

AVED Priority Seats

Dev
Adult Basic Education
English as a Second Language
Adult Special Education

Subtotal- Developmental	1,245
	1,245

Health

Bachelor of Science in Nursing	129
Licensed Practical Nurse	210
Health Care Assistant	155
Health Care Assistant ESL	28
Health - Balance Not Targeted	343
Subtotal- Health	
	865
Total AVED Priority Seats -	**2,110**
AVED not-Targeted -	**4,475**
(does not include ITA/ITAL/ITAP)	

Student FTE by School

1

PART 2.

2021-22 Enrolment Plan - DRAFT 1

	2020-21[1]								2021-22					
	Budgeted Registrations	Actual Registrations*			Utilization	Actual FTE*			Budgeted FTE			Budgeted Registrations		
		Domestic	Intl	Total		Domestic	Intl	Total	Domestic	Intl	Total	Domestic	Intl	Total
Grand Total - budgeted excludes LINC and CS	52,294	40,749	15,681	56,430	108%	4395.80	1612.47	6,008.27	4,293	1,728	6,021	40,386	17,426	57,812

*as of Jan 27, 2021

		2020-21[1]								2021-22					
		Budgeted Registrations	Actual Registrations*			Seat Utilization	Actual FTE*			Budgeted FTE			Budgeted Registrations		
			Domestic	Intl	Total		Domestic	Intl	Total	Domestic	Intl	Total	Domestic	Intl	Total
School of Trades, Technology & Design															
4110	[6] Electronics Repair Technology	-	8	36	44		0.93	4.20	5.13						
4202	[6] Jewellery Art & Design	273	251	28	279	102%	23.77	2.29	26.06	31.28	2.03	**33.31**	345	20	365
4203	[6] Drafting	1,053	931	354	1285	122%	65.04	23.88	88.92	111.95	34.63	**146.58**	1,803	496	2,299
4301	[2] Automotive Collision Repair	594	588	0	588	99%	40.59	0.0	40.59	46.31	0	**46.31**	708	0	708
4303	[2] Automotive ServiceTechnician	581	575	0	575	99%	52.47	0.0	52.47	56.62	0	**56.62**	679	0	679
4304	[2] Heavy Duty/Commercial Transport	2,695	2,767	0	2767	103%	76.72	0.0	76.72	74.5	0	**74.5**	2,757	0	2,757
4314	[2] Auto Collision Apprentice	72	71	0	71	99%	71.00	0.0	71.00	98	0	**98**	98	0	98
4315	[2] Diesel Apprenticeship	210	224	0	224	107%	224.00	0.0	224.00	224	0	**224**	224	0	224
4316	[2] Automotive Tech Apprenticeship	151	172	0	172	114%	172.00	0.0	172.00	182	0	**182**	182	0	182
4321	[2] Automotive Refinish Prep - Voc	108	0	0	0	0%	0.00	0.00	0.00	11.67	0	**11.67**	126	0	126
4322	[2] Auto Paint - Apprentice	12	7	0	7	58%	7.00	0.00	7.00	14	0	**14**	14	0	14
4323	[2] Auto Prep - Apprentice	24	8	0	8	33%	8.00	0.00	8.00	28	0	**28**	28	0	28
4324	[2] Auto Glass - Apprenticeship	12	18	0	18	150%	18.00	0.00	18.00	14	0	**14**	14	0	14
4325	[2] Auto Refinishing Highschool	62	64	0	64	103%	6.98	0.00	6.98	10.25	0	**10.25**	104	0	104
4326	[2] AST Apprenticeship - Online	16	25	0	25	156%	25.00	0.00	25.00	16	0	**16**	16	0	16
4430	[6] Visual Comm Design Diploma	905	384	526	910	101%	22.61	31.41	54.02	28.77	32.54	**61.31**	535	594	1,129
4702	[6] Computer Systems Tech Diploma	718	352	246	598	83%	21.95	15.43	37.38	68.94	34.02	**102.96**	1,184	582	1,766
5202	[2] Hairstyling	584	149	317	466	80%	53.79	104.75	158.54	60.45	130.6	**191.03**	240	505	745
5215	[2] Hair Design -Satellite Prgrms	64	43	0	43	67%	15.35	0.00	15.35	15.38	0	**15.38**	60		60
5219	[2] Hair Apprenticeship	13	5	0	5	38%	5.00	0.00	5.00	14	0	**14**	14		14
5221	[6] Esth-Skin 7 Body Non-ITA	1,381	91	537	628	45%	15.65	108.76	124.41	17.3	136.6	**153.92**	67	514	581
A268	[6] Riverside Esthetics 19/20	-	10	-	10	-	0.68	0.00	0.68	-	-	-	-	-	-
A280	[6] Trades Sampler AUTO Mar-Jun'20	-	150	-	150	-	10.00	0.00	10.00	-	-	-	-	-	-
Total Trades, Technology & Design		9,528	6,893	2,044	8937	94%	936.53	290.72	1,227.25	1,123.42	370.42	1,493.84	9,198	2,711	11,909

*as of Jan 27, 2021

1. FTEs are allocated in this report to departments in order to reflect department performance. FTEs for government reporting are allocated by student major/program.

2. Contributes to ITA target

3. Contributes to AVED ABE/ESL/ASE targets - Budget does not include LINC

4. Contributes to AVED Health target.

5. Continuing Studies has programs that contribute to AVED and Health Targets. Budgeted based on Actuals of prior year and are not based on projected calculations.

6. Contributes to AVED target.

2021-22 Enrolment Plan - DRAFT 1

| | | 2020-21[1] | | | | | | | 2021-22 | | | | | |
| | Budgeted Registrations | Actual Registrations* | | | Seat Utilization | Actual FTE* | | | Budgeted FTE | | | Budgeted Registrations | | |
		Domestic	Intl	Total		Domestic	Intl	Total	Domestic	Intl	Total	Domestic	Intl	Total
School of Library, Language, Teaching & Instruction														
1500 [6] Provincial instructor Diploma	1,820	1,470	10	1,480	81%	171.82	0.97	172.79	225.00	0.00	**225.00**	1,996	0	1,996
1535 [6] Online/eLearning Instruction	84	113	0	113	135%	14.21	0.00	14.21	15.50	0.00	**15.50**	124	0	124
3350 [3] LINC	-	1,791	0	1,791	-	329.84	0.00	329.84	-	-	-	-	-	-
3366 [3] ESL Pathways	4,038	3,207	0	3,207	79%	410.77	0.00	410.77	503.63	0.00	**503.63**	3,916	0	3,916
Total Instructor Education	**5,942**	**6,581**	**10**	**6,591**	**111%**	**926.64**	**0.97**	**927.61**	**744.13**	**0.00**	**744.13**	**6,036**	**0**	**6,036**

*as of Jan 27, 2021

1. FTEs are allocated in this report to departments in order to reflect department performance. FTEs for government reporting are allocated by student major/program.

2. Contributes to ITA target

3. Contributes to AVED ABE/ESL/ASE targets - Budget does not include LINC

4. Contributes to AVED Health target.

5. Continuing Studies has programs that contribute to AVED and Health Targets. Budgeted based on Actuals of prior year and are not based on projected calculations.

6. Contributes to AVED target.

| | | 2020-21[1] | | | | | | | 2021-22 | | | | | |
| | Budgeted Registrations | Actual Registrations* | | | Seat Utilization | Actual FTE* | | | Budgeted FTE | | | Budgeted Registrations | | |
		Domestic	Intl	Total		Domestic	Intl	Total	Domestic	Intl	Total	Domestic	Intl	Total
School of Arts and Sciences														
1901 [3] Visually Impaired Adult Program	61	42	0	42	69%	5.31	0.00	5.31	13.78	0.00	**13.78**	108		108
1902 [3] Deaf & Hard of Hearing	188	93	2	95	51%	4.03	0.06	4.09	10.76	0.00	**10.76**	198		198
1903 [3] Community & Career Education	337	290	0	290	86%	28.38	0.00	28.38	33.89	0.00	**33.89**	350		350
1909 [3] CCED Part Time Courses	33	36	0	36	109%	11.39	0.00	11.39	10.39	0.00	**10.39**	33		33
1951 [6] ASL and Deaf Studies	404	430	5	435	108%	28.76	0.34	29.10	31.35	0.00	**31.35**	502		502
1952 [6] ASL and Deaf Studies - Part time	97	76	0	76	78%	20.27	0.00	20.27	29.87	0.00	**29.87**	112		112
2001 [3] Access to Careers & Education	95	38	0	38	40%	4.70	0.00	4.70	12.56	0.00	**12.56**	104		104
2003 [3] ABE Intermediate Youth	165	103	0	103	62%	12.65	0.00	12.65	23.46	0.00	**23.46**	190		190
2004 [3] College & Career Access	1,021	1,275	11	1,286	126%	158.54	1.36	159.90	165.43	0.00	**165.43**	1,352		1,352
2005 [3] Basic Education	390	183	0	183	47%	24.51	0.00	24.51	61.01	0.00	**61.01**	393		393
2006 [3] CF - Humanities	336	268	0	268	80%	33.55	0.00	33.55	47.10	0.00	**47.10**	354		354
2007 [3] CF - Mathematics	684	470	3	473	69%	58.80	0.38	59.18	90.65	0.00	**90.65**	688		688
2008 [3] CF - Science	1,160	944	0	944	81%	118.08	0.00	118.08	123.92	0.00	**123.92**	1,056		1,056
2013 [6] Associate of Arts Degree									0.00	0.00	**0.00**	0	0	0
2014 [6] Associate of Science Degree									0.00	0.00	**0.00**	0	0	0
2016 [6] UT Humanities	931	870	40	910	98%	87.00	4.00	91.00	87.80	0.00	**87.80**	878		878
2017 [6] UT Mathematics	506	425	13	438	87%	42.50	1.30	43.80	44.70	0.00	**44.70**	447		447
2018 [6] UT Science	934	771	16	787	84%	96.68	2.12	98.80	101.67	0.00	**101.67**	793		793
2019 [3] ABE Lab	96	50	0	50	52%	6.21	0.00	6.21	14.34	0.00	**14.34**	103		103
2022 [6] UT Engineering	227	65	5	70	31%	6.50	0.50	7.00	14.97	0.00	**14.97**	130		130
2023 [6] UT Computing Science&Software	124	69	8	77	62%	6.90	0.80	7.70	5.40	0.00	**5.40**	54	0	54
2026 [6] VR and AR	0	3	6	9	-	0.24	0.54	0.78	0.00	0.00	**0.00**	0	0	0

4204	6	Music	867	655	41	696	80%	40.99	2.82	43.81	49.53	0.00	**49.53**	847	0	847
4206	6	Music Degree	239	195	0	195	82%	16.19	0.00	16.19	18.87	0.00	**18.87**	221	0	221
4208	6	Dance Diploma	0	41	62	103	-	2.05	3.09	5.14	1.60	0.00	**1.60**	28	0	28
4209	6	Dancing Diploma - Arts Umberlla	0	170	241	411	-	8.92	12.56	21.48	0.00	0.00	**0.00**	0	0	0
5031	6	Baccalaureate Nursing	0	4	0	4	-	0.31	0.00	0.31	0.00	0.00	**0.00**	0	0	0
A287	3	GPS Program - Jan 4-Jun18'21	-	10	0	10		2.93	0.00	2.93	-	-	-	-	-	-
Total Arts and Sciences			**8,895**	**7,576**	**453**	**8,029**	**90%**	**826.39**	**29.87**	**856.26**	**993.05**	**0.00**	**993.05**	**8,941**	**0**	**8,941**

*as of Jan 27, 2021

1. FTEs are allocated in this report to departments in order to reflect department performance. FTEs for government reporting are allocated by student major/program.

2. Contributes to ITA target

3. Contributes to AVED ABE/ESL/ASE targets - Budget does not include LINC

4. Contributes to AVED Health target.

5. Continuing Studies has programs that contribute to AVED and Health Targets. Budgeted based on Actuals of prior year and are not based on projected calculations.

6. Contributes to AVED target.

2021-22 Enrolment Plan - DRAFT 1

	Budgeted Registrations	Actual Registrations*			Seat Utilization	Actual FTE*			Budgeted FTE			Budgeted Registrations		
		2020-21[1]							2021-22					
		Domestic	Intl	Total		Domestic	Intl	Total	Domestic	Intl	Total	Domestic	Intl	Total
School of Hospitality, Food Studies & Applied Business														
4601 [6] Legal Administrative Assistant	287	347	8	355	124%	37.97	0.88	38.85	30.63	0.00	**30.63**	315	0	315
4602 [6] Medical Office Assistant 15/16	466	508	0	508	109%	42.38	0.00	42.38	40.44	0.00	**40.44**	524	0	524
4607 [6] Executive Assistant	37	34	0	34	92%	3.40	0.00	3.40	3.90	0.00	**3.90**	39	0	39
4612 [6] Administrative Assistant	775	188	36	224	29%	11.48	2.24	13.72	0.00	0.00	**0.00**	0	0	0
4614 [6] Admin Professional 1 & 2	0	672	16	688	-	63.32	1.54	64.86	73.50	7.46	**80.96**	882	90	972
4615 [6] Medical Transcriptionist	254	231	16	247	97%	14.52	0.97	15.49	15.00	0.00	**15.00**	255	0	255
5301 [2] Baking & Pastry Arts	999	780	111	891	89%	46.73	6.72	53.45	78.90	0.00	**78.90**	1,390	0	1,390
5302 Baking Intn'l 5 month program	-	-	-	-	-	-	-	-	0.00	13.00	**13.00**	0	232	232
5305 [2] Baking Apprenticeship	32	22	0	22	69%	22.00	0.00	22.00	34.00	0.00	**34.00**	34	0	34
5404 [2] Culinary Arts ESL	28	82	0	82	293%	9.84	0.00	9.84	15.13	0.00	**15.13**	124	0	124
5406 [2] Culinary Arts - Satellite Program	312	256	0	256	82%	32.02	0.00	32.02	39.67	0.00	**39.67**	343	0	343
5409 [2] Professional Cook 2 Advanced	93	143	0	143	154%	10.78	0.00	10.78	0.00	0.00	**0.00**	0	0	0
5410 [2] Culinary Arts (Blended)	3,207	1,128	1,901	3,029	94%	121.85	195.78	317.63	151.97	316.98	**468.95**	1,610	3,112	4,722
5501 [2] Asian Culinary Arts	178	136	56	192	108%	11.70	4.68	16.38	11.67	4.00	**15.67**	154	52	206
5701 [6] Hospitality Management	3,552	536	2,774	3,310	93%	50.30	264.10	314.40	49.90	275.20	**325.10**	567	3,141	3,708
5702 [6] Hospitality Management App Deg	365	183	397	580	159%	18.30	39.70	58.00	18.00	50.90	**68.90**	198	561	759
5708 [2] Culinary Arts Apprenticeship	148	89	0	89	60%	89.00	0.00	89.00	126.00	0.00	**126.00**	126	0	126
Total Hospitality, Food Studies & Applied Business	**10,733**	**5,335**	**5,315**	**10,650**	**99%**	**585.59**	**516.61**	**1,102.20**	**688.69**	**667.54**	**1,356.23**	**6,561**	**7,188**	**13,749**

*as of Jan27, 2021

1. FTEs are allocated in this report to departments in order to reflect department performance. FTEs for government reporting are allocated by student major/program.

2. Contributes to ITA target

3. Contributes to AVED ABE/ESL/ASE targets - Budget does not include LINC

4. Contributes to AVED Health target.

5. Continuing Studies has programs that contribute to AVED and Health Targets. Budgeted based on Actuals of prior year and are not based on projected calculations.

6. Contributes to AVED target.

2021-22 Enrolment Plan - DRAFT 1

	Budgeted Registrations	Actual Registrations*			Seat Utilization	Actual FTE*			Budgeted FTE			Budgeted Registrations		
		2020-21[1]							**2021-22**					
		Domestic	Intl	Total		Domestic	Intl	Total	Domestic	Intl	Total	Domestic	Intl	Total
School of Health Sciences														
4610 [4] Health Unit Coordinator	407	383	0	383	94%	27.47	0.00	27.47	26.44	0.00	**26.44**	342	0	342
5002 [4] Resident Care Attendant - ESL	363	32	0	32	9%	2.83	0.00	2.83	25.57	0.00	**25.57**	330	0	330
5004 [4] Practical Nursing	2,383	2,155	0	2,155	90%	152.41	0.00	152.41	156.88	0.00	**156.88**	2,327	0	2,327
5005 [4] Pharmacy Technician	0	241	0	241	-	16.89	0.00	16.89	20.00	0.00	**20.00**	300	0	300
5017 [4] Access to Practical Nursing	243	471	0	471	194%	30.77	0.00	30.77	14.49	0.00	**14.49**	252	0	252
5019 [4] Success in Practical Nursing	0	98	0	98		3.83	0.00	3.83	0.00	0.00	**0.00**	0	0	0
5031 [4] Baccalaureate Nursing	1,412	1,134	0	1,134	80%	107.98	0.00	107.98	110.26	0.00	**110.26**	1,336	0	1,336
5076 [4] Occup/Physical Therap Assist	463	432	0	432	93%	32.93	0.00	32.93	34.67	0.00	**34.67**	489	0	489
5078 [4] LPN Bridging to BSN	96	91	0	91	95%	18.92	0.00	18.92	20.00	0.00	**20.00**	96	0	96
5101 [4] Dental Hygiene	394	316	0	316	80%	39.48	0.00	39.48	40.00	0.00	**40.00**	360	0	360
5102 [4] Dental Assisting	1,089	1,010	10	1,020	94%	61.60	0.65	62.25	59.60	0.00	**59.60**	1,050	0	1,050
5103 [4] Dental Technology	191	168	18	186	97%	16.92	1.60	18.52	20.00	0.00	**20.00**	206	0	206
5104 [4] Dental Reception Coordinator	322	190	0	190	59%	25.82	0.00	25.82	42.90	0.00	**42.90**	330	0	330
5106 [4] Dental Radiography	0	22	0	22	-	2.46	0.00	2.46	2.00	0.00	**2.00**	19	0	19
5115 [4] Distance Dental Assisting	264	243	0	243	92%	13.17	0.00	13.17	19.88	0.00	**19.88**	331	0	331
5116 [4] Health Care Attendant	503	773	0	773	154%	58.09	0.00	58.09	89.58	0.00	**89.58**	1,274	0	1,274
5117 [4] Medical Lab Assistant	216	193	0	193	89%	24.17	0.00	24.17	48.00	0.00	**48.00**	432	0	432
5118 [4] CCAH Part Time Programs	122	72	0	72	59%	9.47	0.00	9.47	13.03	0.00	**13.03**	128	0	128
5120 [4] CDA Directed Studies DAST 1600	4	35	2	37	925%	0.42	0.02	0.44	0.56	0.00	**0.56**	48	0	48
A274 [4] DentRecAccess-Sep8'20-Mar16'21	-	73	0	73	-	10.33	0.00	10.33	-	-	-	-	-	-
A279 [4] HCAT-PT Sept'20-Aug'21	-	108	0	108	-	7.62	0.00	7.62	-	-	-	-	-	-
A286 [4] HCA Pathway Nov 2021	-	74	0	74	-	5.40	0.00	5.40	-	-	-	-	-	-
Total Health Sciences	**8,472**	**8,314**	**30**	**8,344**	**98%**	**668.98**	**2.27**	**671.25**	**743.84**	**0.00**	**743.84**	**9,650**	**0**	**9,650**

*as of Jan 27, 2021

1. FTEs are allocated in this report to departments in order to reflect department performance. FTEs for government reporting are allocated by student major/program.

2. Contributes to ITA target

3. Contributes to AVED ABE/ESL/ASE targets - Budget does not include LINC

4. Contributes to AVED Health target.

5. Continuing Studies has programs that contribute to AVED and Health Targets. Budgeted based on Actuals of prior year and are not based on projected calculations.

6. Contributes to AVED target.

2021-22 Enrolment Plan - DRAFT 1

| | | | 2020-21[1] | | | | | | | 2021-22 | | | | | |
| | | Budgeted | Actual Registrations* | | | Seat | Actual FTE* | | | Budgeted FTE | | | Budgeted Registrations | | |
		Registrations	Domestic	Intl	Total	Utilization	Domestic	Intl	Total	Domestic	Intl	Total	Domestic	Intl	Total
Centre for International Education - sections with CIN school															
4110	Electronics Repair Technology	120	0	0	0	-	0.00	0.00	0.00	0.00	20.80	**20.80**	0	226	226
4305	Technical Training Access	689	0	485	485	70%	0.00	16.15	16.15	0.00	0.00	**0.00**	0	0	0
4306	Auto Collision Refinishing Dip	1,259	0	1,264	1,264	100%	0.00	104.55	104.55	0.00	114.43	**114.43**	0	1,464	1464
4328	Auto Serv Tech Diploma Intl	601	0	616	616	102%	0.00	87.14	87.14	0.00	83.30	**83.30**	0	666	666
4801	Canadian Business Mgmt. Diploma	2,563	0	2,006	2,006	78%	0.00	236.68	236.68	0.00	216.80	**216.80**	0	2,182	2182
4811	Bus Project Mgmt PD Diploma	2,129	0	1,577	1,577	74%	0.00	153.80	153.80	0.00	222.50	**222.50**	0	2,447	2447
5202	Hairstyling	0	0	25	25	-	0.00	10.93	10.93	0.00	0.00	**0.00**	0	0	0
5302	Baking Intn'l 5 month program	232	0	248	248	107%	0.00	15.54	15.54	-	-	-	-	-	-
5306	Baking & Pastry - Artisan Int'l	555	0	519	519	94%	0.00	32.84	32.84	0.00	32.55	**32.55**	0	542	542
5410	Culinary Arts (Blended)	362	0	321	321	89%	0.00	50.60	50.60	0.00	0.00	**0.00**	0	0	0
5701	Hospitality Management	0	0	171	171	-	0.00	17.10	17.10	0.00	0.00	**0.00**	0	0	0
5712	Diploma Culinary Arts Intl	214	0	459	459	214%	0.00	36.81	36.81	0.00	0.00	**0.00**	0	0	0
Total International Education		**8,724**	**0**	**7,691**	**7,691**	**88%**	**0.00**	**762.14**	**762.14**	**0.00**	**690.38**	**690.38**	**0**	**7527**	**7527**

*as of Jan 27, 2021

1. FTEs are allocated in this report to departments in order to reflect department performance. FTEs for government reporting are allocated by student major/program.

2. Contributes to ITA target

3. Contributes to AVED ABE/ESL/ASE targets - Budget does not include LINC

4. Contributes to AVED Health target.

5. Continuing Studies has programs that contribute to AVED and Health Targets. Budgeted based on Actuals of prior year and are not based on projected calculations.

6. Contributes to AVED target.

2021-22 Enrolment Plan - DRAFT 1

| | | 2020-21[1] | | | | | | | | 2021-22 | | | | | |
| | | Budgeted Registrations | Actual Registrations* | | | Seat Utilization | Actual FTE* | | | Budgeted FTE | | | Budgeted Registrations | | |
			Domestic	Intl	Total		Domestic	Intl	Total	Domestic	Intl	Total	Domestic	Intl	Total
Continuing Studies[5]															
4550 [6]	BC Jobs Funding	0	5	0	5		0.08	0.00	0.08	-	-	-	-	-	-
6022 [6]	Fashion Design	290	216	93	309	107%	16.63	8.48	25.11	-	-	-	-	-	-
6024 [6]	Gemmology	-	4	0	4	-	0.66	0.00	0.66	-	-	-	-	-	-
6034 [6]	Cr Writng-now New Init Art&Des	28	11	22	33	118%	0.11	0.22	0.33	-	-	-	-	-	-
6038 [6]	Bldg Mgr Residential	104	145	0	145	139%	15.97	0.00	15.97	-	-	-	-	-	-
6046 [6]	Computers - City Centre	469	219	2	221	47%	6.53	0.08	6.61	-	-	-	-	-	-
6052 [6]	Early Childhood Education	637	801	0	801	126%	57.68	0.00	57.68	-	-	-	-	-	-
6060 [6]	Management Skills Supervisors	108	193	2	195	181%	7.81	0.08	7.89	-	-	-	-	-	-
6064 [6]	Office & Admin CertificateProg	735	1,051	2	1053	143%	28.92	0.07	28.99	-	-	-	-	-	-
6065 [6]	Leadership Skills Certificate	160	224	0	224	140%	4.74	0.00	4.74	-	-	-	-	-	-
6067 [6]	Paralegal Program	1,011	1,480	0	1480	146%	133.39	0.00	133.39	-	-	-	-	-	-
6068 [6]	Small Business	214	151	0	151	71%	1.63	0.00	1.63	-	-	-	-	-	-
6075 [6]	Foodsafe	36	0	0	0	-	0.00	0.00	0.00	-	-	-	-	-	-
6076 [4]	Allied Health	109	52	1	53	49%	1.52	0.01	1.53	-	-	-	-	-	-
6082 [4]	Sterile Supply Room Aide	130	211	0	211	162%	98.02	0.00	98.02	-	-	-	-	-	-
6089 [6]	Human and Social Services	-	47	0	47	-	2.15	0.00	2.15	-	-	-	-	-	-
6093 [6]	Counselling Skills	332	490	1	491	148%	30.15	0.07	30.22	-	-	-	-	-	-
6108 [6]	Mandarin & Languages	38	83	1	84	221%	2.97	0.03	3.00	-	-	-	-	-	-
6115 [6]	Interior Design Technology	-	3	0	3	-	0.12	0.00	0.12	-	-	-	-	-	-
6197 [6]	Fashion Merchandising	10	49	5	54	540%	2.90	0.30	3.20	-	-	-	-	-	-
6199 [6]	Wedding & Event Management	35	22	0	22	63%	1.10	0.00	1.10	-	-	-	-	-	-
6200 [6]	Wine Sommelier	8	0	0	0	0%	0.00	0.00	0.00	-	-	-	-	-	-
6221 [6]	Essential Skills Training	-	59	0	59	-	2.95	0.00	2.95	-	-	-	-	-	-
6222 [6]	Fashion Non-credit Courses	28	14	0	14	50%	0.74	0.00	0.74	-	-	-	-	-	-
6224 [6]	Compressed Natural Gas (CNG)	8	9	0	9	113%	0.27	0.00	0.27	-	-	-	-	-	-
6225 [6]	Technical and Creative Writing	139	98	0	98	71%	2.3	0.00	2.30	-	-	-	-	-	-
6226 [6]	ECCE - Special Need	-	14	0	14	-	2.80	0.00	2.80	-	-	-	-	-	-
6227 [6]	ECCE - Infant Toddler	124	153	0	153	123%	12.84	0.00	12.84	-	-	-	-	-	-
6228 [6]	ECCE - Extra	97	117	8	125	129%	8.68	0.53	9.21	-	-	-	-	-	-
6239 [6]	Transformative Learning	-	11	1	12	-	0.22	0.02	0.24	-	-	-	-	-	-
6245 [6]	LERN UGotClass	-	10	0	10	-	0.28	0.00	0.28	-	-	-	-	-	-
A271 [6]	Acct Sources Community	-	61	0	61	-	2.42	0.00	2.42	-	-	-	-	-	-
A277 [6]	Trades Sampler Mar-May 20 1920	-	47	0	47	-	5.09	0.00	5.09	-	-	-	-	-	-
Total Continuing Studies		4,850	6,050	138	6188	128%	451.67	9.89	461.56	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**	**0.00**

*as of Jan 27, 2021

1. FTEs are allocated in this report to departments in order to reflect department performance. FTEs for government reporting are allocated by student major/program.

2. Contributes to ITA target

3. Contributes to AVED ABE/ESL/ASE targets - Budget does not include LINC

4. Contributes to AVED Health target.

5. Continuing Studies has programs that contribute to AVED and Health Targets. Not included in the Budget process.

6. Contributes to AVED target.

DECISION NOTE

PREPARED FOR: Education Council

DATE: February 9, 2021

ISSUE: New course: ENGL 0999 Provincial English 12 Literature Online

BACKGROUND:
THE CCA department is proposing a new course: ENGL 0999 Provincial English 12 Literature Online. The department offers several self-paced options for students to complete English 12. This course will allow students to complete the course in one four-month term in an online format. The department's other offerings are blended and class-based and are offered over two terms.

DISCUSSION:
Margaret Buxton, Coordinator of English for CCA, presented the proposal. The Committee requested a few changes:

- Change the effective date to May 2021. The department is bringing this course for articulation in March 2021.
- Add a link to the ABE Handbook in the learning outcomes (to be consistent with our style guide).
- Simplify the descriptions in the evaluation plan.
- Additional consultations were also needed with College Foundations – English to confirm whether that department wished to also use this course outline, as many courses are offered by both departments. They do not at this time.

All changes have been made.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, the new course ENGL 0999 Provincial English 12 Literature Online.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: January 29, 2021

Course Change Request

New Course Proposal

Date Submitted: 01/14/21 7:55 pm

Viewing: **ENGL 0999 : Provincial English 12**

Last edit: 01/29/21 1:27 pm

Changes proposed by: mbuxton

Course Name:

    Provincial English 12 Literature Online

Effective Date:	May 2021
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. 11/10/20 3:28 pm KJ Hills (kjhills): Approved for 2004 Leader
2. 11/12/20 2:56 pm Shirley Lew (slew): Approved for SAS Dean
3. 12/16/20 2:35 pm Darija Rabadzija (drabadzija): Rollback to Initiator
4. 01/14/21 1:12 pm KJ Hills (kjhills): Rollback to Initiator
5. 01/14/21 1:41 pm KJ Hills (kjhills): Rollback to Initiator
6. 01/15/21 8:30 am KJ Hills (kjhills): Approved for 2004 Leader
7. 01/15/21 9:54 am Shirley Lew (slew): Approved for SAS Dean

43

Name	E-mail	Phone/Ext.
Margaret Buxton	mbuxton@vcc.ca	7366

Banner Course Name: Provincial English 12

Subject Code: ENGL - English

Course Number   0999

Year of Study   ABE Provincial Level (Grade 12)

Credits: 8

Course Description:

This course introduces students to a variety of Canadian/non-Canadian, classic and modern short stories. Students also read classic and modern poems and learn about poetic literary devices. Through these works, students learn to identify a variety of literary devices and elements, including symbol, theme, character, irony, historical context, and setting.

In addition, this course introduces students to classic and modern plays and/or films. Students also read a variety of Canadian/non-Canadian, classic and modern novels. Through these works, students learn about genres, codes and conventions, tone and irony. Students learn how to write, research, and edit essays and paragraphs. Students also develop presentation and critical thinking skills.

Course Pre-Requisites (if applicable):

English 11 or ENGL 0871 or ENSK 0826 or VCC Assessment scores: Reading 50, Grammar 40, Writing 0871; or equivalent

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 Provincial level English (Literature) as stated in the most recent ABE Articulation Handbook: https://www.bctransferguide.ca/search/abe

Instructional
Strategies:

Self-paced online learning - one-to-one individualized instruction

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Assignments on short stories consisting of: analysis, writing response journals, annotating activities, on-demand writing, and a final essay
Assignments	25	Assignments on poetry consisting of: analysis, writing response journals, writing poetry, annotating poetry, and writing an on-demand essay
Assignments	25	Assignments on novels consisting of: written analysis, historical context, writing response journals, and writing a research essay with first and second drafts
Assignments	25	Assignments on films consisting of: written analysis, a presentation and an essay

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

192

Course Topics

Course Topics:
1. Short story - Character - Setting - Theme - Symbol - Irony 2. Poetry - Poetic devices - Annotation 3. Film/Drama - Genres - Tone, irony, conventions - Oral presentations - Media Literacy 4. Novel - Genres - Literary terms (character, conflict, setting, imagery) - Research essay

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

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:

Online Provincial English 12 Literature gives CCA students the option to complete English 12, online, with one instructor in a four month term rather than in two terms. This is a purely online course.

This will not replace ENGL 0981 and ENGL 0991. These are blended and class based courses. These options will still be available in CCA and CF for students to move between the two departments.

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

Consultations

Consulted Areas	Consultation Comments
Student Services	Wendy LaFrance This is wonderful news. We will definitely be referring students to the writing prep and the combined English 0981/0991 course. I agree with Larry, you have been busy! Happy New Year! I hope you had a wonderful restful time off. This is wonderful news. We will definitely be referring students to the writing prep and the combined English 0981/0991 course. I agree with Larry, you have been busy! Have a great day everyone! All the best, Wendy

Consulted Areas	Consultation Comments
Other Department(s)	I had a chance to have a look at the proposal. Looks great. Lots of great variety. I have a couple questions: Will this course be run in two sections (0981 and 0991) or is it one class now? Are there two separate marks as it has been in the past and is with us, or only one final mark? What do the terms "biopsy" and under "Learning Environment" "Kitchen" and "shop," etc. refer to? Finally, is this update based on the new VSB curriculum guidelines or what we have used until now? Sorry for all the questions, but it would be great to be on the same page when talking with students, etc in the futire. Larry Perras Department Head, Humanities

Consulted Areas	Consultation Comments
Faculty/Department	Hi Margaret. Thanks for including us in this conversation. We have chatted and looked over your proposed course, and we are in support of you putting this forward. Having an option for a complete online English 12 will appeal to those students who will be unable or uninterested to attend in person classes and may attract students from outside of the city who may not otherwise be a student with VCC. We like the option to complete an English 12 that counts towards an adult graduation in a shorter amount of time. We wondered if it might be better to have a less detailed evaluation plan than what you have listed to provide more flexibility in content delivery of the course? Could you list it in broader terms, like this: short story assignment 25% Poetry assignment 25% literary Analysis Essay 25% Novel assignment 25% As for content, I know you don't have to list that yet, but are you planning to include some Indigenous and other diverse cultural or social groups in the material, perspectives, stories, films etc? Congratulations on all the hard work and effort that has gone into planning and developing this course! We look forward to seeing the developments and progress. Thanks, Jill Jill Lefaivre (she/her) Coordinator/Instructor, ABE Youth Program

Consulted Areas	Consultation Comments
Financial Aid	No concerns for AUG funding, Murray

Additional Information

Provide any additional information if necessary.

This is equal to 0981 and 0991. These are two quarter time courses. They are both 4 credits each ,so this half time course should be 8 credits.

Supporting
documentation:

Reviewer
Comments
  Darija Rabadzija (drabadzija) (12/16/20 2:35 pm): Rollback: Rollback
  KJ Hills (kjhills) (01/14/21 1:12 pm): Rollback: Typos and maybe some errors.
  KJ Hills (kjhills) (01/14/21 1:41 pm): Rollback: Please see email about edits needed. Thanks! KJ

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

This section is used by Marketing to help populate course information on the website. If you have any questions about this section, contact webmaster@vcc.ca.

Make Available on Website: Yes

Key: 9018

Preview Bridge

DECISION NOTE

PREPARED FOR: Education Council

DATE: February 9, 2021

ISSUE: New elective course: PIDP 3500 Supporting Multilingual Learners

BACKGROUND:
The School of Instructor Education is proposing a new elective course for their Teaching Online Certificate and their Provincial Instructor Diploma programs: PIDP 3500 Supporting Multilingual Learners. This new course was developed by Jacquie Harrison in collaboration with Sara Yuen, the lead on the College's TESOL certificate program. Students will learn strategies to support multilingual learners in culturally diverse classrooms.

DISCUSSION:
Jacquie Harrison from SIE presented the proposal. The Committee requested two changes:

- Reword Course Learning Outcome #5 to "ensuring support of multilingual learners *within the context of a fair and equitable learning environment"*
- Add to Topics: Equity in the learning environment

All changes have been made.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, the new course PIDP 3500 Supporting Multilingual Learners and update the electives in the Teaching Online Certificate and the Provincial Instructor Diploma program content guides.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: January 29, 2021

Course Change Request

New Course Proposal

Date Submitted: 01/05/21 5:01 pm

Viewing: **PIDP 3350 : Support Multilingual Learners**

Last edit: 01/29/21 1:40 pm

Changes proposed by: jharrison

Programs
referencing this
course

145: Teaching Online Certificate

82: Provincial Instructor Diploma Program

Course Name:

Supporting Multilingual Learners

Effective Date: September 2021

School/Centre: Library, Language, and Teaching & Learning Services

Department: Provincial Instructor Diploma (1500)

Contact(s)

Name	E-mail	Phone/Ext.
Jacquie Harrison	jharrison@vcc.ca	7514

Banner Course Name: Support Multilingual Learners

Subject Code: PIDP - Provincial Instructor Diploma

Course Number 3350

Year of Study 3rd Year Post-secondary

In Workflow

1. **1500 Leader**
2. **LLTL Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 01/06/21 12:50 pm Doug Mauger (dmauger): Approved for 1500 Leader
2. 01/07/21 3:53 pm Shirley Lew (slew): Approved for LLTL Dean
3. 01/29/21 1:49 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

---

Credits: 2

Course Description:

Post-secondary classrooms and other adult learning environments are more linguistically and culturally diverse than ever before. In this course, students will explore issues, learn skills and reflect on attitudes and values in order to create a supportive learning environment for all students. Students will learn foundational concepts in TESOL (Teaching English as a Second or Other Language) and strategies to support the needs of multilingual learners. They will also apply these concepts and strategies in lesson and course planning for their specific learning and teaching contexts. The focus of this course is on the practical strategies and techniques for teaching multilingual learners in discipline specific content courses.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

1. Actual curriculum products / artifacts created and used by the applicant in their workplace which are judged equivalent to course assignments.
2. A successful interview with the SIE Department Head or delegate.
3. An essay that describes the development of their thinking on the themes, issues, and concepts in the course.

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain concepts in language learning and teaching theory and methodology related to multilingual learners in discipline specific content courses.
CLO #2	Describe the range of multilingual learner profiles of students that may be in your class including immigration pathways, motivation and language proficiency.
CLO #3	Determine practical strategies to address issues including linguistic and cultural challenges that multilingual learners experience.

	Upon successful completion of this course, students will be able to:
CLO #4	Apply TESOL instructional and assessment practices in developing and adapting lesson plans to support all learners to meet the learning outcomes.
CLO #5	Reflect on instructor role, responsibilities and limitations in ensuring support of multilingual learners within the context of a fair and equitable learning environment.

Instructional

Strategies:

Instructional strategies may include in-class workshops, active learning instructional strategies, experiential learning activities, quizzes, critical incident analysis, discussions, group work, online activities, and self directed learning

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

60%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Reflections
Assignments	35	Lesson Plan and Rationale
Assignments	30	Critical incident analysis
Assignments	10	Report

Hours by Learning Environment Type

Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Second language acquisition (SLA)
TESOL key concepts: terminology, methodologies & approaches (content-based instruction)
TESOL assessment principles
Language proficiency levels
English language entrance requirements and equivalencies
Language & culture
Approaches to working with multilingual learners: asset-based vs. deficit models
UDL principles and strategies
Equity in the Learning Environment
Advocacy (for self & learners)
Developing a personal learning network (PLN) & strengthening resource & referral skills
Constructive alignment
Lesson planning

Learning Resources (textbooks, lab/shop manuals, equipment, etc.):

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 will be offered as an elective in the Provincial Instructor Diploma Program and in the Teaching Online Certificate Program.

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

No

Consultations

Consulted Areas	Consultation Comments

Consulted Areas	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Francesco Barillaro has given input at all stages of course development and reviewed course outline.
Faculty/Department	This course has been discussed at department meetings with faculty.
Department Support Staff	This course has been discussed with department support staff.
Registrar's Office	Registrar has provided feedback on course documents. Les advised us to update PCGs for both courses.
Other Department(s)	This course was co-developed with an instructor from the PIDP and the TOC , Jacquie Harrison and an TESOL/EAL instructor, Sara Yuen.
Library	Alicia Copp has been notified and expressed support for this course.

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

This section is used by Marketing to help populate course information on the website. If you have any questions about this section, contact webmaster@vcc.ca.

Make Available on Website:

Key: 9053

Preview Bridge

Program Change Request

Date Submitted: 01/06/21 10:44 am

Viewing: **Teaching Online Certificate**

Last approved: 12/17/20 9:50 am

Last edit: 01/06/21 10:44 am

Changes proposed by: jharrison

Catalog Pages Using
this Program
[Teaching Online Certificate Program](#)
Trades Instructor Short Certificate

Program Name:	
	Teaching Online Certificate
Credential Level:	Certificate
Effective Date:	April 2021
Effective Catalog Edition:	2021-2022
School/Centre:	Library, Language, and Teaching & Learning Services
Department	Online/eLearning Instruction (1535)

Contact(s)

In Workflow

1. **1535 Leader**
2. **LLTL Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**

Approval Path

1. 01/06/21 12:51 pm Doug Mauger (dmauger): Approved for 1535 Leader
2. 01/07/21 3:49 pm Shirley Lew (slew): Approved for LLTL Dean
3. 01/29/21 1:52 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Jul 29, 2020 by Jacquie Harrison (jharrison)
2. Aug 27, 2020 by Darija Rabadzija (drabadzija)
3. Dec 17, 2020 by Jacquie Harrison (jharrison)

Name	E-mail	Phone/Ext.
Jacquie Harrison	jharrison@vcc.ca	7514

Program Content Guide

Purpose

The purpose of the Teaching Online Certificate is to enhance the practice of educators and trainers to design, develop, evaluate, and facilitate online learning. Students will explore a range of pedagogical practices and emerging technologies for effective online and digitally-enabled teaching and learning relevant to their work and interests. It is appropriate for anyone providing adult learning experiences in a wide variety of fields, including college, university, workplace, and non-profit settings.

Admission Requirements

English language proficiency at an English 11 level
Evidence of subject matter expertise (i.e. diploma, bachelors degree, trades certification, substantial work place experience) or departmental approval

Prior Learning Assessment & Recognition (PLAR)

Students may request formal recognition of prior learning attained through informal education, work, or other life experience, including Indigenous ways of knowing. Credits may be granted to students who are able to sufficiently demonstrate the learning outcomes of specific courses.
PLAR is available for all courses in the program.
Applying for PLAR:
Identify courses for which you will be requesting PLAR.
Submit the following to the department:
Actual curriculum products/artifacts created and used by the applicant in their workplace which are judged equivalent to the curriculum documents required in the course assignments.
An essay in which the applicant describes the development of their thinking related to the themes, issues, and concepts of the course.
A successful interview with the department.
Students may apply for a maximum of three program credits through PLAR. Tuition and fees may still apply to PLAR candidates.
To request PLAR, please contact the department directly. See the D.3.5 Prior Learning Assessment and Recognition Policy and Procedures for more information.

Program Duration & Maximum Time for Completion

18 credits
Completion time will vary depending on individual circumstances. The program is designed for working professionals. It is designed to allow for flexibility, and may be completed at an accelerated pace. The program must be completed within five (5) years.

Program Learning Outcomes

Graduates of this program will be able to:

Integrate fundamental principles of adult learning as they apply to diverse online learning environments
Design, develop and facilitate learning using online pedagogies and digitally enabled technologies
Design engaging online learning experiences that reflect evidence-based approaches/strategies
Integrate assessment strategies to measure, enhance, and guide learning and teaching
Evaluate the effectiveness of online teaching and learning against quality assurance frameworks
Use reflective strategies to improve professional practice and stay current in emerging educational technologies

Instructional Strategies, Design, and Delivery Mode

During this program, participants will engage in activities and strategies ranging from direct to indirect instruction, from interactive instruction to independent study as well as project-based and experiential learning. All courses are offered online.
Examples of instructional strategies include: readings and watching videos, problem analysis, case studies, discussion, course mapping, and reflective writing. All activities will take place online. The majority of activities are asynchronous with the potential of some synchronous activities.
Instructors in the Teaching Online Certificate will model excellence in online instruction and facilitate participants' achievement of the program outcomes.

Evaluation of Student Learning

The Certificate consists of a total of 18 credits.
Evaluation of student learning is based on completion of course assignments. Due dates and criteria for successful completion of each course assignment will be outlined by the instructor at the beginning of each course. Students must achieve a minimum grade of C- in each course with letter grades or S in each course with successful/unsuccessful grades to be awarded the Certificate.

Recommended Characteristics of Students

The Certificate is appropriate from those with no teaching experience to those with substantial teaching experience but little training in instructional skills. Students should have:

a willingness to participate in a wide variety of online instructional strategies

the ability to work independently and with others

familiarity with computer applications and communication tools

a willingness to be self-directed to learn or improve skills in using educational technology including new software or applications.

The Teaching Online Certificate is NOT designed to teach use of specific technologies but rather how technology can be used to create effective learning environments.

Courses

Course List

Code	Title	Credits
PIDP 3210	Curriculum Development	3
PIDP 3230	Evaluation of Learning	3
EDUC 4250	Foundations of Online Teaching and Learning	3
EDUC 4251	Developing and Designing Online Learning	3
EDUC 4252	Facilitation of Online Learning	3
~~Electives~~		
Electives (3 credits)		**3**
PIDP 3260	Professional Practice	
PIDP 3310	**Intercultural Competence**	
PIDP 3350	**Supporting Multilingual Learners**	
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 or S/U 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+	98-100		4.33
A	94-97		4.00
Grade	Percentage	Description	Grade Point
A-	90-93		3.67
			Equivalency

B+	85-89		3.33 60
B	80-84		3.00
B-	75-79		2.67
C+	70-74		2.33
C	65-69		2.00
C-	60-64		1.67
D	50-59		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.

We are adding two electives to the Certificate.

3310 Intercultural Competence (1 credit)

3350 Supporting Multicultural Learners (2 credits)

Are there any expected costs to this proposal.

Program Change Request

Date Submitted: 01/06/21 10:47 am

Viewing: **Provincial Instructor Diploma Program**

Last approved: 08/31/20 2:06 pm

Last edit: 01/06/21 10:47 am

Changes proposed by: jharrison

Catalog Pages Using
this Program
[Provincial Instructor Diploma Program](#)

Program Name:
   Provincial Instructor Diploma Program

Credential Level: Diploma

Effective Date: April 2020

Effective Catalog   2021-2022
Edition:

School/Centre: Library, Language, and Teaching & Learning
Services

Department   Provincial Instructor Diploma (1500)

Contact(s)

In Workflow

1. **1500 Leader**
2. **LLTL Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**

Approval Path

1. 01/06/21 12:51 pm Doug Mauger (dmauger): Approved for 1500 Leader
2. 01/07/21 3:50 pm Shirley Lew (slew): Approved for LLTL Dean
3. 01/29/21 1:52 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Dec 20, 2017 by clmig-jwehrheim
2. May 30, 2018 by Karen Brooke (kbrooke)
3. Dec 14, 2018 by Karen Brooke (kbrooke)
4. Jun 19, 2019 by Karen Brooke

(kbrooke)

5. Aug 21, 2019 by Nicole Degagne (ndegagne)
6. Nov 4, 2019 by Nicole Degagne (ndegagne)
7. Mar 9, 2020 by Nicole Degagne (ndegagne)
8. Jun 23, 2020 by Todd Rowlatt (trowlatt)
9. Aug 31, 2020 by Karen Brooke (kbrooke)
10. Aug 31, 2020 by Darija Rabadzija (drabadzija)

Name	E-mail	Phone/Ext.
Karen Brooke	kbrooke@vcc.ca	7507

Program Content Guide

Purpose

The BC Provincial Instructor Diploma Program (PIDP) provides both new and experienced instructors with the knowledge, skills and attitudes needed to instruct adults. Course activities and assignments are intended to provide the skills needed to be an effective, competent instructor.
VCC manages the BC Provincial Instructor Diploma Program on behalf of the Ministry of Advanced Education, Skills & Training. The PIDP is recognized by public and private colleges and institutes.

Admission Requirements

English language proficiency at an English 11 level
Evidence of subject matter expertise as demonstrated by a diploma, bachelor's degree, trades certification, substantial workplace experience, *or* departmental approval

Prior Learning Assessment & Recognition (PLAR)

Students may request formal recognition of prior learning attained through informal education, work, or other life experience, including Indigenous ways of knowing. Credits may be granted to students who are able to sufficiently demonstrate the learning outcomes of specific courses.

PLAR is available for all courses in the program, except:

PIDP 3220 Delivery of Instruction

PIDP 3270 Capstone Project

Applying for PLAR:

Identify courses for which you will be requesting PLAR.

Submit the following to the department:

Actual curriculum products/artifacts created and used by the applicant in their workplace which are judged equivalent to the curriculum documents required in the course assignments.

An essay in which the applicant describes the development of their thinking related to the themes, issues, and concepts of the course.

A successful interview with the department.

Students may apply for a maximum of 12 program credits through PLAR. Tuition and fees may still apply to PLAR candidates.

To request PLAR, please contact the department directly.

See the D.3.5 Prior Learning Assessment and Recognition Policy and Procedures for more information.

Program Duration & Maximum Time for Completion

30 credits (450 hours)

Completion time will vary depending on individual circumstances. The program is designed for working professionals. It is designed to allow for flexibility, and may be completed at an accelerated pace. The minimum completion time is ten months. The program must be completed within 5 years.

Program Learning Outcomes

Upon completion of the program, students will be able to:

Design, deliver and evaluate adult learning and teaching on a continuum of instructional approaches.

Create positive and engaging learning environments that promote respect for the diversity of learners.

Communicate effectively and work collaboratively in the workplace and in the community.

Act in an ethical and professional manner when working in an adult education setting.

Integrate critical reflection strategies to stay current in education and bring about change in one's own practice.

Instructional Strategies, Design, and Delivery Mode

A wide variety of instructional strategies is used in the program. Instructional strategies may include interactive lecture, presentations, assignments, guest speakers, discussions, group work, field trips, and case studies. Courses may be offered in online, face-to-face, and blended formats.

Evaluation of Student Learning

The PIDP consists of eight core courses (23 credits) and electives (7 credits) to total 30 credits.

Evaluation of student learning is based on completion of course assignments. Due dates and criteria for successful completion of each course assignment will be outlined by the instructor at the beginning of each course. Students must achieve a minimum grade of C- in each course with letter grades, or S in each course with successful/unsuccessful grades to be awarded the PIDP.

To achieve the Provincial Instructor Diploma, students must successfully complete 23 credits from eight core courses and seven (7) credits from elective courses for a total of 30 credits.

To achieve the Train the Trainer Short Certificate, students must successfully complete PIDP 3210 Curriculum Development, PIDP 3220 Delivery of Instruction, and PIDP 3230 Evaluation of Learning.

Recommended Characteristics of Students

The PIDP is appropriate from those with no teaching experience to those with substantial teaching experience but little training in instructional skills. Students should have:

-a willingness to participate in a wide variety of instructional strategies, both face-to-face and online

-basic computer skills

-the ability to work independently and with others

Courses

Course List

Code	Title	Credits
Core Courses (23 credits)		
PIDP 3100	Foundations of Adult Education	3
PIDP 3210	Curriculum Development	3
PIDP 3220	Delivery of Instruction	2
PIDP 3230	Evaluation of Learning	3
PIDP 3240	Media Enhanced Learning	3
PIDP 3250	Instructional Strategies	3
PIDP 3260	Professional Practice	3
PIDP 3270	Capstone Project	3
Electives (7 credits)		7
PIDP 3300	Teaching Adults with the Brain in Mind	

Code	Title	65 Credits
PIDP 3310	Intercultural Competence	
PIDP 3320	Facilitating Learning Online Fundamentals	
PIDP 3330	Facilitating Learning Online Design	
PIDP 3340	Collaborative Learning in the College Classroom	
PIDP 3350	**Supporting Multilingual Learners**	
TRAI 3001	Industry Training Authority Fundamentals	
TRAI 3002	Trades Specific Facilitating Learning	
TRAI 3003	Trades Specific Assessment and Evaluation	
TRAI 3004	Trades Specific Student Engagement Techniques	
EDUC 4150	Online/eLearning: Principles and Processes	
EDUC 4151	Design and Develop Interactive eLearning	
EDUC 4152	Delivery of eLearning	

Total Credits 30

This guide is intended as a general guideline only. The college reserves the right to make changes as appropriate.

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 each course. The transcript typically shows a letter grade or S/U (successful/unsuccessful) for each course. The grade point equivalent for a course is obtained from letter grades as follows:

Grading Standard

Grading Standard
Pre-Defined Table

Transcript of Achievement

Grade	Percentage	Description	Grade Point Equivalency
A+	98-100		4.33
A	94-97		4.00
A-	90-93		3.67
B+	85-89		3.33
B	80-84		3.00
B-	75-79		2.67
C+	70-74		2.33
C	65-69		2.00
C-	60-64		1.67
F	0-59	Failing Grade	0.00
Grade	Percentage	Description	Grade Point Equivalency
S	60 or	Satisfactory – student has met and mastered a clearly defined body of skills	N/A

	greater	and performances to required standards	
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.

We are adding an elective to the Diploma.

3350 Supporting Multilingual Learners (2 credits)

Are there any
expected costs to
this proposal.

Consultations

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

DECISION NOTE

PREPARED FOR: Education Council

DATE: February 9, 2021

ISSUE: D.4.3 Student Non-Academic Conduct Policy (formerly Student Code of Conduct Non-Educational Matters)

BACKGROUND:

This is an important policy dealing with the College's values and relevant procedures when evaluating and responding to the non-educational conduct of students. Major points in this policy include the processes for informal resolution of conduct issues, as well as formal appeal processes. The policy also sets out important principles regarding procedural fairness, students' right to protest, and the intention to include Indigenous knowledge and teachings into the resolution of student non-academic misconduct.

Policy D.4.3 Student Non-Academic Conduct and its associated procedures were sent out for community feedback in December 2019.

DISCUSSION:

Based on community feedback, in March 2020, Education Policy Committee removed references to alcohol and cannabis in the context of substances that may lead to impairment. Other minor changes took place at that time.

In Fall 2020, based on additional feedback from Committee members, the policy and procedures were further revised. Changes focused mostly on reorganizing content and clarifying language. An appendix was created to provide room for examples of misconduct, to be amended as needed.

Committee met again in December 2020 to finalize the draft and suggest further changes. Several definitions were added or reworded, and the policy language was reviewed with an eye to applicability in an online learning environment. Language was also added to address the College's responsibility to a student who has been negatively impacted by Interim Measures in a case where no misconduct is found.

Given the number of revisions Education Policy Committee suggested and the length of time since the policy went for community feedback, the Committee believes that it would be beneficial for another round of community feedback to occur.

RECOMMENDATION:

THAT Education Council send, in the form presented at this meeting, D.4.3 Student Non-Academic Conduct policy and procedures out for community feedback.

PREPARED BY: Natasha Mandryk, Chair, Education Policy Committee

DATE: January 29, 2021

VANCOUVER
COMMUNITY
COLLEGE

POLICY

Title	**Student Non-Academic Conduct**
Policy No.	D.4.3
Approval Body	Board of Governors, Education Council (advice)
Policy Sponsor	Vice President, Academic & Research
Last Revised/Replaces	January 27, 2000; May 3, 2007; May 29, 2013
Effective Date	*DRAFT: January 20, 2021*

CONTEXT AND PURPOSE

Vancouver Community College (VCC; the College) seeks to provide and maintain a safe and respectful learning and working environment in which the rights, responsibilities, and dignity of all are respected. This learning environment aspires to include the integration of Indigenous knowledge and teachings into the resolution of student non-academic misconduct and to building capacity for intercultural understanding.

This policy outlines the expected standards of non-academic student conduct and describes the processes that will be followed should a breach of these standards occur.

SCOPE AND LIMITS

This policy and its related procedures apply to all students, and address conduct that:
- arises in connection with VCC activities or events on or off VCC property, including all educational events, and through any medium or means of communication
- involves property, equipment, or systems owned, borrowed, or leased by VCC

This policy and its related procedures may not apply to specific conduct more appropriately covered under other College policies and procedures, including but not limited to D.4.5 Academic Integrity; A.3.1 Prevention of Harassment, Discrimination, and Bullying; and A.3.10 Sexual Violence and Misconduct.

The responsive or disciplinary measures outlined in this policy will apply to violations of policy A.3.10 Sexual Violence and Misconduct, if the Respondent is a Student.

STATEMENT OF POLICY PRINCIPLES

1. VCC has the right and responsibility to establish and enforce standards of student conduct.

2. Students are responsible for educating themselves about VCC policies and procedures, including standards of student conduct. Ignorance of any VCC policies and procedures does not excuse students from responsibility for their actions.

3. VCC expects students to conduct themselves responsibly in accordance with the following values:

    a. the right to learn

    b. courtesy

     c.   mutual respect

     d.   diversity

     e.   free inquiry

     f.   individual safety

     g.   freedom from harassment, discrimination, and bullying

4. Students have the right to assemble for a lawful protest, subject to reasonable restrictions imposed by the College for safety and security reasons.

5. VCC will investigate allegations of student misconduct and take appropriate fair and timely action. VCC will impose Corrective Measures appropriate to the nature and seriousness of the misconduct.

6. The College may elect not to begin proceedings or impose Corrective Measures under this policy for alleged misconduct if public prosecution for that misconduct is anticipated or until law enforcement officials have disposed of the case. If the College determines its interest is clearly distinct from that of the community outside the College, proceedings under this policy may go forward.

7. Students and employees are encouraged to report any student misconduct to the relevant instructor, Department Leader, Dean/Director, Student Conduct and Judicial Affairs Officer, or another College employee.

8. The College's Committee Concerned with Student Behaviour (CCSB) assists in supporting a safe campus community that engages all areas of the College, students and employees in creating a respectful and responsible environment for the success of all students.

DEFINITIONS

Appeal Hearing Committee: The group that decides appeals of student conduct decisions.

Balance of probabilities: The standard of proof used in investigations and Appeal tribunals is that, based on the evidence, the alleged violation is "more likely than not" to have occurred.

Corrective Measure: Any sanction imposed by the College to address, correct, or mitigate conduct violations. More than one corrective measure may be imposed at one time. Corrective measures may include, but are not limited to, the following:

a. Letter of Reprimand: The minimum sanction for a student found responsible for an incident of misconduct. It may be given with or without other corrective measures.

b. Student Conduct Contract: A formal document specifying conduct expectations for a defined length of time that the student must meet. Failure to meet the requirements of the conduct contract may lead to more severe Corrective Measures up to and including suspension.

c. Restriction: Limiting access to specific College activities, facilities, and/or services for a specified period of time or permanently.

d. Safety Suspension: An immediate action taken to remove a Student from College property for a specified period of time.

e. <u>Suspension from the College:</u> Removal of a Student from the College by the President for an identified or indefinite period of time pursuant to the College and Institute Act.

f. <u>Loss of Privileges</u>: Denial of specific privileges for a specified period of time (e.g., access to a service or lab space).

g. <u>Hold</u>: Preventing access to one or more College services for a specified period of time. The type of hold may vary depending on the nature of the conduct violation and may include, but is not limited to registration, admission, or readmission.

<u>Discretionary Measure</u>: Any other sanction that appears warranted under the circumstances, such as a letter of apology, work assignment, restitution, service to the College, essay, or other measure.

<u>Interim Measure</u>: Any direction given to a student pending a formal review of a safety, risk or conduct concern. Interim Measures are taken in an effort to protect the safety and wellbeing of students, employees, and community members. Interim Measures are preliminary in nature and are generally in effect until an investigation and meetings with the student are completed. Interim Measures may include a ban from campus property, safety suspension or other necessary restrictions.

<u>Misconduct</u>: Unacceptable or improper behaviour which may include one or more of the following: (Specific examples of student misconduct can be found in Appendix A.)

a. Dishonesty: Knowingly providing false or incomplete information to any VCC employee; forgery; alteration or misuse of any VCC document, record, or form of identification; misrepresentation or falsification of identity, status, or documentation.

b. Disruption or obstruction of VCC business, including learning, teaching, research, administration, and other events and activities on or off VCC property. This definition should not be construed to deny students the right to assemble and protest lawfully.

c. Use of VCC computers or electronic equipment or systems in contravention of College policies and procedures on such matters, including but not limited to policy B.5.2 Appropriate and Responsible Use of Education Information Technology.

d. Actual or attempted theft or damage, misuse, vandalism, defacement, or destruction of VCC property or the property of any student, employee, or visitor.

e. Failure or refusal to comply with a reasonable request or direction from an authorized VCC employee.

f. Refusal to identify oneself to an authorized VCC employee when asked to do so.

g. Possession, copying, or use of keys, access cards, or any other mechanism for entering VCC premises without advance authorization.

h. Use, manufacture, distribution or possession of open alcoholic drinks, except in locations licensed for that purpose.

i. Being under the influence of any substance to the point of impairment and being unsafe or disruptive.

j. Use, possession, manufacturing, or distribution of any controlled substances except as expressly permitted by law.

k. Possession of firearms, explosives, other weapons, or dangerous chemicals or use of any such items, in a manner that threatens, harms, or intimidates others.

l. Unreasonable interference with the free flow of pedestrian or vehicle traffic except when part of a lawful protest.

m. Unlawful actions on VCC property, physical or virtual, in violation of the *Criminal Code of Canada* or any other federal and/or provincial legislation or municipal by-laws.

n. Unauthorized use of the VCC name, reputation, symbols, or logo.

o. Violation of any VCC policy, rule, or regulation published by VCC or available on the VCC website.

p. Aiding and/or encouraging any of the misconduct listed above.

q. Any other conduct that may be reasonably deemed to be in violation of the College's student conduct expectations.

Non-Corrective Measures: Measures that address actual behaviour but are non-disciplinary in nature; e.g., involuntary leave of absence related to medical or mental health concerns.

Procedural Fairness & Natural Justice: The principles ensuring that a dispute is fairly decided. Both the Student and Respondent(s) have equal right to:

a. have a policy applied equally;

b. have a College decision or action communicated in writing with sufficient detail;

c. dispute an initial College decision or action;

d. appeal a subsequent College decision or action;

e. be provided with sufficiently detailed and timely reasoned notice of activity;

f. have a timely and reasonable opportunity to be heard and present a case before impartial/neutral decision makers;

g. be provided with sufficiently detailed, reasoned and timely tribunal decisions; and

h. seek representation or advocacy.

Special Circumstances: Situations where a Student or employee, due to events or forces outside their control, is unable to submit the appropriate documentation within the prescribed deadline. Special Circumstances include, but are not limited to, illness, family emergency, inability to access support services in a timely manner, or College delay in rendering pertinent information.

Student: A person who is registered in a full-time or part-time credit or non-credit course offered by VCC. Persons are still considered a student if they withdraw after allegedly violating the Student Non-Academic Conduct policy or have been subject to involuntary withdrawal. Those who are not officially enrolled for a particular term but who have a continuing relationship with VCC or who have been notified of their acceptance for admission are also considered students.

Student Conduct File: A record held by the Associate Vice President, Student & Enrolment Services or delegate, separate from the Student's academic record that contains a complete record of any alleged misconduct by the Student, held in accordance with prudent and acceptable standards within the field.

Student Conduct Report: A document used for reporting allegations of student misconduct.

RELATED LEGISLATION & POLICIES

Legislation

College and Institute Act, Sections 19(1), 23(1)(j); 37(2), 37(3), 37(4)
Criminal Code of Canada

Policies

A.1.2   Student Appeal of Suspension to Board of Governors
A.2.1   Appeal to Education Council on Educational Matters
A.3.1   Prevention of Harassment, Discrimination, and Bullying
A.3.3   Freedom of Information and Protection of Privacy
A.3.6   Standards of Employee Conduct and Conflict of Interest
A.3.8   Violence Prevention
A.3.9   Records Management
A.3.10   Sexual Violence & Misconduct
A.3.11   Emergency Management
B.3.6   Alcoholic Beverages on Campus
B.3.8   Smoking on Campus
B.5.2   Appropriate and Responsible Use of Education Information Technology
D.4.1   Students with Disabilities
D.4.2   Student Complaints about Instruction, Services and Employees
D.4.5   Student Academic Conduct
D.6.1   Lending and Borrowing College Equipment

Other

Committee Concerned with Student Behaviour (CCSB) Terms of Reference

RELATED PROCEDURES

Refer to D.4.3 Student Non-Academic Conduct Procedures

Appendix A

Student Non-Academic Misconduct

Examples of student misconduct while on VCC property, in an online learning environment, or during other VCC-related activities are:

- Audio and/or video recording of lectures or other classroom activities without instructor approval.
- Speech or action that disrupts or interferes with the ability of students to learn, the ability of an instructor to teach, or the ability of an employee to provide services.
- Extreme or unreasonable demands for attention or special treatment from instructors or employees.
- Repeated interruption of classes and/or services with remarks that are irrelevant, rude, or inappropriate.
- Speech or action that is clearly unrelated to learning and that demeans or creates an atmosphere of hostility, intimidation, ridicule, or anxiety among other students, employees, or visitors.
- Abusive or bullying behaviours, violence, threats of violence, or conduct which threatens or endangers the health or safety of any person.
- Unsanctioned activities on VCC-owned computers or other devices.
- Pulling the fire alarm for any reason other than to report a fire.

These examples represent a diverse range of student misconduct that may, under specific circumstances, be referred to other College policies, such as Prevention of Harassment, Discrimination & Bullying (A.3.1), or Sexual Violence & Misconduct (A.3.10), or to the Police, such as when the Criminal Code of Canada is breached.

VANCOUVER COMMUNITY COLLEGE

PROCEDURES

Title	**Student Non-Academic Conduct**
Policy No.	D.4.3
Approval Body	Board of Governors, Education Council (advice)
Policy Sponsor	Vice President, Academic & Research
Last Revised/Replaces	January 27, 2000; May 3, 2007; May 29, 2013
Effective Date	*Draft: January 20, 2021*

General

1. Students and employees are encouraged to seek advice about this policy and/or its procedures from VCC employees such as the Arbiter of Student Issues, and/or from the SUVCC's Student Advocate.
2. Incidents of misconduct occurring during a practicum, work experience, or other VCC activity off campus are reported and addressed in a formal resolution process. If a College employee is not present, the workplace supervisor observing the incident employs their own workplace policy and procedures in order to manage the immediate situation. The workplace supervisor notifies a previously identified VCC contact person, who assesses the situation and determines whether additional action is required in accordance with College policy.

Misconduct Involving Safety or Risk

3. Misconduct that obstructs the activities of the College and/or represents a threat to students or employees should be reported to Security immediately.
4. Security representative(s) manage the situation in accordance with established practices and policies to restore activities to their normal state and/or to control, mitigate, or eliminate the threat.
5. Security representative(s) complete an Incident Report that is forwarded to the Director of Safety, Security and Risk Management (DSSRM), who forwards a copy to the Student Conduct and Judicial Affairs Officer (Conduct Officer) to be included in the Student Conduct File.
6. If Security is unavailable, where circumstances require action, any VCC employee has the right to ask the student to leave the classroom or learning area. Security is notified as soon as possible. An Incident Report should be sent to the DSSRM and the Conduct Officer within one (1) business day.
7. In the event of a serious or imminent threat, the College has the right to take all necessary Corrective or Interim Measures to secure the safety of students, employees, and visitors. This may include the removal of a student from a classroom or other College facilities or locations either temporarily or for an extended period of time, or calling the police.
8. Where serious risks to safety are identified, the DSSRM or designate and/or the Conduct Officer are authorized to remove a student from a program, class, and/or

College facilities or locations, and issue a 24-hour Safety Suspension, which may be extended if needed for investigation purposes. Interim Measures may also be imposed at this time. Such a removal and/or any Interim Measures do not imply a finding of responsibility or breach of the Student Non-Academic Conduct policy.

9. The DSSRM or designate reviews the circumstances with the Conduct Officer and drafts an action plan that is circulated to affected College employees.
10. The student is required to meet with the DSSRM or designate, the Conduct Officer and/or other employees before returning to the College.
11. The Conduct Officer supports the Manager of Safety and Security as needed for any investigation regarding Policy A3.10 Sexual Violence and Misconduct.

Classroom Management

12. In cases where reasonable efforts to manage student non-academic conduct are not successful, instructors or other employees have the right to ask the student to leave the classroom/service area for the day. Such incidents must be reported to the relevant Department Leader/Supervisor and the Conduct Officer in a timely manner.
13. The student may be required to meet with the Conduct Officer to review the concern and to receive support and direction before returning to class.
14. In cases where the recording of lectures or other classroom activities have been approved by the instructor, such content is restricted to personal use only unless permission is expressly granted in writing by the instructor and other classroom participants, including other students. This is not meant to limit the support for students who have been approved by Disability Services for audio and/or video recording of lectures and other classroom activities as a reasonable accommodation.

Informal Resolution

15. VCC encourages the informal resolution of student misconduct situations where appropriate, and believes that in most cases, early discussion and education is the most effective way to resolve student misconduct and to prevent the escalation of concerns.
16. In many cases, misconduct that does not interfere with the activities of the College and/or does not represent a threat to others may be addressed by the appropriate instructor or employee as follows:
    a. Bring the misconduct to the student's attention and utilize additional Student and Enrolment Services when required.
    b. Give the student an opportunity to explain the behaviour.
    c. Explain why the misconduct is unacceptable, what element of Policy was breached, and the standard of conduct that is expected. This could include a written document explaining what behaviour was unacceptable, what acceptable behaviour is, and what the consequences of non-compliance are.
    d. Give the student an opportunity to correct the behaviour.
    e. If the misconduct persists, consult with the Department Leader/Supervisor and complete a Student Conduct Report.
17. An issue of misconduct is referred to a formal resolution process when:
    a. there are multiple instances of misconduct by the same student
    b. the matter is a serious breach of conduct

c. the informal resolution process is not engaged, such as when there are concerns regarding safety and/or power imbalance

d. the alleged student misconduct issue is not resolved through the informal resolution process

Formal Resolution

18. Incidents of alleged student misconduct that cannot be resolved informally must be recorded in a Student Conduct Report. The Student Conduct Report is prepared by the relevant employee, immediate supervisor, or Department Leader and forwarded to the Conduct Officer and the relevant Dean/Director. The Conduct officer forwards a copy of the Report to the student.

19. Student Conduct Reports must be completed and forwarded no later than four (4) business days after the incident, or within a reasonable time limit given Special Circumstances.

20. The Conduct Officer or designate, in consultation with the relevant Dean/Director, reviews the Student Conduct Report to determine if an investigation is required.

21. The Conduct Officer or designate may request interviews with the student, the employee, the employee's supervisor, Department Leader, relevant Dean/Director, and/or any other relevant person in order to make this determination.

22. Based on the evidence provided at the time, the Conduct Officer determines how to proceed with a resolution. They may decide that:

    a. The allegations do not constitute a breach of student conduct. In this case, the student is notified and the matter is considered resolved.

    b. An informal resolution should be attempted. In this case, the matter is sent back to the Instructor/staff member who submitted the Student Conduct Report. Recommendations and/or tips for resolving the matter may be provided.

    c. A Discretionary or Interim Measure be imposed.

    d. An investigation into the alleged student misconduct is required. In this case, the employee, the employee's supervisor, the Department Leader, and the student are notified in writing, and the investigation begins. An estimated timeline for the investigation is also provided.

Investigation

23. The Conduct Officer conducts the investigation.

24. The purpose of the investigation is to gather facts and statements relevant to the behavior or incident in question. The Conduct Officer determines an appropriate process for the investigation, which may include:

    a. a review of relevant information and documents

    b. obtaining written submissions

    c. meeting with the parties involved or any witnesses deemed relevant to the investigation

25. The student may bring a support person or an advocate to the interview.

26. With the exception of the student subject to the investigation, all persons who are involved in an investigation or proceeding pertaining to alleged student non-academic misconduct are expected to treat confidentially any information they receive during the course of the investigation or proceeding.

27. If the student fails to cooperate with the investigation or to be reasonably available for a meeting, the investigation proceeds without the input of the student.

28. Based on the evidence presented in the investigation, the Conduct Officer or designate determines an appropriate course of action.

    a. If the student is found to have not breached the standards of conduct, all Interim Measures are lifted, and the student is returned to full status. The findings are communicated to the student and added to the Student Conduct File. The Conduct Officer works with the student and relevant areas of the College to address any negative impact of the Interim or Discretionary Measures on the student's academic progress.

    b. If the student is found to have breached the standards of conduct, a suitable Corrective Measure is imposed based on the seriousness of the misconduct, the student's record of prior conduct, and any other factors that may be relevant to the decision.

    c. If the Student is found to have breached the standards of conduct, but may not be culpable for their conduct, a Non-corrective Measure may be imposed. In some cases, the College may cancel the Student's registration for a period of time, and may grant a refund if warranted. The Conduct Officer or designate may subsequently permit the Student to re-register at the College subject to conditions that are appropriate in the circumstances.

29. If the recommended Corrective Measure is suspension from the College, the Conduct Officer consults with the appropriate Dean, and submits the recommendation in writing to the Vice President, Academic & Research.

    a. The Vice President, Academic & Research considers the recommendation and decides on the appropriate response.

    b. The Vice President, Academic & Research submits the recommendation to suspend to the President, who makes the final decision within ten (10) business days of receipt of the recommendation, and informs the student in writing of the decision and rationale. This timeframe may be extended if circumstances warrant such an extension.

    c. The President immediately reports the suspension of a Student, with reasons, to the Board of Governors.

30. If a student does not comply with mandated Corrective Measures, additional Corrective Measures may be imposed.

31. The Conduct Officer or designate informs those employees of the College who have a need to know as part of their ongoing employment responsibilities, of the results of the investigation and any Measures that have been taken. This information shall be treated in confidence.

32. Records of the investigation and its result are kept in the Student Conduct File in accordance with policy A.3.9 Records Management.

33. Corrective Measures imposed under this policy may be appealed in accordance with established College processes. Corrective Measures that are imposed remain in place during the appeal process.

Appeals of Corrective Measures other than Suspension from the College

34. A student may appeal Corrective Measures except Suspension from the College, by submitting a Student Non-Academic Conduct Appeal Request Form to the Registrar.
35. Appeals can be made under either of the following circumstances:
    a. The investigation lacked Procedural Fairness; or
    b. There is relevant new information that was not available at the time the decision was made and that would have influenced the outcome.
36. Students are encouraged to contact the Conduct Officer if relevant new information or evidence of a lack of procedural fairness arises before filing a formal appeal, to provide an opportunity to revise the original disciplinary decision.
37. Appeals must be submitted no later than ten (10) business days from the date of the decision. Submissions received after the ten (10) business days are forwarded to the Appeal Hearing Committee (the Committee) for a decision as to whether or not they will hear the case.
38. The Registrar forwards the completed Appeal Form and all supporting documentation to the Associate Vice President, Student & Enrolment Services, who, as soon as practicable and in a reasonable timeframe, forms a Committee.
39. The Committee is composed of the following three members:
    a. Associate Vice President, Student & Enrolment Services as the Chair;
    b. One (1) employee; and
    c. One (1) student member.
40. Committee members are required to disclose any actual or potential conflicts of interest to the Chair, who determines their suitability for the Committee.
41. The Chair submits all relevant documentation to Committee members as soon as they are appointed.
42. The Chair calls an initial meeting of the Committee to review the documentation and decide whether to accept the appeal request or reject it based on insufficient grounds. The Arbiter of Student Issues is invited to attend the meeting as a silent observer.
43. The student is notified of the Committee's decision. If the appeal request is accepted, the Chair normally schedules an Appeal Hearing (the Hearing) within fifteen (15) business days of receipt of the appeal request. The Chair contacts the student to determine if any accommodations are required for the Hearing.
44. The names of Committee members remain confidential and are only provided to the attendees at the time of the Hearing.
45. The Hearing is attended by:
    a. The Chair and members of the Committee;
    b. The student;
    c. The Conduct Officer or designate who imposed the initial Corrective Measures and/or the DSSRM for a safety suspension;
    d. Witnesses;
    e. Any Support Persons and/or advocates; and
    f. The Arbiter of Student Issues (as a silent observer).
46. Hearings are closed meetings and are not open to the public or VCC community members who are not involved in the case being heard.
    a. The student may have an advocate to advise and/or represent them during the Hearing. The student needs to provide 48 hours' notice to the College of the

identity of the advocate. However, the student must participate fully in the Hearing and answer any direct factual questions asked by the Committee.

   b. The student may also have a support person present. The support person may not speak to the Committee.

47. The Chair begins the Hearing by introducing all parties in attendance and outlining the procedures to be followed. An opportunity is provided for presentation of the issues and questions from the student's perspective. The decision-maker named in the Appeal is given the same opportunity. Committee members may ask questions of the parties and any witnesses.

48. All attendees, except the Student, are expected to return all documentation at the close of the Hearing and to maintain the confidentiality of the proceedings.

49. Immediately after the Hearing, the Committee members deliberate in private and make a decision regarding whether the Appeal is founded or not founded.

50. The decision:
   a. is based on the "balance of probabilities";
   b. is made by majority vote; and
   c. with the Chair voting only in the event of a tie.

51. The Committee may uphold the Corrective Measure(s) or reject the original decision and return it to the decision-maker.

52. The student and the decision-maker are notified in writing within three (3) business days of the Hearing.

53. All Hearings are recorded, and written or audio records are maintained in the Student Conduct File in accordance with policy A.3.9 Records Management. These records remain confidential.

54. The Committee's decision is final.

Appeal of a Suspension from the College

55. Students have the right to file an appeal of suspension to the Board of Governors. Refer to policy A.1.2 Student Appeal of Suspension to Board of Governors.

RELATED POLICY

Refer to D.4.3 Student Non-Academic Conduct Policy

DECISION NOTE

PREPARED FOR: Education Council

DATE: February 9, 2021

ISSUE: D.4.5 Academic Integrity Policy (formerly Student Educational Conduct)

BACKGROUND:

This is an important policy dealing with the College's values and relevant procedures when evaluating and responding to academic conduct of students. The policy sets out important principles regarding VCC's values that inform its concept of academic integrity. Major points in this policy include the processes for informal resolution of conduct issues, as well as formal resolution for significant or repeat offences, and references to applicable formal appeal processes.

DISCUSSION:

Education Policy Committee recommended a shift in this policy away from a punitive approach focused on misconduct towards a positive definition of values of academic integrity.

Committee recommended the policy name be changed to Academic Integrity, to reflect this shift and utilize common language in use at other institutions. Language such as "educational activity" was updated to "academic work" to reflect this change.

Committee reworked the Context and Purpose section of the policy to reflect that academic integrity is a "core value of Vancouver Community College" and "a culturally informed construct."

A significant change to the Procedures is to move from four levels of response to two ("Informal Resolution: First and Second Minor Offence" and "Significant or Repeat Offences"). The Informal Resolution procedures allow for a remedial approach to educating students about academic integrity where deemed appropriate.

Committee added a definition of Academic Misconduct to encompass Cheating (along with its definition), Plagiarism, Self-Plagiarism, and several other forms of misconduct. Contract Cheating ("Purchasing or otherwise obtaining, with or without payment, work prepared by another person and submitting all or a portion of the work as one's own") was added as well, as it is an emerging major concern in the field of academic integrity.

RECOMMENDATION:

THAT Education Council send, in the form presented at this meeting, D.4.5 Academic Integrity policy and procedures out for community feedback.

PREPARED BY:	Natasha Mandryk, Chair, Education Policy Committee
DATE:	January 29, 2021

POLICY

Title	**Academic Integrity**
Policy No.	D.4.5
Approval Body	Education Council
Policy Sponsor	Vice President, Academic & Research
Last Revised/Replaces	May 29, 2013
Effective Date	*Draft: January 20, 2021*

CONTEXT AND PURPOSE

Academic Integrity is a core value of Vancouver Community College (VCC; the College). Recognizing that Academic Integrity is a culturally informed construct and taking a developmental approach, VCC is committed to the following values as parts of Academic Integrity: intellectual and academic honesty, truthfulness, fairness, respect, responsibility, dignity, integrity, and compassion.

Vancouver Community College (VCC; the College) has the right and responsibility to set academic standards and to enforce these standards.

This policy sets out the College's standards for Academic Integrity, the consequences for breaching these standards, and the process by which an alleged offence is reviewed and actionable.

SCOPE AND LIMITS

This policy applies to the individual or collective academic conduct of all students of the College, and includes academic conduct while students are engaged in Academic Work on or off campus.

STATEMENT OF POLICY PRINCIPLES

1. VCC expects students to demonstrate honesty and integrity in their academic work.

2. VCC recognizes Academic Integrity based on intellectual and academic honesty; truthfulness; fairness; respect; responsibility; dignity; integrity; and compassion.

3. The College will make every attempt to inform students of their obligations relating to the standards of Academic Integrity and the potential consequences of violating these standards.

4. Students are responsible for educating themselves about VCC policies and procedures, including standards of Academic Integrity. Ignorance of VCC policies and procedures does not excuse students from responsibility for their actions.

5. VCC reserves the right to review all academic work submitted by a student for authenticity and originality; such review may include but is not limited to the use of software tools and third-party services including internet-based services.

6. The College will actively investigate allegations of academic misconduct, make informed decisions regarding the seriousness of alleged misconduct, and respond according to established College standards and practices. This includes the application of Procedural Fairness in any investigation of Academic Misconduct.

7. Alleged matters of academic misconduct will be considered based on the frequency of events, the magnitude or impact of the event, and the impact on the academic integrity of the course, the program and/or the College.

8. Students and employees are strongly encouraged to report known academic misconduct to the relevant Instructor, Department Leader, or relevant Dean/Director.

DEFINITIONS

Academic Work: Any product, process, or project that is graded or required for the completion of a course or program.

Academic Misconduct:

Behaviour that undermines the College's ability to fairly evaluate students' academic achievements, or behaviour that a student knew, or reasonably ought to have known, could gain them or others unearned academic advantage or benefit. Academic Misconduct includes, but is not limited to the following:

Cheating: Cheating is an act of deception or misrepresentation that includes, but is not limited to:
   a. exchanging information with another person during an examination or using unauthorized material during an examination or facilitating another student to copy one's examination;
   b. representing or impersonating another or permitting oneself to be represented or impersonated by another in taking an examination or submitting academic work;
   c. submitting work from another course or the same course without instructor approval;
   d. purchasing or otherwise obtaining work prepared by another person and submitting all or a portion of the work as one's own;
   e. unauthorized use of any device in a test or exam;
   f. violating the integrity of an assignment, test, or other evaluation; and
   g. knowingly or purposefully violating the expectations or rules of an assignment, test, or other evaluation.

Contract Cheating: Purchasing or otherwise obtaining, with or without payment, work prepared by another person and submitting all or a portion of the work as one's own.

Damaging, Tampering or Interfering with the Academic Environment: This includes but is not limited to the following:
   a. obstructing, altering, and/or disturbing the academic activities of others
   b. preventing another student from completing a task for academic assessment
   c. tampering with, stealing, or destroying another student's academic work

d. altering a grade on academic work for the purposes of having the recorded grade changed

e. removing, altering, misusing, or destroying College property to obstruct the work of others

f. persisting with bias to influence others for academic gain, such as a change in grade

Fabrication: Fabrication is the creation and use of information known to be untrue, including false research data or reference to a source that does not exist.

Facilitation: Assisting or attempting to assist another person to violate the standards of academic integrity. Helping or attempting to help another commit an act of academic misconduct. This can include impersonation, facilitating cheating, or submitting work as another student.

Inappropriate Use of Digital Technologies: The use of any digital technology to commit any form of student academic misconduct.

Misrepresentation or Falsification: With respect to personal identity or academic performance, this includes but is not limited to the following:

a. submitting stolen or purchased assignments, research, or creative work

b. representing or impersonating another or permitting oneself to be represented or impersonated by another in person, in writing, or electronically, in taking an examination or submitting academic work for the purpose of academic evaluation

c. falsely identifying oneself or misrepresenting one's personal performance outside of a particular course, in a course in which one is not officially enrolled, or in the admissions process (e.g. submission of portfolios, essays, transcripts, or documents)

d. providing altered, forged, or falsified medical or other certificates, or documents for academic consideration, or making false claims for such consideration, including in or as part of an academic appeal, or the academic misconduct investigation process

Plagiarism: Plagiarism is the unacknowledged use of someone else's words, ideas, sentence structure or data regardless of source (printed texts, internet, etc.). This can include self-plagiarism when previously graded work is submitted without acknowledgment.

Taking credit or presenting the work of others as one's own without identifying and giving proper credit to the original source. This includes but is not limited to the following:

a. submitting academic work that has been, entirely or in part, copied from or written by another person, including information found on the Internet, without full and proper acknowledgement

b. using the exact wording of a source without putting the borrowed words in quotation marks, or following the syntax (structure) or wording of the source too closely

  c. paraphrasing someone else's ideas or work by changing only a few words, without full and proper acknowledgement of the source

  d. submitting academic work which has been written, rewritten or substantially edited by another person

Self-Plagiarism: Submitting an assignment for which previous academic credit was given, or submitting the same assignment, in whole or in part, for credit in two or more courses, or in the same course more than once, without the prior written permission of the Instructor. Self-plagiarism can also include presenting one's own previously published work as though it were new.

Academic Misconduct Review Panel: The body that investigates matters of student Academic Misconduct.

Balance of probabilities: The standard of proof used in investigations and hearings is that the alleged violation is "more likely than not" to have occurred based on the evidence.

Instructor: Instructor refers to either an instructor, or an invigilator employed by VCC.

Procedural Fairness: The principles ensuring that a dispute is fairly decided. Both the Student and Respondent(s) have equal right to:

  a. Have a policy applied equally;

  b. Have a College decision or action communicated in writing with sufficient detail;

  c. Dispute an initial College decision or action;

  d. Appeal a subsequent College decision or action;

  e. Be provided with sufficiently detailed and timely reasoned notice of activity;

  f. Have a timely and reasonable opportunity to be heard and present a case before impartial/neutral decision makers;

  g. Be provided with sufficiently detailed, reasoned and timely tribunal decisions; and

  h. Seek representation or advocacy

Student: A person who is registered in full-time or part-time credit or non-credit courses offered by VCC. Persons are still considered students if they withdraw after allegedly violating the Academic Integrity policy or have been subject to involuntary withdrawal by the college.

Student Conduct File: A record held by the Student Conduct and Judicial Affairs Office, separate from the student's academic record, that contains a complete record of any alleged academic misconduct by the student.

RELATED LEGISLATION & POLICIES

Legislation
College and Institute Act, RSBC 1996, c 52

Policies

A.1.2   Student Appeal of Suspension to Board of Governors
A.2.1   Appeal to Education Council on Educational Matters
A.3.1   Prevention of Harassment, Discrimination, and Bullying
A.3.3   Freedom of Information and Protection of Privacy
A.3.6   Standards of Employee Conduct and Conflict of Interest
A.3.9   Records Management
B.5.2   Appropriate and Responsible Use of Education Information Technology
C.1.1   Grading, Progression and Withdrawal
C.1.2   Appeal of Final Grade
D.3.6   Admissions
D.4.1   Students with Disabilities
D.4.2   Student Grievance
D.4.3   Student Non-Academic Conduct
D.6.1   Lending and Borrowing of College Equipment
F.1.1   Ethical Conduct for Research Involving Humans

RELATED PROCEDURES
Refer to D.4.5 Academic Integrity Procedures.

VANCOUVER
COMMUNITY
COLLEGE

PROCEDURES

Title	**Academic Integrity**
Policy No.	D.4.5
Approval Body	Education Council
Policy Sponsor	Vice President, Academic & Research
Last Revised/Replaces	May 29, 2013
Effective Date	*Draft: January 20, 2021*

General

1. Students, faculty, staff, and administrators are encouraged to seek advice about this policy and/or its procedures from VCC employees such as the Arbiter of Student Issues; and/or from the Students' Union of Vancouver Community College (SUVCC) Student Advocate; or the Office of Student Conduct & Judicial Affairs.
2. Responses to academic misconduct follow the progressive consequences outlined below, except when severe academic misconduct or multiple instances warrant proceeding to a higher step. Instructors may consult with their Department Head or the Student Conduct and Judicial Affairs Officer (Conduct Officer) for clarification and dialogue regarding the best course of action.

Informal Resolution: First and Second Minor Offence

3. VCC encourages the informal resolution of student academic misconduct situations where appropriate, and believes that, in most cases, early discussion and education is the most effective way to resolve academic misconduct and to prevent the escalation of concerns.
4. If an incident of academic misconduct is suspected, and when informal resolution is not appropriate, the Instructor and Department Head review the matter to determine whether or not to pursue the allegation of academic misconduct.
5. If the determination is no, the matter is dropped and no further action is taken.
6. If the determination is yes, the Instructor and Department Head establish if:
    a. there are other previously reported incidents of academic misconduct for the student, and/or
    b. the misconduct is considered a serious offence.
7. If no more than one previous incident has been reported and the matter is not serious, the Instructor provides a Written Notice to the student that includes:
    a. Details of the allegation
    b. Remedial steps, which may include:
        i. that the student engage in educational activities regarding VCC's expectations for Academic Integrity
        ii. the Academic Work be resubmitted, or the exam taken again
        iii. a reduced grade or a grade of "0" for the test/assignment

8. A copy of the Written Notice is stored in the student's Academic Conduct file and remains on file in accordance with policy A.3.9 Records Management.

Significant or Repeat Offences

9. If the alleged misconduct is a third or serious offence, the Department Head forwards the matter to the Dean, who, in consultation with the Vice President, Academic & Research, and the Conduct Officer, reviews the details of the event and recommends a course of action that is appropriate to the facts and events.
10. During the review, the Dean may request written submissions or meetings with the parties involved or any witnesses, to gather facts and statements relevant to the incident, and to assist with making a decision.
11. The Dean may choose one of the following courses of action:
    a. resubmit the Academic Work, or retake the test/exam
    b. receive a reduced grade for the Academic Work
    c. receive a grade of '0' for the Academic Work
    d. be involuntarily withdrawn from the course and/or program
    e. be suspended from the program for a specified period of time or permanently
    f. in serious circumstances, be suspended from the College for a specified period of time or permanently
    g. convene an Academic Misconduct Review Panel (the Panel)
12. The Dean communicates the decision, with rationale, and any course of action or outcome, to the student in writing. A copy of the decision is stored in the student's Academic Conduct file.

Academic Misconduct Review Panel

13. The Dean may decide to convene a Panel consisting of the Dean as Chair, and three additional members, seeking a balance of subject matter experts, students and Instructors.
14. The Panel arranges for a tribunal to review the material, to hear from all parties involved in the allegation, and to determine the course of action.
15. The names of Panel members remain confidential and are only provided to participants at the time of the tribunal.
16. The Chair compiles all relevant information and distributes it to tribunal attendees at least 2 business days prior to the tribunal date.
17. The tribunal is attended by:
    a. Members of the Panel
    b. The student. The student is expected to fully participate in the tribunal and answer any direct factual questions asked by the Panel.
    c. The relevant Instructor
    d. The relevant Department Head
    e. Other persons as indicated below may attend the tribunal:
       i. a support person may accompany the student, Instructor, or Department Head. The support person may not speak during the tribunal.

ii. Witnesses. The student and/or the Instructor may call in witnesses to the hearing. Witnesses remain outside until called in by the Chair and leave when directed by the Chair.

18. The Chair conducts the tribunal in a fair and just manner, providing the student, Instructor and Department Head with equal opportunity to present the issues from their perspectives, and allowing all participants to ask and answer questions.

19. Immediately following the tribunal, the Committee deliberates in private and recommends an appropriate course of action. Available courses of action are:
    a. finding that no academic misconduct occurred
    b. academic misconduct did occur and the student will:
        i. resubmit the academic work, or retake the test/exam
        ii. receive a reduced grade for the Academic Work
        iii. receive a grade of '0' for the Academic Work
        iv. be involuntarily withdrawn from the course and/or program
        v. be suspended from the program, either permanently or for a specified period of time
    c. in serious circumstances a recommendation may be put forward to suspend the student from the College.

20. With the exception of the student subject to the investigation, all persons who are involved in an investigation or proceeding pertaining to alleged student academic misconduct are expected to treat confidentially any information they receive during the course of the investigation or proceeding.

21. The Dean communicates the decision, with rationale, and any course of action or outcome to the student in writing. A copy is sent to the Conduct Officer to be included in the student's Academic Conduct file.

22. The records of tribunals are kept confidential.

Suspension

23. Recommendations to suspend a student from a program or the College for an identified period of time, indefinitely, or permanently are submitted to the President by the Vice President, Academic & Research, within 5 days of the communication to the student.

24. The President renders a decision and notifies the student in writing with rationale, within ten (10) business days from the date of receiving the recommendation. A copy is provided to the Vice President, Academic & Research, and the Program Dean, and the results is included in the Student Academic Conduct file. The time frame of ten (10) business days may be extended by the President if it is determined that the circumstances warrant such an extension.

25. The President notifies the Board of Governors immediately of all decisions, with reasons, to suspend the student from the College.

Appealing Decisions (Formal and Informal)

26. Any action or decision made pursuant to this policy can be appealed under either of the following circumstances:
    a. the investigation and/or decision lacked procedural fairness;

b. there is relevant new information that was not available at the time the decision was made and that may have influenced the outcome.

27. During an appeal, all sanctions shall remain in full force and effect.

28. Students have the right to file an appeal of suspension to the Board of Governors. Refer to policy A.1.2 Student Appeal of Suspension to Board of Governors.

29. A student may file an appeal of the decision of the Dean, other than suspension from the College, to the Education Council. Refer to policy A.2.1 Appeal to Education Council on Educational Matters.

Student Academic Conduct File

30. Copies of reports, incidents or notices are sent to the Student Conduct and Judicial Affairs office for filing.

31. The Student Conduct and Judicial Affairs office maintains a record of student Academic Misconduct in accordance with policy A.3.9 Records Management.

RELATED POLICY
Refer to D.4.5 Academic Integrity Policy

GUIDELINES FOR CURRICULUM DEVELOPMENT FUNDS
2021-2022

A. PURPOSE

The Curriculum Development (CD) Fund supports projects that advance and expand the College's educational programming. Priority is given to proposals identified in the Academic Plan, along with recommendations and action plans resulting from Program Reviews, Program Renewal, and external Accreditations.

The CD Funds budget for 2021-22 is **$400,000.**
- The call for proposals is sent out on January 8, 2021.
- Proposals are due February 12, 2021.
- The Education Quality Committee (EQC) of Education council meets in March to review proposals and recommend the allocation of funds to the Vice President Academic & Applied Research. The decisions are communicated to proposers in late March.
- Funds must be spent between April 2021 and March 31, 2022.

B. ELIGIBILITY FOR CD FUNDING

The CD Fund supports the development/revision of programs and courses up to the program and course mapping stage (referred to as Curriculum Materials in the Definitions section). It is not meant to support the development of teaching and learning material. Proposals spanning 2-3 years will be considered. Multi-year funding commitment is contingent on satisfactory progress reports and changes to the CD Fund budget.

CD Activities Eligible for Funding:

1. Curriculum revisions arising as a result of external Accreditation or Program Renewal recommendations, which can include the development of curriculum materials, such as program content guides and course outlines
2. Previously funded CD projects currently in-progress eligible for additional funds for completion
3. New program development
4. Curriculum revisions to existing program/course arising from annual Program Reviews
5. Transitioning of courses to online delivery, including the program/course mapping stage, and the development of online teaching and learning materials
6. Curriculum initiatives identified in Departmental plans and the Academic Plan

Program Renewals

Programs undergoing renewal indicated in the approved Program Renewal schedule are automatically awarded **$5000** of CD Funds for that fiscal year. Departments can use this funding for department release time to participate in the Program Renewal process and curriculum development activities arising from recommendations and action plans. CD funding can support the Department to:
- Attend Steering Committee meetings

- Collect and analyze data
- Write the self-study report
- Hold departmental planning sessions
- Prepare for the external site visit
- Create an action plan

CD Activities Not Eligible For Funding

1. Development of face-to-face teaching and learning materials such as lectures, videos, lesson plans, learning activities (class, shops, labs), learning resources, assessment tools, PowerPoint, etc. Such activities would be part of classroom preparation/ assigned duty.
2. Start-up costs related to new program such as salary of a Department Leader or faculty salary to develop teaching and learning materials should be built into the new program implementation budget.
3. Accreditation-related expenses such as faculty salary to develop reports, conduct research, hosting expenses, and accreditation fees. Accreditation costs are built into department budgets. Discuss with your Dean for further information.

Factors to Consider in Estimating Cost

How much time a curriculum development project will take is always an estimate, and the CD Fund budget will rarely have enough funds to support all the time required to complete the CD activities. Almost all CD Funds money will be spent on release time for instructors/department leader.

Here are some factors to consider in your request:

1. Complexity, nature, and scope of the CD project
2. Length and complexity of the program or course content
3. Level and type of program/course (stand-alone course, certificate, diploma, degree)
4. Expertise of the curriculum developer(s)
5. Type and amount of curriculum materials needed to be produced
6. Current state of program/course documents
7. Amount of support available from Department Leader, Dean, CTLR, and/or other faculty
8. Faculty release, Department Leader release, PD, and/or assigned duty time available

C. APPLICATION PROCESS

The following documents must be fully completed and submitted to the Executive Assistant, Vice President Academic & Applied Research on or prior to the due date of **February 12, 2021**:

a. Curriculum Development Funding Proposal
b. Salary and operating costing sheet
c. Checklist – Dean and Department Leader

While the CD Fund Committee acknowledges that Departments/Schools may have a process for identifying curriculum development projects that require CD funding, the EQC supports and encourages the following processes:

1. Dean holds department meetings within their Schools to determine curriculum development needs and identify projects requiring CD funds.
2. Department Leader, with input from the project lead, prepares the CD Funding Proposal, costing sheet, and checklist. The Dean could also prepare a CD Fund proposal.
3. Proposals are sent to the Dean for approval by **February 8** at the latest, or as set by the Dean.

The checklist should be included in the proposal documents sent to the Dean to assist in their decision-making process.

4. The Dean vets all proposals from the departments within their School and prioritizes them based on the CD Fund requirements. Use the checklist to indicate prioritization.
5. The Dean sends all required documentation to Executive Assistant, VP Academic & Applied Research by the due date of February 12.
6. Dean attends CD Fund Adjudication meeting to present on their School's proposals.

D. ALLOCATION OF FUNDS

The Education Quality Committee meets in March to recommend the allocation of funds to the Vice President Academic & Applied Research. Awarded funds must be expended within the fiscal year ending March 31st. The Committee might decide to hold back a portion of funds to support a second call for proposals. The second call for proposals would be communicated in September and adjudicated by October 31st.

Procedure

- Executive Assistant and Chair of EQC provide the documents for all proposals to the Committee
- Deans present their proposals at the CD Fund Adjudication meeting; Committee members assess the proposals using the EQC checklist. In order to avoid conflict of interest, Committee members must recuse themselves from decisions pertaining to their own Department or School
- The Committee deliberates and seek a consensus on funding allocation. If consensus is not reached, the final decision is made by the Vice President Academic
- CD Fund allocations are communicated to Deans and Project Leaders at the end of March
- The Executive Assistant to the Vice President Academic provides budget codes to the Department Leaders in April

Roles and Responsibilities

- Vice President Academic: approves the Committee's recommendations for funding allocation, communicates final allocations to Deans and Project Leads, and provides updates on the projects to Education Council.
- Chair of Education Quality Committee: facilitates the adjudication process and discussion. Requests additional information from Project Leads and Deans as needed.
- Education Quality Committee Members: review all proposals against the CD Fund general criteria. Recuse themselves from decisions related to their own Departments or Schools.
- Deans, or delegates: present their Schools' proposals at the CD Funds Allocation meetings.
- Executive Assistant to the Vice President Academic: communicates with Project Leads, monitors project expenses, and provides reports to the EQC.

E. REPORTING

The Project Lead will be required to submit project updates to the VP Academic Office on the following dates:

- October 1, 2021
- December 17, 2021
- March 31, 2022

If the project is unable to proceed as planned, the VP Academic can require the department to relinquish funds or transfer funds to other areas. Departments that portray a regular pattern of not completing

approved projects might be ineligible for funds in the future.

F. FAQs

Q: Are funds generally granted across schools equitably?
A: Funds are allocated based on responses to the general criteria noted in Section B, not based on schools.

Q: Does the committee evaluate base-funded programs/courses differently than cost-recovery programs/ courses?
A: No, the committee evaluates all proposals equally.

Q: Is there an expectation that faculty will devote PD to curriculum development projects?
A: Departments are encouraged to use Professional Development and Assigned Duty for the project.

G. DEFINITIONS

<u>Curriculum Materials</u>**:** Refers to the concept paper, implementation plan, business case, program/course maps, Program Content Guide (PCG), and course outlines.

<u>New Program</u>: A new credential or significant and extensive changes to a program, where these changes impact the nature or overall direction of a program.

<u>Program Map</u>: A representation of the relationship between the courses and the program outcomes. The program map indicates where and how each program learning outcome is addressed in each course across the program, and aligns program learning objectives, course learning objectives, assessment and instructional strategies.

<u>Project Lead</u>: Department Leader or faculty member who initiates the curriculum development; manages project budget, people, contracts, deadlines and risks; reviews course components or deliverables.

<u>Teaching and Learning Materials</u>: Types of materials that will be used by the faculty and the students to engage with the course content. These materials include lectures, videos, lesson plans, learning activities (class, shops, labs), learning resources, assessment tools, PowerPoint, etc.

H. SUPPORT FOR WRITING CD FUND PROPOSALS

The Instructional Associates in the CTLR are available to consult and assist in writing CD Fund proposals. They hold two workshops to support proposal writers in late January (see myVCC for dates) and are available to support the work done with CD Funds. Please consult with them about the scope of work and the support needed prior to submitting the proposal to ensure they have the time to support the project. Contact iasupport@vcc.ca for assistance.