Vancouver Community College Education Council
Meeting Agenda
April 11, 2023
3:30–5:30 p.m. Videoconference
https://vcc.zoom.us/j/68392075746
ASL interpretation provided.

	Topic	Action	Speaker	Time	Attachment	Page
1.	**CALL TO ORDER**		N. Mandryk			
2.	**ACKNOWLEDGEMENT**		J. Schappert			
3.	**ADOPT AGENDA**	Approval	N. Mandryk	1 min	✓	**1-2**
4.	**APPROVE PAST MINUTES**	Approval	N. Mandryk	1 min	✓	**3-8**
5.	**ENQUIRIES & CORRESPONDENCE**	Info	N. Mandryk	1 min		
6.	**BUSINESS ARISING**					
	a. Annual Update – Deans & Directors: Part 3	Info	C. Little, A. Lipsett, D. Innes	20 min		
	b. Strategic Innovation Plan Goals Update	Info	J. Shin	20 min		
	c. New Credential: Sign Language Interpretation Diploma	Approval	D. Wells	20 min	✓	**9-13**
	d. Accuplacer English Language Assessment	Approval	D. McMullen	10 min	✓	**14-17**
	e. EdCo Planning Day – June 12	Info	N. Mandryk	2 min		
7.	**COMMITTEE REPORTS**					
	a. Curriculum Committee					
	i. New Courses: MATH 0660 & 0665	Approval	S. Ivits	5 min	✓	**18-26**
	ii. New Courses: CCED 0605 & 0606	Approval	N. Rochfort, B. Beeching	5 min	✓	**27-40**
	iii. Program Updates: Practical Nursing & Access to Practical Nursing Diplomas	Approval	J. Schappert	5 min	✓	**41-54**
	b. Policy Committee					
	i. 2022 Annual Policy Report	Info	S. Kay	2 min	✓	**55-58**
	ii. D.3.5 Prior Learning Assessment and Recognition	Info	S. Kay	5 min	✓	**59-65**
	iii. Research Policies:	Info	S. Kay	5 min	✓	**66-90**

Topic	Action	Speaker	Time	Attachment	Page
• F.1.1 Ethical Conduct for Research Involving Humans • F.1.2 Ethics and Integrity in Research and Scholarly Activity • F.1.3 Conflict of Interest Related to Research (to be rescinded)					
c. Education Quality Committee					
i. CD Fund 2023/24	Info	T. Rowlatt	5 min	✓	**91**
8. **CHAIR REPORT**	Info	N. Mandryk	5 min		
9. **STUDENT REPORT**	Info	G. Sarnoh	5 min		
10. **NEXT MEETING & ADJOURNMENT**	Info	N. Mandryk	1 min		
Next meeting: May 9, 2023, 3:30–5:30 p.m.					

VANCOUVER COMMUNITY COLLEGE EDUCATION COUNCIL
DRAFT – MEETING MINUTES
March 7, 2023
3:30–5:30 p.m., Videoconference

ATTENDANCE

Education Council Members		
Natasha Mandryk (Chair)	David Wells	Janita Schappert
Sarah Kay (Vice-Chair)	Dennis Innes	Louise Dannhauer
Ali Oliver	Derek Sproston	Marcus Ng
Andy Sellwood	Emmy Cheung	Shirley Lew
Belinda Kaplan	Gabby Sarnoh	Todd Rowlatt
Dave McMullen	Heidi Parisotto	
Regrets		
Sonal Singh	Vivian Munroe	
Guests		
Alicia Copp	Jo-Ellen Zakoor	Nicole Degagne
Cindy Reeves	Julia Slade	Pervin Fahim
Claire Sauvé	Julie Gilbert	Stefan Nielsen
Clay Little	Loney Forde	Tannis Morgan
Dawn Cunningham Hall	Lucy Griffith	Taryn Thomson
Herbie Atwal	Mark Chiarello	
Jamie Choi	Marnie Findlater	
Recording Secretary		
Darija Rabadzija		

1. CALL TO ORDER

- The meeting was called to order at 3:30 p.m.

2. ACKNOWLEDGEMENT

- N. Mandryk acknowledged the College's location on the traditional, unceded and never surrendered territories of the xʷməθkʷəy̓ əm (Musqueam), Sḵwx̱ wú7mesh (Squamish), and səl̓ílw̓ ətaʔɬ (Tsleil-Waututh) peoples who have been stewards of this land from time immemorial and extended the acknowledgement to the ancestral territories of all participants joining remotely.

3. ADOPT AGENDA

MOTION: THAT Education Council adopt the March 7, 2023 agenda as amended, with new item 6f) Reinstatement of the Renal Dialysis Technician Short Certificate program.

Moved by N. Mandryk, Seconded & CARRIED (Unanimously)

4. APPROVE PAST MINUTES

MOTION: THAT Education Council approve the February 14, 2023 minutes as presented.

Moved by T. Rowlatt, Seconded & CARRIED (Unanimously)

5. ENQUIRIES & CORRESPONDENCE

- Following the recent EdCo by-election, E. Cheung was welcomed as a new Downtown Campus student representative.

6. BUSINESS ARISING

a) Budget Update

- J. Choi gave a presentation on the draft budget, which was previously shared at a recent town hall. Principles and assumptions for the 2023/24 budget were outlined. There were questions around the College's continuing investment into Indigenization and EDI (equity, diversity, and inclusion). Finalized budget numbers will be presented to the Board of Governors at its March 29 meeting.

b) Annual Update – Deans & Directors: Part 2

- Annual updates were presented by J.-E. Zakoor, Dean of Health Sciences; L. Griffith, acting Dean of Trades, Technology & Design; T. Morgan, Associate Vice President, Academic Innovation; and S. Lew, Dean of Arts & Sciences. This year, presentations focused on providing context and themes for EdCo to consider related to curriculum and educational policy.

- Considerations for governance included support of new offerings by providing feedback on new program ideas as well as timely approvals to meet changing industry needs. Another key topic was expanding and promoting options for Prior Learning Assessment and Recognition (PLAR), e.g., in trades.

- One initiative related to Indigenization is to make the course on Impacts of Colonization on the Health and Wellbeing of Indigenous People (originally developed for the international Health Care Assistant Diploma) accessible to a wider range of students across the College. There were questions about the possibility of embedding Indigenization and EDI into curriculum in the School of Instructor Education (SIE). This area is beginning work on Indigenizing one course in collaboration with the BC Association of Aboriginal Friendship Centers (BCAAFC).

- There was a discussion about support, including marketing, for course- versus program-based offerings, particularly in Arts & Sciences and the School of Instructor Education.

- A possible relaunch of the Teaching English to Speakers of Other Languages (TESOL) program needs to be evaluated in terms of market demand post-COVID and in the context of VCC's priorities and capacity.

c) Duolingo English Language Assessment

> **MOTION:** THAT Education Council approve extending the use of Duolingo as an approved method for demonstrating English language proficiency to any programs starting before or during the January–April 2024 term.
>
> **Moved by D. McMullen, Seconded & CARRIED (Unanimously)**

- D. McMullen spoke to this item. In March 2020, Education Council approved a pilot program to accept the online Duolingo English Test as an alternative way to assess English language proficiency (ELP). The rational was the temporary closure of VCC's Assessment Centre due to the pandemic. Duolingo minimum scores were recalibrated during the pilot phase, in consultation with various relevant College areas. The pilot phase was extended until April 2023, and the current proposal is for another extension until the January–April 2024 term, since International Education is accepting applications for next year.

- While the number of applicants using Duolingo has declined in favour of other English assessments, maintaining multiple options to demonstrate ELP provides better accessibility and reduces barriers for students globally. VCC is exploring implementation of another assessment tool, Accuplacer, as an additional option, not necessarily a replacement for Duolingo.

- The Registrar's Office (RO) will conduct a provincial scan and compile data on student success for those who entered programs using Duolingo. The RO will report to EdCo in fall 2023 so a permanent decision on Duolingo can be made.

- The question was raised whether the English 10 requirement is being replaced. It was clarified that the equivalency table simply outlines different options to meet this admission requirement, rather than

replacing it (see also item 7d). Providing a variety of options to demonstrate ELP could reduce the need for individual assessments by department heads, which are currently accepted as an alternative to proof of ELP in some areas.

d) English Language Proficiency Equivalencies: Addition of Pearson Test of English (PTE) and English 10

> **MOTION:**   THAT Education Council approve addition of the Pearson Test of English (PTE) and English 10 equivalencies to VCC's English language proficiency requirements.
> **Moved by N. Mandryk, Seconded & CARRIED (Unanimously)**

- D. McMullen presented the proposal to add the Pearson Test of English (PTE) to the ELP equivalencies chart as another option for students. The test is well established and widely used in the province and globally.

- VCC's ELP equivalencies chart previously did not include scores corresponding to English 10 for all English assessments. This data has now been added, which will improve consistency across the College.

- One important consideration for departments in setting ELP admission requirements is making a distinction between academic English skills versus verbal proficiency.

e) Guiding Questions for EdCo Curriculum Approvals

- N. Mandryk suggested establishing a working group to develop EdCo-specific guiding questions for curriculum approval. This idea arose from the EdCo self-evaluation survey; the goal is to better delineate the difference between Curriculum Committee's and EdCo's review of curriculum and to streamline the process. Interested members were invited to join the group.

f) Reinstatement of the Renal Dialysis Technician Short Certificate Program.

- N. Mandryk reported that the Renal Dialysis Technician Short Certificate program was suspended in November 2020. Policy C.3.3 Suspension and/or Discontinuance of Programs stipulates a re-evaluation after two years. Following consultations with health authorities, the department would like to reinstate the program as soon as possible. Since the policy does not outline a specific governance/ approval process to resume a suspended program, this item was presented to Education Council for information only.

7. COMMITTEE REPORTS

a) Curriculum Committee

i) New Course: ACED 0715 Previous Work and Job Skills

> **MOTION:**   THAT Education Council approve, in the form presented at this meeting, the new course ACED 0715 Previous Work and Job Skills.
> **Moved by T. Rowlatt, Seconded & CARRIED (Unanimously)**

- C. Reeves presented the proposal for this new CCA course, which provides students with prior work history with a framework to recognize and reflect on their work experience. The 1-credit course ACED 0710 will be replaced by this 3-credit course that counts towards the BC Adult Graduation Diploma. Multiple BC colleges are already offering this articulated course, and the goal is to bring ACED 0715 to the BCCAT articulation meeting in March.

ii) Program Update: Medical Transcription and Documentation Editing Certificate

> **MOTION:**   THAT Education Council approve, in the form presented at this meeting, the program content guide for the Medical Transcription and Documentation Editing Certificate program, 12 revised course outlines, and 4 new courses, and recommend the Board of Governors approve implementation of the revised program.
> **Moved by T. Rowlatt, Seconded & CARRIED (Unanimously)**

- J. Slade presented revisions to the Medical Transcription and Documentation Editing Certificate arising from the program renewal. The program was moved fully online during the pandemic and will continue in this delivery mode (with the exception of some in-person practicum placements). Changes requested by Curriculum Committee were completed, including expanding PLAR options and outlining instructional strategies more clearly.

- Since the tuition will be reset, the proposal will move forward to the Finance and Audit Committee and the Board of Governors.

b) Policy Committee

- S. Kay reported that the last committee meeting was cancelled. Policies F.1.2 Ethics and Integrity in Research and Scholarly Activity and F.1.3 Conflict of Interest Related to Research were posted for College feedback; there were no comments.

c) Education Quality Committee

- A panel discussion with all deans was held to debrief themes from annual program reviews. A summary report will be submitted to EdCo. CD Fund adjudication will take place on March 9.

8. RESEARCH UPDATE

- A. Copp reported on recent revisions to VCC's research policies (F.1.1, F.1.2 and F.1.3), establishing a clear process for handling allegations of research misconduct.

- The Research Ethics Board (REB) reviewed six projects since December. A working group was formed to create guidelines for course-based reviews.

- Six new members have joined the REB this year, and an Indigenous community member will be appointed. Elder Sharon Jinkerson-Brass was invited to speak to the REB in April about ceremonial research related to her work on the Downtown Eastside.

- A major current initiative is development of a research data management strategy for VCC, as required by the Tri-Council.

9. CHAIR REPORT

- N. Mandryk reported that the 2022 Annual Policy Report was received from N. Degagne, Coordinator Curriculum & Policy.

- Following the conversation about affiliation agreements at the last EdCo meeting, N. Mandryk will meet with D. Wells, D. Innes, and the Registrar's Office to discuss a process for bringing some existing agreements through governance, in alignment with policy C.3.10 Educational Affiliations.

10. STUDENT REPORT

- G. Sarnoh reported on recent issues with phishing emails received by students, resulting in a large number of inquiries to SUVCC, which were referred to VCC. There was a discussion about raising awareness of cybersecurity issues and communicating appropriate reporting channels.

11. NEXT MEETING AND ADJOURNMENT

- A special meeting will be held on March 16, 3:30-4:30 p.m., for the Enrolment Plan 2023/24. The next regular meeting will be held on April 11, 2023.

- The meeting was adjourned at 5:29 p.m.

Natasha Mandryk,
Chair, VCC Education Council

VANCOUVER COMMUNITY COLLEGE EDUCATION COUNCIL
DRAFT – SPECIAL MEETING MINUTES
March 16, 2023
3:30–4:30 p.m., Videoconference

ATTENDANCE

Education Council Members		
Natasha Mandryk (Chair)	Dennis Innes	Shirley Lew
Sarah Kay (Vice-Chair)	Emmy Cheung	Todd Rowlatt
Ali Oliver	Gabby Sarnoh	Vivian Munroe
Andy Sellwood	Janita Schappert	
Dave McMullen	Louise Dannhauer	
David Wells	Marcus Ng	
Regrets		
Belinda Kaplan	Derek Sproston	Sonal Singh
Dennis Innes	Heidi Parisotto	
Guests		
Brynn Joyce	Janet Latter	Pervin Fahim
Carolyn Moi	Jo-Ellen Zakoor	Reza Nezami
Clay Little	Ken McMorris	Svetlana Mitrovic
Dawn Cunningham Hall	Mark Chiarello	Tannis Morgan
Frank Cosco	Maureen Kelbert	Valerie Kakurai
Herbie Atwal	Patris Aghakian	Vesna Radivojevic
Recording Secretary		
Darija Rabadzija		

1. CALL TO ORDER

- The meeting was called to order at 3:31 p.m.

2. ACKNOWLEDGEMENT

- G. Sarnoh acknowledged the College's location on the traditional, unceded and never surrendered territories of the xʷməθkʷəy̓ əm (Musqueam), Sḵwx̱wú7mesh (Squamish), and səl̓ilw̓ əta?ɬ (Tsleil-Waututh) peoples who have been stewards of this land from time immemorial, and extended the acknowledgement to the ancestral territories of all participants joining remotely.

3. ADOPT AGENDA

MOTION: THAT Education Council adopt the March 16, 2023 agenda as presented.

Moved by S. Lew, Seconded & CARRIED (Unanimously)

4. BUSINESS ARISING

a) Enrolment Plan 2023-2024

MOTION: THAT Education Council recommend the Board of Governors approve, with changes discussed at this meeting, the 2023–2024 Enrolment Plan.

Moved by N. Mandryk, Seconded & CARRIED (with one opposing vote by S. Kay)

- D. Wells presented the second draft of the Enrolment Plan (EP). The annual EP reflects budgeted registrations projected by Finance, which in turn represent prospective enrolment and form the basis of full-time equivalent (FTE) calculations. The budget document from Finance is reviewed by deans and

the Registrar's Office, and data is entered into Banner (VCC's Student Information System). The EP created by Institutional Research is based on an export from Banner, which represents a snapshot in time. Changes between the Finance document and Banner data, such as the addition or cancellation of individual course offerings, can create discrepancies and require manual adjustments.

- As discussed at the last meeting, some FTE numbers, particularly in Arts & Sciences, were recalculated since the first draft. While budgeted registration numbers were considered to be reliable, FTE calculations were inaccurate due to missing contact hours for some course offerings. In general, registration numbers are more meaningful than FTE numbers for departments or areas with course-based offerings, because of the mix of different course lengths and the challenge of predicting students' choices. No discrepancy between registration and FTE numbers for departments or areas with cohort-based programming were noted.

- Some numbers in Arts & Sciences are currently being reviewed by the dean; revisions to the EP will be shared with EdCo once finalized. It was confirmed that these final revisions following the meeting would not result in significantly changed projected numbers, and that affected departments will be made aware of changes that impact their operations. Going forward, the plan is to provide data earlier to deans and departments for review.

- Discussion around specific programs/departments:

  o Certain programs share the same organizational code (a four-digit number referred to as "ORG" on page 2 of the meeting package). Numbers for programs using the same ORG code are combined in the Enrolment Plan; separate numbers (e.g., for the Nail Technician program) can be obtained from the dean.

  o EAL Pathways: increase of about 7% in budgeted registrations compared to 2022–23 actuals.

  o UT Sciences: international FTE is lower because some sections under the Associate of Science/Computer Science were not included in the draft plan; this will be updated.

  o CF Math: numbers in the draft EP are significantly higher than in the section-level planning document; these numbers will be adjusted down.

  o LINC: FTE numbers for this area are not budgeted because LINC is funded through a contract; actual FTE numbers will be captured.

  o There was a request to follow up on questions raised at the February meeting about specific programming areas.

- Overall, international enrolment is growing, and there is particularly strong interest in business offerings. A major factor driving recent growth was the unexpectedly high number of students accepting offer letters; this development will be monitored. There was a discussion about VCC's plans and capacity to support this growth. Domestic demand for trades, culinary arts and hospitality management is decreasing, related to the strong labour market. There were questions about managing offerings with waitlists in terms of budgeted registrations and adding sections.

- The EP will move forward to the Board of Governors for approval at its March 29 meeting.

5. NEXT MEETING AND ADJOURNMENT

- The next Education Council meeting will be held on April 11, 2023, 3:30–5:30 p.m.
- The meeting was adjourned at 4:24 p.m.

Natasha Mandryk,
Chair, VCC Education Council

DECISION NOTE

PREPARED FOR: Education Council

DATE: April 11, 2023

ISSUE: **RECOMMENDATION FOR APPROVAL:**
New Credential: Sign Language Interpretation Diploma

BACKGROUND:

The proposed Sign Language Interpretation Diploma is a full-time, two-year program with a full term of practicum. Graduates will be prepared to work as American Sign Language interpreters in a variety of settings.

Most recently, the only existing Sign Language Interpretation Diploma west of Toronto was delivered at Douglas College. This diploma was suspended by Douglas as of March 30, 2023, over concerns about the program's sustainability due to low enrolment.

Conversations between Douglas and VCC have taken place about a proposal to transfer the curriculum and operations of the Sign Language Interpretation Diploma to VCC. This proposal aligns with the recommendations of both a 2009 Provincial Study and a 2017 Comprehensive Program Review that suggested a closer alignment between the Sign Language Interpretation Diploma program and VCC's existing ASL and Deaf Studies Certificate. Prior to suspension of Douglas' Sign Language Interpretation Diploma, around 80% of students accepted into that diploma were graduates of VCC's ASL and Deaf Studies Certificate.

DISCUSSION:

Approval of the credential is being requested of the Board of Governors prior to curriculum approval and program implementation advice from EdCo. This departure from VCC's normal curriculum development approval process allows for expedited program development so that VCC can welcome students for September 2023. Accordingly, the credential alone is presented for EdCo advice at this meeting.

The Program Content Guide (PCG) and course outline drafts are undergoing consultation and revision. When the curriculum is ready for approval, it will follow the usual process at Curriculum Committee and EdCo, with the goal of September 2023 deployment.

The Program Outcomes from Douglas College's Sign Language Interpretation Diploma are included here for information.

RECOMMENDATION:

THAT Education Council recommend approval of the Sign Language Interpretation Diploma credential to the Board of Governors.

ATTACHMENT: APPENDIX A – Douglas College Sign Language Interpretation Diploma Program Outcomes

PREPARED BY: David Wells, Vice President Academic and Research

DATE: April 5, 2023

PROGRAM OUTCOMES

Graduates of the Program of Sign Language Interpretation will be able to interpret meaning, communicate bilingually, act bi-culturally, act ethically, practice self-care and use appropriate business skills. Here is a list of competencies related to these six major outcomes:

INTERPRET MEANING

- Apply a cognitive model of interpreting in which the interpreter actively constructs meaning based on cues provided by others
- Co-interpret effectively during teamed interpreting assignments
- Demonstrate versatility across the visual language spectrum to meet the needs of a variety of D/deaf, hard-of-hearing or Deaf-Blind consumers
- Analyze the effectiveness of interpreting performances by self and others
- Demonstrate knowledge of interpretation theories and their implications for the work of interpreters
- Identify the goals of the setting and of each speaker/signer
- Focus on the source language message, screening out external distractions (e.g. auditory or visual noise) and internal distractions (e.g. fatigue or personal disagreement)
- Analyze the source language message, considering contextual, cultural, linguistic and paralinguistic factors
- Identify content that is explicitly stated and/or implied as well as the intent and affective components
- Drop source language form and construct meaning
- Create a target language message, applying contextual, cultural, linguistic and paralinguistic features of the target language
- Produce a target language message that conveys the constructed meaning and intent, maintaining the cohesiveness of the interpreted discourse
- Monitor one's own interpretations and make corrections as needed
- Use effective coordination strategies such as deciding when/how to interject
- Make appropriate decisions regarding the use of consecutive and/or simultaneous interpreting

COMMUNICATE BILINGUALLY

- Comprehend and fluently produce grammatically correct ASL on a wide variety of topics and across the range of linguistic registers
- Communicate comfortably in ASL with users of all ages

- Communicate effectively in ASL in one-on-one settings, small interactive groups and large audience settings
- Demonstrate versatility across the visual language spectrum to meet the needs of a variety of D/deaf, hard-of-hearing and Deaf-Blind people
- Comprehend and fluently produce grammatically correct English on a wide variety of topics and across the range of linguistic registers
- Communicate comfortably in spoken English with users of all ages
- Communicate effectively in English in one-on-one settings, small interactive groups and large audience settings
- Comprehend and produce written English at a college undergraduate level
- Demonstrate effective, assertive and respectful interpersonal communication
- Make appropriate decisions about one's own language use when in a mixed group of language users

ACT BICULTURALLY

- Interact socially in the Deaf community, in a range of contexts and settings, using appropriate norms for social interaction and exhibiting cultural sensitivity
- Demonstrate respect for the values, history, traditions and goals of the Deaf community
- Interact with individuals who are Deaf-Blind in culturally appropriate ways
- Interact socially in the English-speaking community, in a range of contexts and settings, using appropriate norms for social interaction and exhibiting cultural sensitivity
- Make appropriate decisions about one's own social interactions when in a culturally mixed group of people

ACT ETHICALLY

- Apply the underlying values and principles of the AVLIC *Code of Ethics and Guidelines for Professional Conduct*
- Understand and respect Occupational Title Protection and its purpose
- Apply effective ethical decision-making processes consistent with theoretical models
- Apply relevant laws, regulations and workplace policies to professional decisions
- Think critically, act responsibly and be accountable when making professional decisions
- Actively honour diversity and respect the autonomy of others
- Act professionally in relationships with consumers, colleagues and others, maintaining appropriate boundaries
- Demonstrate conscientiousness in managing the power inherent in the role of an interpreter

- Reflect regularly on one's own practice
- Articulate a professional philosophy related to working as an interpreter
- Demonstrate a commitment to lifelong learning and development

TAKE CARE OF SELF

- Use effective time management strategies
- Strive for maintaining wellness and balance in one's own physical, mental, emotional and spiritual health
- Be aware of and respectful of one's limitations and needs
- Establish effective personal and professional support networks
- Recognize stress and implement effective strategies to manage it

USE APPROPRIATE BUSINESS SKILLS

- Demonstrate respectful, effective and timely interpersonal communication
- Be well prepared, reliable and on time
- Prepare for interpreting assignments
- Present with professional demeanor and attire appropriate for the setting
- Understand power dynamics in professional relationships and work effectively within systems
- Seek and incorporate feedback from consumers, mentors and peers
- Engage in professional consultations, pre/de-brief discussions and shared analyses
- Contribute positively to effective teamwork
- Set practical goals for personal and professional development
- Follow standards of practice related to negotiating fees and contracts, self-marketing, invoicing, and accounting
- Communicate effectively in standard written business English
- Use social media in a judicious and responsible manner

DECISION NOTE

PREPARED FOR:	Education Council
DATE:	April 11, 2023
ISSUE:	English language assessment: Addition of Accuplacer options

BACKGROUND:

In 2021, the English Language Assessment Solution project team was formed to seek out, procure, and implement an English Language Assessment tool that would provide prospective students with a VCC-managed software-based assessment option. Importantly, the envisioned solution would replace the paper-based VCC-developed English Language Assessment (ELA), thereby increasing accessibility, improving standardization, and minimizing processing delays.

Based on identified needs, and in consultation with faculty, Accuplacer was selected as the appropriate assessment tool. Accuplacer provides assessment solutions for those whose first language is English (NG Accuplacer) and those whose first language is not English (EAL (ESL) Accuplacer). The software-based assessments are compatible with screen reading software, and paper-based and braille options are available from Accuplacer. Institutions have the flexibility to choose which testing elements are included in the assessments, and what scores will be used for admissions purposes and program or course placement. The test elements chosen by the project team were vetted through two rounds of field testing.

Accuplacer assessments and associated test elements:

Three Accuplacer assessments have been created: two for those whose first language is English, and one for those whose first language is not English. The three assessments and their test elements are:

VCC NG Accuplacer	VCC HCA NG Accuplacer	VCC EAL (ESL) Accuplacer
• WritePlacer • Reading	• WritePlacer • Reading • Writing	• ESL WritePlacer • ESL Reading Skills • ESK Listening • VCC EAL (ESL) Speaking Assessment (this is conducted by faculty, as Accuplacer does not include a speaking test)

Minimum scores:

Following the field-testing phase, minimum scores for admissions purposes and placement into ABE and EAL courses were developed. Scores were determined through consultation with project faculty members.

The proposed minimum scores for admissions purposes and course placement are outlined below.

Proposed Minimum Scores for <u>Admissions</u> into Applied Programs for applicants whose first language is English

VCC NG Accuplacer

Equiv Score	WP	Read.
EN 12 (B)	7,8	≥ 265
EN 12 (C+)	7	260-264
EN 12 (C)	6	255-264
EN 12 (C-)	6	255-264
EN 11	6	255-264
EN 10	5	250-254
Basic Ed.	≤ 2	≤ 234

*WP scores range from 1-8
*Reading scores range from 200-300
*Note: Minimum scores for VCC HCA NG Accuplacer are based on the recommendations of the BC Care Aide & Community Health Worker Registry. Applicants whose first language is English meet the English 10 requirement with the following Accuplacer scores: WritePlacer (4), Reading (230), Writing (230).

Proposed Minimum Scores for <u>Admissions</u> into Applied Programs for applicants whose first language is not English

VCC EAL (ESL) Accuplacer

Equiv Score	E.WP	List.	Read.Sk.	Speaking
EN 12 (B)	6	93	109	8
EN 12 (C+)	5	86	102	8
EN 12 (C)	5	86	102	8
EN 12 (C-)	5	86	102	8
EN 11	4	78	95	7
EN 10	3	71	87	6
EAP	≤ 2	≤ 70	≤ 86	≤ 5

*E.WP (EAL WritePlacer) scores range from 1-6
*Listening/Reading Skills scores range from 20-120

Proposed Minimum Scores for <u>Placement</u> into ABE courses for applicants whose first language is English

VCC NG Accuplacer

If you want to take this course		You need this Accuplacer score	
Course Code	**Course name**	**WritePlacer**	**Read.**
ENGL 1100	UT and above	7 or 8	≥ 265
ENGL 0981	English 12 part 1	6	255-264
ENGL 0871	English 11 part 2	6	255-264
ENGL 0994	English 12 Essentials	5	255-264
ENSK 0858	English Grammar Skills 11	5	255-264
ENSK 0826	Writing Skills 11	5	255-264
ENGL 0861	English 11 part 1	5	255-264
CCAC 0758	Language Skills Access	3 or 4	245-254
ENGL 0752	English 10 part 2	4	245-254
ENGL 0750	English 10 part 1	3	235-244
Various	Referral to the Basic Education Department	≤ 2	≤ 234

*WP scores range from 1-8
*Reading scores range from 200-300

Proposed Minimum Scores for <u>Placement</u> into EAL courses for applicants whose first language is not English

VCC EAL (ESL) Accuplacer

If you want to take this course		You need this Accuplacer score			
Course Code	**Course Name**	**E.WP**	**List.**	**Read.Sk.**	**Speaking**
ELSK 0915	ESL Listening & Speaking 9		86		8
ELSK 0920	ESL Reading & Writing 9	5		102	
ELSK 0925	EAL Pathway to University Tra	5		102	
ELSK 0815	ESL Listening & Speaking 8		78		7
ELSK 0820	ESL Reading & Writing 8	4		95	
ELSK 0715	ESL Listening & Speaking 7		71		6
ELSK 0720	ESL Reading & Writing 7	3		87	
ELSK 0615	ESL Listening & Speaking 6		61		5
ELSK 0620	ESL Reading & Writing 6	2		77	
ELSK 0515	ESL Listening & Speaking 5		51		4
ELSK 0520	ESL Reading & Writing 5	1		67	

*E.WP (EAL WritePlacer) scores range from 1-6
*Listening/Reading Skills scores range from 20-120

CONCLUSION:

This will allow the College to be able to move forward with the implementation of the Accuplacer test and begin publication of the score requirements. We want to ensure a seamless role out and ensure communication the options available for students to facilitate their admission to VCC.

There remain a couple points which are still being discussed concerning calibration of VCC NG Accuplacer results. We want to ensure that we have a rubric which considers a variety of factors including recommended scores, field testing results, regulatory body recommendation and institutional recruitment efforts. We will continue the dialogue on this front and, as such, we may come to Education Council again to adjust calibration.

We have appreciated the input from all participants in this process and we look forward to being able to implement this assessment option for potential students.

MOTION:

THAT Education Council approve the use of Accuplacer as an approved method for demonstrating English proficiency for the purpose of admission to any VCC program.

PREPARED BY: Dave McMullen, Registrar

DATE: April 5, 2023

DECISION NOTE

PREPARED FOR: Education Council

DATE: April 11, 2023

ISSUE: New Courses: Basic Education Math Level 6

BACKGROUND:
The Basic Education department is proposing two new courses: MATH 0660 Fundamentals of Mathematics 6A and MATH 0665 Fundamentals of Mathematics 6B. Basic Education teaches math from a beginner level to pre-Grade 10. Historically, students have been asked to complete the equivalent of 1.5 years of math education in the K-12 system in one three-month course.

Prior to changes in College policy several years ago, students would typically receive IP "In Progress" grades several times as they re-took the course to finish the materials. Due to problems with financial aid and progression requirements, the College limited the number of repeats to two, with a third possible with Dean's approval.

Splitting the existing math courses into two parts will make the workload much more realistic and better demonstrate student progression. This change was a strong recommendation from the program renewal process the department recently finished. The current proposal is for level 6; curriculum for the other five levels is coming to the April Curriculum Committee meeting for review.

DISCUSSION:
Shantel Ivits, Department Head of Basic Education, presented the proposal. The Committee commended the excellent work and discussed two key points:

1. Use of mastery-based evaluation in these courses, where students develop and achieve at least 68 percent on each skill before moving on. This ensures they have a solid foundation in all the fundamental math skills prior to moving forward. Students who achieve mastery of all skills receive a 'S' Satisfactory grade for the course. Level 6B, MATH 0665, shifts to a more traditional A-F grading scheme; students who move into Grade 10 math will be using that grading format, and the department wants them to be familiar with it prior to leaving Basic Education.

2. The Committee inquired about some course learning outcomes wording. As Basic Education courses are all articulated at a provincial level, the department must use that exact wording.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, the new courses MATH 0660 Fundamentals of Mathematics 6A and MATH 0665 Fundamentals of Mathematics 6B.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: March 22, 2023

Course Change Request

New Course Proposal

Date Submitted: 03/10/23 4:55 pm

Viewing: **MATH 0660 : Fundamentals of Mathematics 6A**

Last edit: 03/22/23 9:49 am

Changes proposed by: sivits

Course Name:

Fundamentals of Mathematics 6A

Effective Date: September 2023

School/Centre: Arts & Sciences

Is this a non-credit course?

Department: Basic Education (2005)

Contact(s)

In Workflow

1. **2005 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 03/10/23 4:57 pm
   Shantel Ivits (sivits): Approved for 2005 Leader
2. 03/13/23 10:08 am
   Mark Chiarello (mchiarello): Approved for SAS Dean
3. 03/22/23 10:05 am
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Shantel Ivits	sivits@vcc.ca	7370

Banner Course Name: Fundamentals of Mathematics 6A

Subject Code: MATH - Mathematics

Course Number   0660

Year of Study   Below Grade 10 Equivalency

Credits: 0

Bridge College Code	AB
Bridge Billing Hours	0-9
Bridge Course Level	11

Course Description:

MATH 0660 introduces students to skills, concepts, vocabulary, and problem-solving strategies for working with ratio, proportion, and percent. Topics include solving proportions and understanding the relationships between decimal fractions, common fractions, and percent. This course is the sixth of six levels of Basic Education Mathematics and will prepare students to meet personal, career, or further academic goals.

Math 0660 and 0665 meet the required outcomes for ALF Mathematics Level 6 in the BC ABE Articulation Handbook 2022/2023 Edition: https://www.bctransferguide.ca/wp-content/uploads/2022/08/abeguide2223.pdf

Course Pre-Requisites (if applicable):

Department approval required.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Evaluate expressions using fractions, decimals and percent
CLO #2	Represent proportion as a statement of equivalence between two ratios
CLO #3	Write the relationship between two numbers or quantities as a rate

Instructional
Strategies:

This course will be taught in a self-paced, individualized format along with group instruction and problem-solving activities.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Other	100	In this mastery-based curriculum, students focus on one skill at a time and move on after they demonstrate a high level of competence in that skill. Students will demonstrate mastery of the material by achieving at least 68% on the following tests: Unit 1: Ratio, Rate & Proportion Quiz Unit 2: Percent Quiz Unit 3: Working with Percent Quiz

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

2. Check all instruction types that could be applicable for this course.

3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 156

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Individual Learning

Self-Paced

Hours in Category 3:   156

Course Topics

Course Topics:
Ratios, rates, and proportions
Reading, writing and finding percents
Converting between decimal fractions, common fractions, and percents

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

Adult Literacy Fundamentals - Mathematics: Book 6A

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

MATH 0610: Fundamentals of Mathematics 1A

Provide a rationale
for this proposal:

Course Change Request

New Course Proposal

Date Submitted: 03/10/23 4:56 pm

Viewing: **MATH 0665 : Fundamentals of Mathematics 6B**

Last edit: 03/22/23 9:04 am
Changes proposed by: sivits

Course Name:
Fundamentals of Mathematics 6B

Effective Date: September 2023

School/Centre: Arts & Sciences

Is this a non-credit course?

Department: Basic Education (2005)

Contact(s)

Approval Path

1. 03/10/23 4:57 pm Shantel Ivits (sivits): Approved for 2005 Leader
2. 03/13/23 10:08 am Mark Chiarello (mchiarello): Approved for SAS Dean
3. 03/22/23 10:05 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Shantel Ivits	sivits@vcc.ca	7370

Banner Course Name: Fundamentals of Mathematics 6B

Subject Code: MATH - Mathematics

Course Number 0665

Year of Study Below Grade 10 Equivalency

Credits: 0

Bridge College Code	AB
Bridge Billing Hours	0-9
Bridge Course Level	11

Course Description:

MATH 0665 introduces students to skills, concepts, vocabulary, and problem-solving strategies for working with ratio, proportion, and percent. Topics include applying an understanding of percent to real world situations and interpreting graphs and tables. This course is part of the the sixth of six levels of Basic Education Mathematics and will prepare students to meet personal, career, or further academic goals.

Math 0660 and 0665 meet the required outcomes for ALF Mathematics Level 6 in the BC ABE Articulation Handbook 2022/2023 Edition: https://www.bctransferguide.ca/wp-content/uploads/2022/08/abeguide2223.pdf

Course Pre-Requisites (if applicable):

Department approval required.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

                No

Details of PLAR:

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Analyze data tables and graphs (bar, line, and circle graphs)
CLO #2	Apply mathematical concepts and procedures of ratio, proportion and percent to tasks of daily living

Instructional
Strategies:

This course will be taught in a self-paced, individualized format along with group instruction and problem-solving activities.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	50	Five unit tests
Final Exam	25	Level 6 Final Test
Assignments	15	General Review assignment on whole numbers, decimal fractions and common fractions
Participation	10	Includes completion of class work, self-tests, corrections, and homework.

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

2. Check all instruction types that could be applicable for this course.

3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 156

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

   Individual Learning

   Self-Paced

Hours in Category 3:   156

Course Topics

Course Topics:
Evaluating increases, decreases, discounts, mark ups, commission, tips, and school grades
Statistics: Interpreting line graphs, bar graphs, picture graphs, circle graphs, histograms, and tables

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

   Adult Literacy Fundamentals - Mathematics: Book 6B

Rationale and Consultations

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

   Yes

Is this the primary proposal?

                      No

Primary Proposal

   MATH 0610: Fundamentals of Mathematics 1A

Provide a rationale
for this proposal:

Are there any
expected costs as a
Consultations

   Additional Information

DECISION NOTE

PREPARED FOR: Education Council

DATE: April 11, 2023

ISSUE: New Courses: CACE Basic Computer Skills Levels 1 and 2

BACKGROUND:

The Community and Career Education (CACE) department is proposing two new courses: CCED 0605 Basic Computer Skills Level 1 and CCED 0606 Basic Computer Skills Level 2. This proposal was a recommendation from their recently completed renewal process to redesign their existing computer skills course CCED 0604 into two separate courses. By creating two new part-time courses, the goal is to ensure students are able to continue working part-time and have the repetition needed over 9 months to retain the skills developed. In addition, the department has established a PLAR option for CCED 0605 that will allow students to move directly to the Level 2 course if their prior experiences have given them a foundation of computer skills.

DISCUSSION:

Beth Beeching, Department Head of CACE, and Nuala Rochfort, course instructor, presented the proposal. The Committee had a discussion about the first course learning outcome for each course: "Demonstrate classroom behaviour to support learning." The importance of this outcome for adult special education students in establishing a good learning environment was outlined. Overall, the Committee commended the curriculum.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the new courses CCED 0605 Basic Computer Skills Level 1 and CCED 0606 Basic Computer Skills Level 2.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: March 22, 2023

Course Change Request

New Course Proposal

Date Submitted: 02/27/23 8:18 am

Viewing: **CCED 0605 : Basic Computer Skills Level 1**

Last edit: 03/22/23 10:53 am

Changes proposed by: nrochfort

Course Name:
   Basic Computer Skills Level 1

Effective Date: September 2023

School/Centre: Arts & Sciences

Department: Community & Career Education (1903)

Contact(s)

Name	E-mail	Phone/Ext.
Nuala Rochfort	nrochfort@vcc.ca	8438

Banner Course Name: Basic Computer Skills Level 1

Subject Code: CCED - Community & Career Education

Course Number   0605

Year of Study   Below Grade 10 Equivalency

Credits: 0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Basic Computer Skills Level 1 is the first of the two levels of Adult Special Education Computer Skills. Computers are an important part of education, work and personal life. This course is designed to give students a strong foundation in basic computer skills through guided activities about basic computer knowledge, keyboarding, word processing, electronic communication and internet safety. This course is part of Adult Special Education- Part-time Courses.

Course Pre-Requisites (if applicable):

Department approval required.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

Students may request formal recognition of prior learning attained through informal education, work, or other life experience, including Indigenous ways of knowing. Students who are able to sufficiently demonstrate the learning outcomes for CCED 0605 will be granted department approval for entry into CCED 0606. Prior learning will be assessed by demonstration or portfolio assessment. Please contact the Department for details.

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Demonstrate classroom behaviour to support learning.
CLO #2	List the basic parts of computer system (system unit, monitor, keyboard, mouse, USB, hard disk drive, headphones and monitor).
CLO #3	Demonstrate the ability to properly start and shut down a computer system, including logging off a public computer.

	Upon successful completion of this course, students will be able to:
CLO #4	Demonstrate the ability to print documents.
CLO #5	Access myVCC.ca account by logging on and off (including sending and receiving email with attachments).
CLO #6	Create subject folders and demonstrate basic file management skills.
CLO #7	Use Microsoft Word to create, name, save, retrieve and edit documents in subject folders.
CLO #8	Identify and use editing tools (Spell check, Editor, copy, cut, paste, margins, font, font size and borders).
CLO #9	Apply keyboarding techniques using QWERTY finger positions.
CLO #10	Explain how computers are an important part of education, work and life.
CLO #11	Identify basic internet safety practices, security risks and potential consequences of sharing personal information.

Instructional
Strategies:
Instructional strategies include lecture, demonstration, individualized instruction, discussion, and group work delivered in a blended format.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:
70

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	70	Completion of module activities Interview + word article, social media, email activity, internet search, internet safety, file management checklist
Project	20	Flyer, Calendar
Participation	5	Rubric
Other	5	Demonstration of keyboarding techniques and ergonomics rubric

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

2. Check all instruction types that could be applicable for this course.

3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 150

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1:   150

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Basic computer skills
Internet safety and browsers
Accessing VCC account and email
Basic Word documents
Touch typing

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?

Yes

Is this the primary proposal?

Yes

Provide a rationale for this proposal:

This proposal is coming out of a renewal process in 2022 that recommended the redesign of CCED 0604 into two levels/two courses. By creating two new part-time courses, we ensure students will be able to continue working part-time and have the repetition needed over the 9 months to retain the skills developed. This will also allow students who only need a more basic level of computer skills to take a single course, and students who have the foundation or interest can continue with Basic Computer Skills Level 2 to expand and develop new skills through guided activities in Word, PowerPoint, and Excel. The department has reviewed and supports these changes.

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

Consultations

Consulted Areas	Consultation Comments
Registrar's Office	Thanks so much for reaching out. It's great to see plans for these courses moving forward.
	From the RO perspective, what you have here is excellent. The only caveat would be that if anything prevents you from obtaining full approval for the courses on schedule, the Records office would not have sufficient time to prepare the new courses in Banner and have everything ready for the fall 2023 registration

Consulted Areas	Consultation Comments
	period. Usually, Records requires a minimum of 6 months to create new courses before the effective date, but since you are only asking for one course for fall, they are able to fit in the workload.
	For reference, this is what the timelines will need to look like to meet the fall 2023 effective date for ACED 0605:
	The courses would be presented to CC March 21, 2023
	If approved, they would be presented to EdCo April 11, 2023
	If approved, they would go to FAC May 17, 2023
	If all of the above happen smoothly, the course could be offered in September 2023
Disabilities Services	Email sent Feb.15, 2023.No response
Financial Aid	Looks good. We are ready to go with the AUG funding
Faculty/Department	Support dividing course into two parts. Gives students flexibility. Including social media platforms and safety is needed by students.
Assessment Centre	Email sent Feb.15, 2023.No response
Advising & Recruitment	Email sent Feb.15, 2023.No response
Marketing & Communications	Email sent Feb.15, 2023.No response
Indigenous Education & Community Engagement (IECE)	Email sent Feb.15, 2023.No response

Consulted Areas	Consultation Comments
Finance	Email sent Feb.15, 2023.No response
Counselling	Email sent Feb.15, 2023.No response

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: 9510

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 02/27/23 8:20 am

Viewing: **CCED 0606 : Basic Computer Skills Level 2**

Last edit: 03/22/23 11:23 am

Changes proposed by: nrochfort

Course Name:

Basic Computer Skills Level 2

Effective Date: January 2024

School/Centre: Arts & Sciences

Department: Community & Career Education (1903)

Contact(s)

Approval Path

1. 02/27/23 10:34 am Beth Beeching (bbeeching): Approved for 1903 Leader
2. 03/15/23 2:50 pm Mark Chiarello (mchiarello): Approved for SAS Dean
3. 03/22/23 11:25 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Nuala Rochfort	nrochfort@vcc.ca	8438

Banner Course Name: Basic Computer Skills Level 2

Subject Code: CCED - Community & Career Education

Course Number 0606

Year of Study Below Grade 10 Equivalency

Credits: 0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Basic Computer Skills Level 2 is the second of two levels of Adult Special Education Computer Skills. This course is designed to build on the skills acquired in Basic Computer Skills 1, as well as expand and develop new skills through guided activities in Word, PowerPoint, use of social media, internet safety and a short introduction to Excel. This course is part of Adult Special Education - Part-time Courses.

Course Pre-Requisites (if applicable):

CCED 0605 Basic Computer Skills Level 1; or Department approval required.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Demonstrate classroom behaviour to support learning.
CLO #2	Search and identify Word templates for various tasks
CLO #3	Create, name, save, retrieve and edit Word documents in subject folders.
CLO #4	Design and create documents using a Word templates.
CLO #5	Design a presentation using PowerPoint with basic tools.
CLO #6	Deliver a PowerPoint presentation.
CLO #7	Create a basic data table and use simple arithmetic formulas in Excel.
CLO #8	Explore current social media applications and identify the uses and associated risks.
CLO #9	Identify internet safety practices, security risks, and potential consequences of sharing personal information (spyware, viruses, spam and firewalls).

	Upon successful completion of this course, students will be able to:
CLO #10	Evaluate the accuracy and bias of electronic sources using a checklist.
CLO #11	Explain the impact of computers and social media on students' lives and employment opportunities.

Instructional
Strategies:

Instructional strategies include lecture, demonstration, individualized instruction, discussion, and delivered in a blended format

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:
70

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	55	Completion of module activities
Participation	5	Rubric
Portfolio	20	Templates, PPT presentations, resume
Project	20	class newsletter, Step Count Challenge

Hours by Learning Environment Type

To complete this section:
1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.
Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 230

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:
Lecture
Online

Hours in Category 1:   230

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Advanced Word
Social media
Basic Excel tables
PowerPoint presentations
Resume and cover letter
Google searches

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?

Yes

Is this the primary proposal?

Yes

Provide a rationale
for this proposal:

This proposal is coming out of a renewal process in 2022 that recommended the redesign of CCED 0604 into two levels/two courses based on the high number of hours and content covered. By creating two levels of part-time courses, we ensure students who only need a more basic level of computer skills can take a single course, and students who have the foundation or interest can continue with Basic Computer Skills Level 2 to expand and develop new skills through guided activities in Word, PowerPoint, and Excel.

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

Consultations

Consulted Areas	Consultation Comments
Registrar's Office	Thanks so much for reaching out. It's great to see plans for these courses moving forward. From the RO perspective, what you have here is excellent. The only caveat would be that if anything prevents you from obtaining full approval for the courses on schedule, the Records office would not have sufficient time to prepare the new courses in Banner and have everything ready for the fall 2023 registration period. Usually, Records requires a minimum of 6 months to create new courses before the effective date, but since you are only asking for one course for fall, they are able to fit in the workload. For reference, this is what the timelines will need to look like to meet the fall 2023 effective date for ACED 0605:

Consulted Areas	Consultation Comments
	The courses would be presented to CC March 21, 2023
Faculty/Department	Email sent Feb. 8. Support dividing the course into 2 parts, allows more flexibility for students. Addition of social media platforms and safety good idea as students will benefit for this topic.
Advising & Recruitment	Email sent Feb.15, 2023.No response
Assessment Centre	Email sent Feb.15, 2023.No response
Finance	Email sent Feb.15, 2023.No response
Disabilities Services	Email sent Feb.15, 2023.No response
Financial Aid	Email sent Feb. 15. Response, everything looks good. We are ready to go with AUG.
Indigenous Education & Community Engagement (IECE)	Email sent Feb.15, 2023.No response
Counselling	Email sent Feb.15, 2023.No response

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:

DECISION NOTE

PREPARED FOR: Education Council

DATE: April 11, 2023

ISSUE: Updates to Admission Requirements for the Practical Nursing and Access to Practical Nursing Diploma programs

BACKGROUND:

The Practical Nursing department is proposing updates to the admission requirements for their two diploma programs. A number of small revisions were made, including updating names of English and Math courses in the K-12 system; the three more significant changes are:

1. Adjusting the required scores for the CELBAN and IETLS English proficiency tests to match the scores used by the BC College of Nurses and Midwives. VCC previously required higher scores but is changing to remove an additional barrier to students and to be consistent with other institutions.
2. The Math requirement was simplified to just the Foundations of Math course, instead of the Pre-Calculus option, as the Foundations course is the minimum requirements. Students are still required to take a math assessment as well.
3. For Access to Practical Nursing, students are no longer required to complete a knowledge assessment examination as the Health Care Assistant curriculum has been standardized; a HCA certificate or registry number is sufficient

DISCUSSION:

Janita Schappert, Department Head of Practical Nursing, presented the proposal. There was only one significant point of discussion. The proposal was to require the TB test be completed within 6 weeks of the start of the program. Jo-Ellen Zakoor, Dean of Health Sciences, asked to remove this adjustment for now, as the School of Health Sciences is still in discussions with the Health Authorities about the standard time period for TB tests. That revision has been removed.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the revised program content guides for the Practical Nursing Diploma and the Access to Practical Nursing Diploma.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: March 22, 2023

Program Change Request

Date Submitted: 03/13/23 9:54 am

Viewing: **Practical Nursing Diploma**

Last approved: 12/15/22 11:01 am

Last edit: 03/22/23 11:14 am

Changes proposed by: jschappert

Catalog Pages Using
this Program
  [Practical Nursing Diploma](#)

Program Name:	Practical Nursing Diploma
Credential Level:	Diploma
Effective Date:	September **2023** ~~2022~~
Effective Catalog Edition:	2021-2022 Academic Calendar
School/Centre:	Health Sciences
Department	Practical Nursing (5004)
Contact(s)	

In Workflow

1. **5004 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**

Approval Path

1. 01/20/23 2:28 pm Janita Schappert (jschappert): Approved for 5004 Leader
2. 02/10/23 8:47 am Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 02/21/23 1:10 pm Todd Rowlatt (trowlatt): Rollback to Initiator
4. 03/13/23 10:30 am Janita Schappert (jschappert): Approved for 5004 Leader
5. 03/15/23 9:38 am Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
6. 04/03/23 11:16 am Darija Rabadzija (drabadzija): Approved for Curriculum Committee

History

1. Dec 20, 2017 by clmig-jwehrheim
2. Jan 4, 2018 by Nicole Degagne (ndegagne)
3. Jan 4, 2018 by Nicole Degagne (ndegagne)
4. Jan 25, 2019 by Julie Gilbert (jgilbert)
5. Aug 21, 2019 by Nicole Degagne (ndegagne)
6. Aug 28, 2019 by Darija Rabadzija (drabadzija)
7. Jun 16, 2021 by Janita Schappert (jschappert)
8. Dec 9, 2021 by Nicole Degagne (ndegagne)

9. Jan 12, 2022 by
   Darija Rabadzija
   (drabadzija)
10. Jul 19, 2022 by
    Janita Schappert
    (jschappert)
11. Dec 15, 2022 by
    Nicole Degagne
    (ndegagne)

Name	E-mail	Phone/Ext.
Janita Schappert	jschappert@vcc.ca	5130

Program Content Guide

Purpose

This full time sixteen (16) month diploma program is designed to provide learners with the knowledge, skills, judgments and attitudes to perform to the full range of competencies as identified by the British Columbia College of Nurses & Midwives (BCCNM). The program provides a learning experience that is integrated, professional, collaborative, and culturally sensitive with an aim to prepare graduates to care for individuals (and by extension, families of individuals) at multiple life stages and in a variety of practice settings in partnership with other health care professionals. Consistent with the BCCNM Scope of Practice Standards for LPNs (2020) the focus for beginner's practice is "promotion, maintenance and restoration of health, with a focus on clients with stable or predictable states of health"(p.3).
Upon successful completion of the VCC PN Diploma, learners will possess the competencies to complete **the** Canadian Practical Nursing Registration Exam (REx-PN) and to apply for licensure as a Licensed Practical Nurse in British Columbia. Licensing is required before being able to work as an LPN in BC.

Admission Requirements

NB: Core minimum standards for admission requirements, including English as an Additional Language standard have been established by the Provincial Practical Nursing Program Curriculum. VCC admission requirements for this program are in addition to those provincial expectations. All of these requirements must be met.

BC Grade 12 or equivalent

English **Studies** 12 with a minimum **'B' grade,** ~~grade of B~~ or equivalent

~~Pre-Calculus 11 with a minimum grade of C or equivalent or~~

~~Proof of English Language ProficiencyRequirements:As English is the language of study in BC, students must meet English language proficiency (ELP) at an appropriate level to be accepted into the provincial Practical Nursingprogram.These requirements can be satisfied through one of the following: Three years of full-time, face-to-face secondary or post-secondary education at an accredited institution where English is the medium of instruction and is also one of the country's officiallanguages.English as a Second Language/Additional Language (ESL/AL) courses are not included in this three-yearcalculation.Academic International English Language Testing System (IELTS) with minimum scoresof:Speaking 7.0Listening 7.5Reading 6.5Writing 7.0Overall Band Score 7.03. Canadian English Language Benchmarks Assessment for Nurses (CELBAN) with minimum scoresof:Speaking 8.0Listening 10.0Reading 8.0Writing 7.0 *   CELBAN is only suitable for those who have studied Nursing in a country other than Canada~~Foundations of Math 11 with a minimum **'C' grade, or equivalent** ~~grade of C or equivalent~~

VCC Health Sciences Math Assessment with 80% or completion of Math for Health Sciences (Math 1054) with 80%

Anatomy and Physiology ~~Biology~~ 12 with a minimum **'C' grade,** ~~grade of C~~ or equivalent

BIOL 1602 Human Anatomy and Physiology with a minimum grade of 68% or equivalent within the last 3 years

English Language Proficiency as specified for the Practical Nursing or Access to Practical Nursing programs: https://www.vcc.ca/applying/registration-services/english-language-proficiency-requirements/health-sciences/practical-nursingaccess-to-practical-nursing/

Internationally Trained Nurses:

Students with transcripts from outside of Canada may be required to submit a comprehensive evaluation form from an <u>educational credential assessment service provider</u>.

Upon Acceptance into the program:

Criminal Record Check (CRC):

> Students in this program are required to complete a CRC. The CRC must be completed according to <u>VCC's Criminal Record Check instructions</u>. Students whose CRC results indicate they pose a risk to vulnerable populations will not be able to complete the requirements of the program (e.g. practicums) or graduate.

Current CPR Level C (CPR): ~~– CPR Level C includes the following~~

> **– CPR Level C includes the following:**

Adult/Child/Baby CPR – one rescuer

Adult/Child CPR –two rescuer

Adult/Child/Baby – choking

> CPR certificates other than CPR Level C must be accompanied by documentation indicating the certificate includes the above. Please note that in Health Care your CPR expires one year from the date of issue. Current status is required for all clinical and practicum **experiences.**

~~experiences.~~

TB skin test:

> ~~————~~Submission of a recent negative TB skin test. **If** ~~If~~ the skin test is positive, proof of a negative TB chest x-ray is required.

Immunization Record:

> <u>VCC School of Health Sciences Immunization Record</u> must be completed.
>
> Immunizations in the following are strongly recommended:
>> Diphtheria/Tetanus/Pertussis
>> Polio
>> Measles, Mumps & Rubella
>> Varicella (Chicken pox)
>> Hepatitis B
>> Influenza
>> COVID-19
>
> **Clinical facilities** ~~Facilities~~ **may decline individual students for their placement if a student is unable to provide proof of immunizations or satisfactory serum titers and TB screening.**

N95 mask:

> Regulations stipulate that a properly fitted respiratory mask must be used when providing care to patients with suspected, known, or probable cases of acute respiratory infections. The respiratory mask must be a N95 respirator that is individually fitted by a trained and certified person. This individual mask fitting should be done just prior to beginning your program and is good for one year and must be performed annually. The original certificate must be presented to your program during the first week of classes.

~~Note:If your educational documents are not from a Canadian or American institution, contact the International Credential Evaluation Service(ICES).~~

Prior Learning Assessment & Recognition (PLAR)

Prior learning assessment and recognition is not available for this program.

Program Duration & Maximum Time for Completion

The Practical Nursing Diploma is sixteen (16) months in length. Students must complete the diploma within three (3) years from the initial start date to the completion date.

Program Learning
Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Apply the Entry Level Competencies for Licensed Practical Nurses (2020) to provide safe, competent, culturally safe and ethical care.
PLO #2	Practice within relevant legislation, BCCNM Standards of Practice for LPNs Framework: Scope of Practice Standards; Professional Standards; and Practice Standards (2020) as set out by the Health Professions Act of British Columbia and the British Columbia College of Nurses & Midwives (BCCNM).
PLO #3	Value and engage in continuous learning to maintain and enhance competence.
PLO #4	Practice in collaboration with other members of the health care team to meet the collective needs of their clients.
PLO #5	Participate in interprofessional problem solving and decision making processes.
PLO #6	Advocate for and facilitate change reflecting evidence-informed practice.
PLO #7	Make practice decisions that are client specific and consider client acuity, complexity, variability, and available resources.
PLO #8	Use critical thinking, clinical judgment and knowledge of assessment to plan, implement, and evaluate the agreed upon plan of care.
PLO #9	Develop a collaborative relationship with clients by connecting, sharing and exploring with them in a caring environment.
PLO #10	Provide culturally safe, person-centered care across the lifespan that recognizes and respects the uniqueness of each individual and is sensitive to cultural safety, cultural humility and diversity.
PLO #11	Provide leadership, direction, assignment, and supervision of unregulated care providers as appropriate.
PLO #12	Identify one's own values, biases, and assumptions on interactions with clients and other members of the health care team.

Additional PLO Information

Graduates of this diploma program will have acquired the knowledge and abilitiesto:Apply the Entry Level Competencies for Licensed Practical Nurses (2020) to provide safe, competent, culturally safe and ethicalcare.Practice within relevant legislation, BCCNM Standards of Practice for LPNsFramework:Scope of Practice Standards; Professional Standards; and Practice Standards (2020) as set out by the Health Professions Act of British Columbia and the British Columbia College of Nurses & Midwives(BCCNM).Value and engage in continuous learning to maintain and enhancecompetence.Practice in collaboration with other members of the health care team to meet the collective needs of theirclients.Participate in interprofessional problem solving and decision makingprocesses.Advocate for and facilitate change reflecting evidence-informedpractice.Make practice decisions that are client specific and consider client acuity, complexity, variability, and availableresources.Use critical thinking, clinical judgment and knowledge of assessment to plan, implement, and evaluate the agreed upon plan ofcare.Develop a collaborative relationship with clients by connecting, sharing and exploring with them in a caringenvironment.Provide culturally safe, person-centered care across the lifespan that recognizes and respects the uniqueness of each individual and is sensitive to cultural safety, cultural humility anddiversity.Provide leadership, direction, assignment, and supervision of unregulated care providers asappropriate.Identify one's own values, biases, and assumptions on interactions with clients and other members of the health careteam.

Instructional Strategies, Design, and Delivery Mode

This diploma program is offered on a full time basis and is divided into four levels. Each level must be successfully completed before the next one can be started. A major emphasis of this program is active student participation. Throughout the program the instructors will encourage the students to become increasingly more self directed and responsible for their own learning. Students are expected to come to class well prepared for active participation in classroom, nursing lab and clinical activities.

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, skill building exercises and simulation. Some courses may be offered in a blended delivery mode.

Level one provides the foundation for the development of nursing practice and introduces the learner to the healthy adult.

Level two explores the older adult and concepts related to aging and chronic illness in various settings.

Level three examines a continuum of care in the community health setting and applies concepts from level one, two and three in the management of stable clients across the lifespan.

Level four integrates knowledge from previous levels and examines concepts related to the care of the medical/surgical client.

Each level is supported by a Consolidated Practice Experience (CPE) which reinforces the learning that has taken place within each level.

Eligibility to enter the Consolidated Practice Experience at the end of each level is dependent upon the successful completion of all of the other courses within that level.

Each level must be successfully completed before the next one can be attempted.

A final practice experience or preceptorship prepares the learner for the role and expectations of the graduate.

Evaluation of Student Learning

Students' progress in the classroom, nursing lab and clinical setting will be evaluated. Theoretical concepts may be evaluated through multiple choice exams, case studies and written assignments. Assessment of clinical practice will be based on mid-term and final evaluations.

The passing grade for all courses is 68% with exception of Pharmacology Theory at 80%; Math at 100%, and Integrated Nursing Practice theory at 75% and all practical components Satisfactory (S).

If a student fails a course, there is an opportunity to write one comprehensive supplemental exam per level (term) for a passing grade of 68%. **Students are only eligible to write a supplemental exam if they are within 4% of the passing grade (i.e. If the passing grade is 68% then failing grades between 64-67% are eligible to write a supplemental.) No supplemental exam is allowed for a grade of lower than 64%.**

If a course is not completed satisfactorily, a student may apply to repeat the course the next time it is offered, providing there is space available and the Department Head's approval is granted. Prior to returning, the student may be required by the PN Progressions Committee to complete and successfully pass one of the Success in Practical Nursing courses.

If a student is transferring into the PN program from another institution, the student will be required to complete and successfully pass one of the Success in Practical Nursing courses.

In the Practical Nursing Diploma program, a student may repeat only one course throughout the entire program. If a student fails two courses, they will exit the program. If there are extenuating circumstances, a nursing student may appeal to have this policy waived to allow for a second registration.

Note: All of the above is monitored by the Practical Nursing Department.

Recommended Characteristics of Students

A caring attitude.

A sincere interest in people of all ages who require all levels of care. This includes individuals who are: mentally or physically disabled, experiencing life threatening situations, confused or requiring rehabilitation.

Good command of English comprehension, verbal and writing skills essential.

Basic computer skills – email, word processing, internet searching

Good manual dexterity.

Any supportive courses in human biology, psychology, sociology, First Aid or previous related work experience or education would be an asset.

A basic foundation in mathematical calculations of decimals, fractions and metric conversions.

Flexibility to adjust to early morning and evening practicum shifts, to a variety of clinical settings and locations within the Metro Vancouver area.

For information about being a practical nurse, please **review Becoming** ~~review Becoming~~ a Licensed Practical Nurse in **Canada.** ~~Canada: Requisite Skills and Abilities at https://www.bccnm.ca/Documents/competencies_requisite_skills/LPN_requisite_skills_abilities.pdf~~*Note:* The BCCNM asks each licensure applicant about criminal offences. If you have ever been convicted of a criminal offence (other than a minor traffic violation) you should consider whether your application for licensure would be accepted. Licensing is mandatory in B.C. for Licensed Practical Nurses.

Courses

Plan of Study Grid

Term One	Credits
NURS 1001 Professional Communication 1	1
NURS 1002 Professional Practice 1	1
NURS 1003 Health Promotion 1	1
NURS 1004 Variations in Health 1	1.5
NURS 1005 Pharmacology 1	1
NURS 1006 Integrated Nursing Practice 1	4.5
NURS 1007 Consolidated Practice 1	3
Credits	13
Term Two	
NURS 2001 Professional Communication 2	1
NURS 2002 Professional Practice 2	1
NURS 2003 Health Promotion 2	1
NURS 2004 Variations in Health 2	1.5
NURS 2005 Pharmacology 2	1
NURS 2006 Integrated Nursing Practice 2	6
NURS 2007 Consolidated Practice 2	4
Credits	15.5
Term Three	
NURS 3001 Professional Communication 3	1
NURS 3002 Professional Practice 3	1
NURS 3003 Health Promotion 3	1
NURS 3004 Variations in Health 3	1.5
NURS 3005 Integrated Nursing Practice 3	4
NURS 3006 Consolidated Practice Experience 3	2
Credits	10.5
Term Four	
NURS 4001 Professional Communication 4	1
NURS 4002 Professional Practice 4	1

NURS 4003	Health Promotion 4	1
NURS 4004	Variations in Health 4	2
NURS 4005	Integrated Nursing Practice 4	6
NURS 4006	Consolidated Practice 4	6.5
NURS 4007	Transition to Preceptorship	1
NURS 4008	Preceptorship	6
	Credits	24.5
	Total Credits	63.5

This guide is intended as a 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 semesters.

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

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	90-100		4.33
A	85-89		4.00
A-	80-84		3.67
B+	76-79		3.33
B	72-75		3.00
B-	68-71	Minimum Pass 68%	2.67
C+	64-67		2.33
C	60-63		2.00
C-	55-59		1.67
D	50-54		1.00
F	0-49		0.00
S		Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credits	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

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

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

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

Rationale and Consultations

Provide a rationale for this proposal.	The 'recent' TB screening needed to be clarified to have a certain time period for students to adhere to. The link under characteristics of students was too long and did not fit on the web so a link was provided to the document instead. Leah St. Louis and Dawn Cunningham-hall from the registrars office were consulted as well as other BC colleges for the time period of TB screening for alignment.
Are there any expected costs to this proposal.	
Consultations	

Additional Information

Provide any additional information if necessary.

Program Change Request

Date Submitted: 03/13/23 9:49 am

Viewing: **Access to Practical Nursing Diploma**

Last approved: 12/15/22 10:08 am

Last edit: 03/22/23 11:13 am

Changes proposed by: jschappert

Catalog Pages Using
this Program
  [Access to Practical Nursing Diploma](#)

Final Catalog	2021-2022 Academic Calendar
Rationale for Inactivation	

Program Name:	Access to Practical Nursing Diploma
Credential Level:	Diploma
Effective Date:	September **2023** ~~2022~~
Effective Catalog Edition:	2021-2022 Academic Calendar
School/Centre:	Health Sciences
Department	Access to Practical Nursing (5017)
Contact(s)	

In Workflow

1. **5017 Leader**
2. **SHS Dean**
3. **Curriculum Committee**
4. **Education Council**

Approval Path

1. 01/20/23 1:40 pm Janita Schappert (jschappert): Approved for 5017 Leader
2. 02/10/23 8:45 am Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 02/21/23 1:09 pm Todd Rowlatt (trowlatt): Rollback to Initiator
4. 03/13/23 10:31 am Janita Schappert (jschappert): Approved for 5017 Leader
5. 03/15/23 9:37 am Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
6. 04/03/23 11:16 am Darija Rabadzija (drabadzija): Approved for Curriculum Committee

History

1. Nov 30, 2017 by clmig-jwehrheim
2. Jan 4, 2018 by Nicole Degagne (ndegagne)
3. Jan 4, 2018 by Nicole Degagne (ndegagne)
4. Jan 4, 2018 by Nicole Degagne (ndegagne)
5. Jan 25, 2019 by Julie Gilbert (jgilbert)
6. Jun 17, 2019 by Julie Gilbert (jgilbert)
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10. Dec 7, 2021 by Nicole Degagne (ndegagne)
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14. Dec 15, 2022 by Nicole Degagne (ndegagne)

Name	E-mail	Phone/Ext.
Janita Schappert	jschappert@vcc.ca	5130

Program Content Guide

Purpose

The Access to Practical Nursing Diploma was initiated in response to the need for recognizing past education, training and work experience of applicants to the Practical Nursing program. If applicants have achieved a certificate in the following programs: **Health** ~~(Health~~ Care Assistant (HCA) or Resident Care Attendant (RCA) or a combined Home Support/Resident Care Attendant (HS/RCA) they may be admitted to the access semester of the Practical Nursing program.

Applicants are credited for their B.C. public post-secondary institution RCA or HSA/RCA certificate. Those entering with an education other than from a B.C. public post-secondary institution (HCA; RCA or HS/RCA Certificate) will need to demonstrate their eligibility prior to entrance.

This full-time thirteen (13) month program is designed to provide learners with the knowledge, skills, judgments and attitudes to perform to the full range of competencies as identified by the British Columbia College of Nurses & Midwives (BCCNM). The program provides a learning experience that is integrated, professional, collaborative, and culturally sensitive with an aim to prepare graduates to care for individuals (and by extension, families of individuals) at multiple life stages and in a variety of practice settings in partnership with other health care professionals. Consistent with the BCCNM Scope of Practice Standards for LPNs (2020) the focus for beginner's practice is "promotion, maintenance and restoration of health, with a focus on clients with stable or predictable states of health"(p.3).

Upon success completion of the VCC PN Diploma, learners will possess the competencies to successfully complete the Canadian Practical Nursing Exam (REx-PN), and to apply for licensure as a Licensed Practical Nurse in British Columbia. Licensing is required before being able to work as an LPN in BC.

Admission Requirements

NB: Core minimum standards for admission requirements, including English as an Additional Language standard have been established by the Provincial Practical Nursing Program Curriculum. VCC admission requirements for this program are in addition to those Provincial expectations. All of these requirements must be met.

Grade 12 graduation or equivalent

English **Studies** 12 with a **minimum 'B' grade,** ~~B~~ or equivalent

Successful completion of HCA, RCA, or HS/RCA certificate

~~Pre-Calculus 11 with a C or equivalent or~~

Foundations of Math 11 with a **minimum 'C' grade, or equivalent** ~~C or equivalent~~

VCC Health Sciences Math Assessment with 80% or completion of Math for Health Sciences (Math 1054) with 80%

Anatomy and Physiology ~~Biology~~ 12 with a **minimum 'C' grade,** ~~C~~ or equivalent

BIOL 1602 Human Anatomy and Physiology with a grade of 68% or equivalent within the last 3 years

600 Hours of work experience, within the last two years, in a care facility where care is provided to a group of Gerontology clients. Work experience must be verified by an official employer letter. Individualized home care experience is not acceptable.

English Language Proficiency as specified for ~~Please contact~~ **the Practical Nursing or Access to Practical Nursing programs:** **https://www.vcc.ca/applying/registration-services/english-language-proficiency-requirements/health-sciences/practical-nursingaccess-to-practical-nursing/**

~~Department Head at 778-783-5130. Upon Acceptance into the program:~~ ~~Writing 7.0~~
~~Knowledge Assessment Examination with 68%Practicing HCAs, RCAs, HS/RCAs with a certificate from the BC Public Post-Secondary System are exempt from thisexamination.Practicing HCAs, RCAs, HS/RCAs not from the BC Public Post-Secondary System will be required to take the Knowledge Assessment Exam to validate equivalency to Vancouver Community College's HCA programoutcomes.If applicants are unsuccessful on the exam the first time, they may rewrite the exam once.Proof of English Language ProficiencyRequirements:As English is the language of study in BC, students must meet English language proficiency (ELP) at an appropriate level to be accepted into the provincial Practical Nursingprogram.These requirements can be satisfied through one of thefollowing:Three years of full-time, face-to-face secondary or post-secondary education at an accredited institution where English is the medium of instruction and is also one of the country's officiallanguages.English as a Second Language/Additional Language (ESL/AL) courses are not included in this three-yearcalculation.Academic International English Language Testing System (IELTS) with minimum scoresof:Speaking 7.0Listening 7.5Reading 6.5Writing 7.0Overall Band Score 7.0Canadian English Language Benchmarks Assessment for Nurses (CELBAN) with minimum scores of (CELBAN is only suitable for those who have studied Nursing in a country other thanCanada):Speaking 8.0Listening 10.0Reading 8.0~~**Internationally Trained Nurses:**

Students ~~Applicants~~ with **transcripts** ~~educational documents not~~ from **outside of Canada may be required to submit** a ~~Canadian or American institution must complete a~~ comprehensive evaluation **form** ~~of education~~ from **an** **educational credential assessment service provider**. ~~International Credential Education Service (ICES) https://www.bcit.ca/ices/ in addition to the above admissions requirements.~~

Upon Acceptance into the program:

~~Applicants will be referred to the Department to assesseligibility.Internationally trained nurses interested in applying to the program are recommended to meet with the Department Head beforeapplying.Please contact the Practical Nursing Department Head at 778-783-5130.~~ ~~Upon Acceptance into theprogram:~~**Criminal Record Check (CRC):**

Students in the program are required to complete a CRC. The CRC must be completed according to VCC's Criminal Record Check instructions. Students whose CRC results indicate they pose a risk to vulnerable populations will not be able to complete the requirements of the program (e.g. practicums) or graduate.

Current CPR Level C (CPR): ~~C:~~

CPR Level C includes the following:

Adult/Child/Baby CPR – one rescuer

Adult/Child CPR –two rescuer

Adult/Child/Baby – choking

CPR certificates other than CPR Level C must be accompanied by documentation indicating the certificate includes the above. Please note that in Health Care your CPR expires one year from the date of issue. Current status is required for all clinical and practicum experiences.

TB skin test:

Submission of a recent negative TB skin test. **If** ~~If~~ the skin test is positive, proof of a negative TB chest x-ray is required.

Immunization Record:

VCC School of Health Sciences Immunization Record must be completed.

The following immunizations are strongly recommended and in some cases   may be required for clinical placements:

~~Immunizations in the following are stronglyrecommended:~~Diphtheria/Tetanus/Pertussis

Polio

Measles, Mumps & Rubella

Varicella (Chicken pox)

Hepatitis B

Influenza

COVID-19

~~ClinicalFacilities:~~**Clinical facilities may decline individual students for their placement if a student is unable to provide proof of immunizations or satisfactory serum titers and TB screening.**

N95 mask:

Regulations stipulate that a properly fitted respiratory mask must be used when providing care to patients with suspected, known, or probable cases of acute respiratory infections. The respiratory mask must be a N95 respirator that is individually fitted by a trained and certified person. This individual mask fitting should be done just prior to beginning your program and is good for one year and must be performed annually. The original certificate must be presented to your program during the first week of classes.

Prior Learning Assessment & Recognition (PLAR)

Prior learning assessment and recognition is not available for this program.

Program Duration & Maximum Time for Completion

The Practical Nursing Access diploma is thirteen (13) months in length. Students must complete the diploma within two (2) years from the initial start date to the completion date.

Program Learning
Outcomes

	Upon successful completion of this program, graduates will be able to:
~~PLO #1~~	~~n/a~~
PLO #1	**Apply the Entry Level Competencies for Licensed Practical Nurses (2020) to provide safe, competent, culturally safe and ethical care.**
PLO #2	**Practice within relevant legislation, BCCNM Standards of Practice Framework for LPNs: Scope of Practice Standards; Professional Standards; and Practice Standards (2020) as set out by the Health Professions Act of British Columbia and the BCCNM**
PLO #3	**Value and engage in continuous learning to maintain and enhance competence.**
PLO #4	**Practice in collaboration with other members of the health care team to meet the collective needs of their clients.**
PLO #5	**Participate in interprofessional problem solving and decision making processes.**
PLO #6	**Advocate for and facilitate change reflecting evidence-informed practice.**
PLO #7	**Make systematic practice decisions that are client specific and consider client acuity, complexity, variability, and available resources.**
PLO #8	**Use critical thinking, clinical judgment and knowledge of assessment to plan, implement, and evaluate the agreed upon plan of care.**
PLO #9	**Develop a collaborative relationship with clients by connecting, sharing and exploring with them in a caring environment.**
PLO #10	**Provide culturally safe, person-centered care across the lifespan that recognizes and respects the uniqueness of each individual and is sensitive to cultural safety, cultural humility and diversity.**
PLO #11	**Provide leadership, direction, assignment, and supervision of unregulated care providers as appropriate.**
PLO #12	**Identify one's own values, biases, and assumptions on interactions with clients and other members of the health care team.**

Additional PLO Information

~~Graduates of this diploma will have acquired the knowledge and abilitiesto:Apply the Entry Level Competencies for Licensed Practical Nurses (2020) to provide safe, competent, culturally safe and ethicalcare.Practice within relevant legislation, BCCNM Standards of Practice Framework forLPNs:Scope of Practice Standards; Professional Standards; and Practice Standards (2020) as set out by the Health Professions Act of British Columbia and the BCCNM Value and engage in continuous learning to maintain and enhancecompetence.Practice in collaboration with other members of the health care team to meet the collective needs of theirclients.Participate in interprofessional problem solving and decision makingprocesses.Advocate for and facilitate change reflecting evidence-informedpractice.Make systematic practice decisions that are client specific and consider client acuity, complexity, variability, and availableresources.Use critical thinking, clinical judgment and knowledge of assessment to plan, implement, and evaluate the agreed upon plan ofcare.Develop a collaborative relationship with clients by connecting, sharing and exploring with them in a caringenvironment.Provide culturally safe, person-centered care across the lifespan that recognizes and respects the uniqueness of each individual and is sensitive to cultural safety, cultural humility anddiversity.Provide leadership, direction, assignment, and supervision of unregulated care providers asappropriate.Identify one's own values, biases, and assumptions on interactions with clients and other members of the health careteam.~~

Instructional Strategies, Design, and Delivery Mode

This diploma program is offered on a full time basis and is divided into three levels. Each level must be successfully completed before the next one can be started. A major emphasis of this program is active student participation. Throughout the program the instructors will encourage the students to become increasingly more self-directed and responsible for their own learning. Students are expected to come to class well prepared for active participation in classroom, nursing lab and clinical activities.

Course guides provide direction of learning in preparation, in course activities and reflection of the content. The instructor acts as facilitator and expert to promote an environment conducive for learning through activities such as guided discussion, debate, audio-visual presentation, group activities, skill building exercises and simulation. Some courses may be offered in a blended delivery mode.

Level Access provides the foundation for the development of nursing practice and introduces the learner to the healthy adult, the older adult and concepts related to aging and chronic illness in various settings.

Level three examines a continuum of care in the community health setting and applies concepts from level one, two and three in the management of stable clients across the lifespan.

Level four integrates knowledge from previous levels and examines concepts related to the care of the medical/surgical client.

Each level is supported by a Consolidated Practice Experience (CPE) which reinforces the learning that has taken place within each level. Eligibility to enter the Consolidated Practice Experience at the end of each level is dependent upon the successful completion of all of the other courses within that level. Each level must be successfully completed before the next one can be attempted.

A final practice experience or preceptorship prepares the learner for the role and expectations of the graduate.

Evaluation of Student Learning

Students' progress in the classroom, nursing lab and clinical setting will be evaluated. Theoretical concepts may be evaluated through multiple choice exams, case studies and written assignments. Assessment of clinical practice will be based on mid-term and final evaluations.

The passing grade for all courses is 68% with exception of Pharmacology Theory at 80% and Math at 100%; and Integrated Nursing Practice theory at 75% and all practical components Satisfactory (S).

If a student fails a course, there is an opportunity to write a comprehensive supplemental exam for a passing grade of 68%. **Students are eligible to write one supplemental exam per level (term) if they are within 4% of the passing grade (i.e. if the passing grade is 68% then failing grades between 64-67% are eligible to write a supplemental). No supplemental exam is allowed for a grade of lower than 64%.**

If a course is not completed satisfactorily, a student may apply to repeat the course the next time it is offered, providing there is space available and the Department Head's approval is granted. Prior to returning, the student may be required by the PN Progressions Committee to complete and successfully pass one of the Success in the Practical Nursing courses.

If a student is transferring into the PN program from another institution, the student will be required to complete and successfully pass one of the Success in Practical Nursing courses.

In the Practical Nursing Diploma program, a student may repeat only one course throughout the entire program. If a student fails two courses, they will need to exit the program. If there are extenuating circumstances, a nursing student may appeal to have this policy waived to allow for a second registration.

Note: All of the above is monitored by the Practical Nursing Department.

Recommended Characteristics of Students

A caring attitude.

A sincere interest in people of all ages who require all levels of care. This includes individuals who are: mentally or physically disabled, experiencing life threatening situations, confused or requiring rehabilitation.

Proficiency in the English language (reading/writing/listening/speaking) is essential.

Basic computer skills: email, word processing and internet searching.

Good manual dexterity.

Any supportive courses in human biology, psychology, sociology, first aid or previous related work experience or education would be an asset.

A basic foundation in mathematical calculations of decimals, fractions, and metric conversions.

Flexibility to adjust to early morning and evening practicum shifts, to a variety of clinical settings and locations within the Metro Vancouver area.

For information about being a practical nurse, please **review Becoming** ~~review Becoming~~ a Licensed Practical Nurse in **Canada.** ~~Canada: Requisite Skills and Abilities at https://www.bccnm.ca/Documents/competencies_requisite_skills/LPN_requisite_skills_abilities.pdf~~*Note:* The **BCCNM** ~~British Columbia College of Nurses & Midwives~~ asks each licensure applicant about criminal offences. If you have ever been convicted of a criminal offence (other than a minor traffic violation) you should consider whether your application for licensure would be accepted. Licensing is mandatory in B.C. for Licensed Practical Nurses.

Courses

Plan of Study Grid

Term Two		Credits
"Term Two" refers to the "Access Level" which combines levels 1 and 2 of the B.C. Practical Nursing Provincial Curriculum.		
NURS 2101	Professional Communication A	1.5
NURS 2102	Professional Practice A	1.5
NURS 2103	Health Promotion A	1
NURS 2104	Variations in Health A	2
NURS 2105	Pharmacology A	2
NURS 2106	Integrated Nursing Practice A	6
NURS 2107	Consolidated Practice Experience A	4

	Credits	18
Term Three		
NURS 3001	Professional Communication 3	1
NURS 3002	Professional Practice 3	1
NURS 3003	Health Promotion 3	1
NURS 3004	Variations in Health 3	1.5
NURS 3005	Integrated Nursing Practice 3	4
NURS 3006	Consolidated Practice Experience 3	2
	Credits	10.5
Term Four		
NURS 4001	Professional Communication 4	1
NURS 4002	Professional Practice 4	1
NURS 4003	Health Promotion 4	1
NURS 4004	Variations in Health 4	2
NURS 4005	Integrated Nursing Practice 4	6
NURS 4006	Consolidated Practice 4	6.5
NURS 4007	Transition to Preceptorship	1
NURS 4008	Preceptorship	6
	Credits	24.5
	Total Credits	53

This document is intended as a 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 semesters.

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

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	90-100		4.33
A	85-89		4.00
A-	80-84		3.67
B+	76-79		3.33
B	72-75		3.00
B-	68-71	Minimum Pass 68%	2.67
C+	64-67		2.33
C	60-63		2.00
C-	55-59		1.67
D	50-54		1.00
F	0-49		0.00
S		Satisfactory - student has met and mastered a clearly defined body of skills and performances to require 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	
Course Standings			
R		Audit. No Credit	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

The course grade points shall be calculated as the product of the course credit value and the grade value.
The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values.
This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or semester.
Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA calculation of grades for repeated courses, they will be included in the calculation of the cumulative GPA.

Rationale and Consultations

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Provide a rationale for this proposal.	-The BC version of English 12 is now called English Studies 12 -Math: with two different course options, both with a minimum 'C', we can just go with the lowest possible option of Foundations of Math 11 with a minimum 'C" grade or equivalent. -The IETS and Celban scores have been aligned with the BCCNM scores to decrease barrier to meeting requirement -The knowledge assessment examination is no longer required as an admission requirement as HCA's follow as standard curriculum now so a certificate or registry number is only required. -internationally trained nurses do not complete the International Credential Education Service (ICES) as its a lengthy and expensive process. Instead, international applicants with questions about their transcripts should meet directly with an advisor. -For information on being a practical nurse, the large link (which doesn't fully display on the web) is replaced with a direct link to the document. -TB testing is changed to be done 6 weeks prior to start of the program to align with BScN
Are there any expected costs to this proposal.	no

Consultations

Consultated Area	Consultation Comments
Registrar's Office	Consulted with Dawn Cunningham Hall and Leah St Louis. No concerns raised.
Advising & Recruitment	Consulted with Domingo Salviejo. Supported these changes

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Marketing Information

FOR MARKETING PURPOSES ONLY. DO NOT EDIT.
These fields are NOT required for governance approval. The wording in these fields is written by Marketing for a specific purpose and must be consistent with all other College publications. If changes are needed, contact webmaster@vcc.ca.

This program is for: Domestic

Marketing Description

Apply your previous training and experience as a Health Care Assistant (HCA) or Resident Care Attendant (RCA) to accelerate your practical nursing training.

What you will learn

What to expect

Reviewer Comments	**Todd Rowlatt (trowlatt) (02/21/23 1:09 pm):** Rollback: additional RO consults needed

Key: 1

INFORMATION NOTE

Date: February 14, 2023
Prepared for: Ajay Patel, President & CEO, Board of Governors, Education Council
Prepared by: Nicole Degagne, Coordinator Curriculum & Policy
Re: 2022 Annual Policy Report

2022 Highlights

- Approval of the Policy Development and Management Policy. Updates to the policy process included:

  o authority for policy review committees to approve sending policies out for College feedback and changes to procedures;
  o clarification of roles and responsibilities;
  o steps for obtaining legal opinions;
  o a process for the development of policy in exceptional circumstances; and
  o acknowledging the development of departmental guidelines and standards outside the policy process.

- Ongoing consultation with the Indigenous Education and Community Engagement department and Student & Enrolment Services on a number of policies under review or in development to support the College's commitment to decolonization, reconciliation, justice, equity, diversity and inclusion.

- Development of an online content management system to house policies and procedures.

- Implementation of a new online process for students to submit and resolve complaints not addressed by other College policies. This accessible and clear process replaced the outdated Student Complaints policy, which was rescinded.

- Determining a standardized definition of "employee" and updating all applicable polices.

- Conducted an environmental scan on the lending and borrowing practices of College equipment to inform the Library's revision of this policy.

- Simultaneous review of related policies to eliminate conflicting information, clarify principles, establish current practice, and identify gaps.

Policies Renewed	8	Policy Development and Management A.3.2 Unscheduled Campus Closures A.3.5 Parking B.3.7 Indigenous Education Enrolment D.3.10 Copyright D.1.3 Serving Liquor on VCC Property B.3.6
Minor Edits	3	Tuition and Fee Refund D.3.4 Off Campus Activity Involving Students C.3.7 Parking B.3.7
Policies Rescinded	4	Transportation of Students C.3.8 Student Grievance D.4.2 Tuition Waiver for Seniors D.3.9
New Policies	0	

Advancing the Framework

The next steps in updating the policy framework are:

1. Fully implement the online policy management process to include workflow management and archives.
2. Update policy-related webpages for easier access to College policies and related policy information.
3. Recategorize and renumber all policies.

Status of the Policy Portfolio (at December 31, 2022)

Total number of policies	85
Current	33
Due or overdue for review	52
Under review	22

CURRENT POLICIES

Policy Name	Policy Number	Effective Date	Approver
Academic Integrity	D.4.5	13-Apr-21	EDCO
Academic Schedule	C.3.15	25-Nov-20	Board/EDCO advice
Academic Year	C.3.13	25-Nov-20	Board/EDCO advice
Admissions	D.3.6	24-Nov-21	Board/EDCO advice
Assignment of Credits to Courses	C.1.4	11-Jun-19	EDCO
Capital Assets	B.1.11	13-Feb-20	President
Cash Handling	B.1.12	03-Aug-21	President
Copyright	D.1.3	23-Nov-22	Board
Curriculum/Educational/Institutional Materials Created within the College	D.1.4	27-Nov-19	Board/EDCO advice
Education Service Contract	C.3.5	31-Mar-21	Board
Educational Affiliations	C.3.10	10-Feb-21	Board/EDCO jointly
Grading, Progression and Withdrawal	C.1.1	30-Mar-20	EDCO
Honoraria	B.1.13	09-Feb-21	President
Indigenous Education Enrolment	D.3.10	23-Nov-22	Board/EDCO advice
Internet of Things	B.5.5	13-Feb-20	President
Off-Campus Activity Involving Students	C.3.7	13-Feb-20	President
Parking	B.3.7	05-Jul-22	President
Policy Development and Management	A.3.2	30-Mar-22	Board
Program Review and Renewal	C.3.2	27-Nov-19	Board/EDCO advice
Registration	C.1.6	13-Feb-19	Board/EDCO advice
Rental of College Facilities	B.3.3	09-Feb-21	President
Selection and Appointment of Auditors	B.1.8	24-Jun-20	Board
Serving Liquor on VCC Property	B.3.6	06-Dec-22	President
Signing and Spending Authority	B.1.10	30-Sep-20	Board
Smoke-Free Campus	B.3.8	07-Sep-21	President
Space Allocation and Room Booking	B.3.4	07-Jul-20	President
Student Appeal of Suspension to Board of Governors	A.1.2	27-Nov-19	Board
Student Non-Academic Conduct	D.4.3	27-May-21	Board/EDCO advice

Policy Name	Policy Number	Effective Date	Approver
Tuition and Fee Refund	D.3.4	29-Jun-21	President
Tuition and Fees	D.3.7	31-Mar-21	Board
Unclaimed Funds	B.1.1	10-Nov-20	President
Unscheduled Campus Closures	A.3.5	28-Apr-22	President
Use of Library Resources	D.1.5	24-Nov-21	Board/EDCO advice

POLICES DUE OR OVERDUE FOR REVIEW

Policy Name	Policy Number	Effective Date	Approver
Ancillary Services	B.3.5	15-Jul-97	President
Appeal of Final Grade	C.1.2	13-Dec-16	EDCO
Appeal to Education Council on Educational Matters	A.2.1	13-May-14	EDCO
Appropriate and Responsible Use of Educational and Information Technology	B.5.2	29-Jun-15	President
Archives	B.6.1	07-May-18	President
Awards	D.2.2	30-May-18	Board/EDCO advice
Banking	B.1.5	13-May-97	Board
Conflict of Interest Related to Research	F.1.3	27-Sep-17	Board
Curriculum Development and Approval	C.3.14	28-Nov-18	Board/EDCO advice
Delinquent Accounts	B.1.4	13-May-97	President
Education Services Renewal	D.1.1	05-Apr-17	Board/EDCO advice
Electronic Mail (Employees)	B.5.4	29-Jun-15	President
Emergency Management	A.3.11	25-Jun-08	President
Environmental	A.3.7	29-Jun-15	President
Establishing Discount Rates for VCC Employees and/or Students	B.3.10	26-Sep-15	President
Ethical Conduct for Research Involving Humans	F.1.1	27-Sep-17	Board
Ethics and Integrity in Research and Scholarly Activity	F.1.2	27-Sep-17	Board
Expenses and Travel	B.1.3	26-Sep-18	Board
Financial Responsibility and Accountability	B.1.7	15-Sep-04	Board
Flexible Admissions	D.3.6.1	27-Sep-17	Board/EDCO advice
Freedom of Information and Protection of Privacy	A.3.3	05-May-11	Board
Granting of Credentials	C.1.3	26-Sep-18	Board/EDCO advice
Interfund Transfers	B.1.2	13-May-97	President
International Travel Risk and Security	B.2.1	11-Jun-18	President
Investment	B.1.9	01-Jul-13	Board
Lending and Borrowing College Equipment	D.6.1	29-Jun-16	President
Media Relations	E.5.1	27-Jan-16	Board
Named Recognition of Buildings, Endowments and Units	E.2.1	24-Nov-05	President
Post Emergency Intervention	A.3.4	27-Oct-03	President
Prevention of Harassment, Discrimination, and Bullying	A.3.1	04-Apr-13	Board
Prior Learning Assessment and Recognition	D.3.5	14-Mar-17	EDCO
Program Advisory Committee	C.3.1	24-Feb-16	Board/EDCO advice
Purchasing	B.4.1	18-Mar-13	Board
Qualifications for Continuing Studies Instructors	C.3.12	25-Feb-15	Board/EDCO advice

Policy Name	Policy Number	Effective Date	Approver
Qualifications for Faculty Members	C.3.11	20-Jun-14	Board/EDCO advice
Records Management	A.3.9	27-Jun-18	President
Requirements for Student Attendance and Participation	C.1.5	13-Jun-17	EDCO
Selection of Administrators	B.2.2	18-Feb-15	Board
Selection of Library Materials	D.1.2	09-Jan-18	Board/EDCO advice
Sexual Violence and Misconduct	A.3.10	25-Nov-20	Board
Sharing & Stewardship of Information	B.5.1	26-Sep-18	President
Short Term Borrowing	B.1.6	13-May-97	Board
Sponsorship	E.3.1	27-Jan-00	President
Standards of Employee Conduct & Conflict of Interest	A.3.6	04-Apr-13	Board
Student Financial Aid	D.2.3	26-Jul-16	President
Students with Disabilities	D.4.1	13-Feb-07	Board
Suspension and/or Discontinuance of Programs	C.3.3	15-Nov-17	Board/EDCO advice
Transfer Credit	D.3.11	14-Mar-17	Board/EDCO jointly
Tuition Fee Waiver for Employees	D.3.3	13-Feb-07	President
Use of College Supplies, Products, Services, and Facilities	B.3.9	26-Sep-15	President
Violence Prevention	A.3.8	27-Oct-03	President
Whistleblower	B.2.19	04-Apr-13	Board

POLICIES UNDER REVIEW

Policy Name	Policy Number	Effective Date	Approver
Appeal to Education Council on Educational Matters	A.2.1	13-May-14	EDCO
Banking	B.1.5	13-May-97	Board
Conflict of Interest Related to Research	F.1.3	27-Sep-17	Board
Delinquent Accounts	B.1.4	13-May-97	President
Emergency Management	A.3.11	25-Jun-08	President
Ethical Conduct for Research Involving Humans	F.1.1	27-Sep-17	Board
Ethics and Integrity in Research and Scholarly Activity	F.1.2	27-Sep-17	Board
Financial Responsibility and Accountability	B.1.7	15-Sep-04	Board
Freedom of Information and Protection of Privacy	A.3.3	05-May-11	Board
Interfund Transfers	B.1.2	13-May-97	President
Lending and Borrowing College Equipment	D.6.1	29-Jun-16	President
Named Recognition of Buildings, Endowments and Units	E.2.1	24-Nov-05	Board
Post Emergency Intervention	A.3.4	27-Oct-03	President
Prior Learning Assessment and Recognition	D.3.5	14-Mar-17	EDCO
Purchasing	B.4.1	18-Mar-13	Board
Selection of Library Materials	D.1.2	09-Jan-18	Board/EDCO advice
Sexual Violence and Misconduct	A.3.10	25-Nov-20	Board
Short Term Borrowing	B.1.6	13-May-97	Board
Sponsorship	E.3.1	27-Jan-00	President
Standards of Employee Conduct & Conflict of Interest	A.3.6	04-Apr-13	Board
Students with Disabilities	D.4.1	13-Feb-07	Board
Use of College Supplies, Products, Services, and Facilities	B.3.9	26-Sep-15	President
Violence Prevention	A.3.8	27-Oct-03	President

![Vancouver Community College logo]

INFORMATION NOTE

PREPARED FOR: Education Council

DATE: April 11, 2023

ISSUE: Policy posted for College feedback:

     D.3.5 Prior Learning Assessment and Recognition

BACKGROUND:

The policy was last updated in 2017 and has been revised to reflect current processes at VCC and align with best practices. An environmental scan of Prior Learning Assessment and Recognition (PLAR) in the post-secondary sector is in progress.

PLAR provides an avenue for recognizing knowledge and skills acquired in a variety of ways outside of the formal education system (e.g., work experiences, self-study, community involvement, etc.) and granting formal credit for them.

A key policy change is to recognize Indigenous knowledge and ways of being. Assessment of traditional knowledge is done in collaboration with the Indigenous Education and Community Engagement department.

Another new option for PLAR is the introduction of a Credit Bank, a collection of non-credit learning and training opportunities that have been pre-assessed and determined to be eligible for credit. The context for this change is the growing number of micro-credentials offered at VCC and across the post-secondary sector. For example, a non-credit micro-credential could be determined as equivalent to a course in a particular program. As a result, students who have successfully completed the micro-credential could apply to receive credit without having to go through an individual assessment of their skills and knowledge, streamlining the process for both students and the College.

DISCUSSION:

L. Apouchtine, Deputy Registrar, and T. Morgan, Associate Vice President, Academic Innovation, presented initial drafts to Education Policy Committee in September 2022, with a focus on including a Credit Bank (referred to then as a PLAR Library).

There was a longer discussion about best approaches for PLAR grading and options for student appeals. It was also noted that external regulatory bodies or transfer agreements with other institutions may limit PLAR options for specific programs. Other recommendations were to include unpaid or volunteer work (procedure #6f), and to consider implications for international students who need to take a minimum number of credits per term to maintain full-time student status.

The committee initially voted to send the revised drafts for College feedback. Following the meeting, it was decided to undertake a more fulsome policy review, which included further discussions and consultations across the Collee, including within the Registrar's Office and Student Services.

Feedback was incorporated and updated drafts presented to the committee at its April 5 meeting. Key changes included:

- Stipulating that the policy may not apply or be superseded by regulatory body or transfer agreement requirements (Scope and Limits)

- Clarification that an 'S' grade appears on the transcript for PLAR, but PLAR is not part of GPA calculations. An unsuccessful PLAR attempt is not included on transcripts. Students can appeal a PLAR decision under the Appeal of Final Grade policy C.1.2 (Procedures #11-14).

- Replacing details on the maximum percentage of PLAR credit with a reference to the Transfer Credit Policy D.3.11

The committee requested the following additional edits:

- Clarify that the assessment of PLAR results in **formal credit** (Context and Purpose)

- Procedure #3: "Each program will determine the amount of PLAR that will be acceptable for that program**, in consideration of factors including, but not limited to, regulatory body requirements, within the allowance in policy C.1.3 Granting of Credentials.** This maximum may be impacted by credit(s) received through policy D.3.11 Transfer Credit."

There was a discussion about the cost for PLAR assessments. Fees at VCC are currently 50% of course tuition, while other institutions charge between 50 and 100%. These fees are not covered by financial aid at VCC or other institutions across the province, which may pose barriers for some students. This is an area of further discussion at the College and more widely across the sector.

The committee approved posting the policy and procedures for College feedback.

Feedback is open from April 6 to April 27, 2023. The committee will review feedback submissions at an upcoming meeting.

PREPARED BY: Sarah Kay, Chair, Education Policy Committee

DATE: April 6, 2023

VANCOUVER
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POLICY

Title	**Prior Learning Assessment and Recognition**
Policy No.	D.3.5
Approval Body	Education Council
Policy Sponsor	Vice President, Academic & Research
Next Scheduled Review	TBD
Effective Date	DRAFT: April 6, 2023

CONTEXT AND PURPOSE

Vancouver Community College (VCC; the College) recognizes that knowledge and skills are acquired in a variety of ways, such as informal and non-credit education, work experiences, training, self-study, travel, recreation, community involvement, Indigenous knowledge and ways of being and other life experiences, outside the formal post-secondary education system.

This policy establishes guidelines regarding the systematic and consistent approach to the assessment, recognition and equivalencies of prior learning experiences for formal credit

DEFINITIONS

Prior Learning Assessment and Recognition (PLAR): A structured method of assessing an individual's prior learning or experience to award formal credit.

Credit Bank: A collection of pre-assessed learning and training opportunities from non-credit coursework that has been predetermined to be eligible for credit (assigned or unassigned).

Transfer Credit: The granting of credit for a course successfully completed at another formally recognized educational institution and/or through a professional organization or other agency and/or by recognized foreign credential assessment and/or by formal recognition of course equivalency in a VCC approved course outside the program area. Credit for such learning will be formally acknowledged and noted on a student's formal transcript. Refer to policy D.3.11 Transfer Credit.

Program Content Guide (PCG): The general description of a program of study as outlined in an approved template. Such a template generally includes the program name, program purpose, number of credits, program duration, a statement of program learning outcomes, admission requirements, grading system, information on the evaluation of student learning, and the credential received upon completion of the program.

Course Outline: The essential features of a course as outlined in an approved template. Such a template generally includes the course name and number, credits, course description, admission requirements, course learning outcomes, grading standard, and information regarding student evaluation methods.

SCOPE AND LIMITS

This policy applies to all current or prospective VCC students requesting formal assessment of their prior learning experiences for VCC credit.

This policy may not apply or may be superseded by regulatory body or transfer agreement requirements.

STATEMENT OF POLICY PRINCIPLES

1. VCC will follow best practices established for PLAR within acceptable standards in the British Columbia Post-Secondary context.

2. VCC supports PLAR initiatives by providing information and assistance to students through the Registrar's Office.

3. PLAR is conducted through valid and reliable assessment methods according to best practice and in alignment with assessment methods as set out by the College.

4. PLAR will be assessed by individuals qualified in the appropriate area of expertise, discipline and/or Indigenous knowledge. The standards applied will be equivalent but not necessarily identical to those applied to students enrolled in the course for which credit is requested.

5. Approved PLAR results in credit (assigned or unassigned).

RELATED RESOURCES
Legislation
College and Institute Act, RSBC 1996, c 52

Policies
C.1.1   Grading, Progression and Withdrawal
C.1.2   Appeal of Final Grade
C.1.3   Granting of Credentials
D.3.6   Admissions
D.3.6.1 Flexible Admissions
D.3.11 Transfer Credit

Procedures
D.3.5 Prior Learning Assessment and Recognition Procedures

VANCOUVER
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PROCEDURES

Title	**Prior Learning Assessment and Recognition**
Procedures No.	D.3.5
Approval Body	Education Council
Policy Sponsor	Vice President, Academic & Research
Next Scheduled Review	TBD
Effective Date	DRAFT December 13, 2022

1. PLAR availability will be identified in the PCG and/or individual course outlines.

2. Each program or course, whether part of a program or otherwise, will determine if PLAR is an acceptable route to acquire formal College credit.

3. Each program will determine the amount of PLAR that will be acceptable for that program, in consideration of factors including, but not limited to, regulatory body requirements, within the allowance in policy C.1.3 Granting of Credentials. This maximum may be impacted by credit(s) received through policy D.3.11 Transfer Credit.

Requesting PLAR

4. To initiate the PLAR process students must submit the PLAR Request form to the Registrar's Office and pay a non-refundable PLAR assessment fee.

5. Students may consult with the Department Leader to determine suitability and timelines for PLAR.

6. Students must apply and meet all the admission requirements of a program or be accepted into a program prior to requesting PLAR.

Assessment Process

7. The chosen assessment methods must be:

    a. appropriate for the subject or skill area,

    b. targeted to the learning outcomes or objectives,

    c. related to competencies and skills required of the course, and

    d. reflective of the level of achievement expected of any student in that course.

8. Students will be assessed by one or more of the following methods as selected by the program:

    a. ***Challenge Exam***: A test or exam (written or oral) that is designed to validate the knowledge of the candidate as it relates to the learning objectives/outcomes of the course.

b. **Standardized Test**: Although similar to a Challenge Exam this test is usually developed by someone other than the assessor. It is focused on widely recognized standards that are equivalent to the course objectives.

c. **Products/Portfolio**: Documents or objects that have been produced by the candidate and demonstrate tangible proof of accomplishment. These may include, but are not limited to, reports, computer printouts, videos, illustrations, prototype models, or an artist's portfolio. Students may be asked to demonstrate abilities or answer questions about the portfolio by the assessor.

d. **Demonstration/Simulation/Performance Assessment**: Simulation or actual presentation of a candidate's abilities, which may be live, recorded, or videotaped. The demonstration may include but is not limited to such activities as presenting a speech, role-playing a situation, creating a document on computer, giving a musical performance, performing a lab experiment, interviewing a client, operating equipment, or completing a procedure.

e. **Interview**: Oral questioning. The PLAR interview is focused on course objectives and may include techniques such as open-ended questions, case studies, and prepared analyses. The interview is used to clarify areas of learning, and may be used in parallel with other methods, as a sole method of assessment, and/or as a means to ensure authenticity of products.

f. **Worksite Assessment**: Similar to a demonstration. The candidate is observed performing tasks as a part of normal work routine, or as specifically assigned, in the place of work. Assessment is normally made by faculty assigned to a candidate but may also be made by a work supervisor or field expert. If performed by an external assessor, it may be followed up by a self-assessment and/or interview with a faculty assessor. The tasks may be part of paid, unpaid, or volunteer work.

g. **Self-assessment**: Assessment performed by the candidate, usually with the aid of an established form or questionnaire. Normally requires a parallel assessment by a field expert and/or faculty assessor.

h. **External Evaluation**: Assessment provided by an expert other than VCC faculty. Assessment method may include, but is not limited to, performance evaluation, letter of validation, or worksite assessment, and may require follow-up by a faculty assessor.

i. **Indigenous Knowledge and Ways of Being**: Assessment of traditional knowledge in collaboration with the Indigenous Education and Community Engagement department.

Credit Bank

9. The Registrar's office manages and maintains a VCC PLAR Credit Bank.

10. Academic areas can request PLAR assessment for entries to the Credit Bank. These requests are assessed and approved collaboratively by the relevant department leader (or delegate), Registrar (or delegate) and the relevant Dean (or delegate), and are processed by the Registrar's Office.

PLAR OUTCOME

11. If a request for prior learning is approved:

    a. Students will be advised by the department

    b. Credits awarded for a VCC course will be added to the student's academic record, labelled as the appropriate subject, code and course name on a student's transcript under the header of "Prior Learning Assessment and Recognition"

    c. Credits granted through PLAR are not used in the calculation of the student's GPA

12. Where prior learning can be equated to the learning outcomes or objectives or competencies of a course at VCC, credit will be granted and noted on a student's transcript as "S" (successful).

13. If PLAR is unsuccessful there will be no listing on the transcript and students will be advised by the department.

14. Students may appeal the outcome of a PLAR assessment under Policy C.1.2 Appeal of Final Grade.

RELATED POLICY

Refer to D.3.5 Prior Learning Assessment and Recognition Policy.

INFORMATION NOTE

PREPARED FOR: Education Council

DATE: April 11, 2023

ISSUE: F.1.1 Ethical Conduct for Research Involving Humans
        F.1.2 Ethics and Integrity in Research and Scholarly Activity
        F.1.3 Conflict of Interest Related to Research (to be rescinded)

BACKGROUND:

VCC's research policies underwent a scheduled full review. The revised versions align with the [Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans – TCPS 2 (2022)](#), which was updated since the last policy review in 2017.

The policy review process included extensive research on other institutions' policies and Research Ethics Board (REB) guidelines. Consultations took place with VCC's REB membership, VP Academic & Research D. Wells, as well as the REB chair at Kwantlen Polytechnic University (KPU).

Key changes to F.1.1 Ethical Conduct for Research Involving Humans include

- addition of a section on research involving Indigenous peoples in Canada
- clarification of language around composition of the REB and inclusion of at least one seat for an Indigenous member
- establishment of a formal appeals process, with a related Memorandum of Understanding (MOU) with Kwantlen Polytechnic University (KPU)

Key changes to F.1.2 Ethics and Integrity in Research and Scholarly Activity include

- establishment of a clear, detailed process and timelines for handling allegations of misconduct to ensure timely resolution
- expanded definition of research misconduct, adapted from UFV Responsible Conduct of Research and Scholarship and the Government of Canada Model Policy on Scientific Integrity 7.8 Responsible Conduct of Research
- requirement to follow First Nations Principles of Ownership, Control, Access, and Possession (OCAP) for data collected by, on, or from Indigenous communities

The external scan indicated that institutions generally do not have separate policies on conflict of interest in research. Accordingly, content from policy F.1.3 Conflict of Interest Related to Research was merged into policies F.1.1 and F.1.2, and the proposal is to rescind policy F.1.3.

DISCUSSION:
Education Policy Committee discussed the policies at several meetings. Requested edits were completed, including a stronger commitment to having at least one Indigenous member on the REB; addition of an explicit statement on equity, diversity, and inclusion (EDI); and expanding eligibility for the REB Chair position to employees in general (not limited to faculty).

All three policies were posted for College feedback; no feedback was received.

Since these policies are approved solely by the Board, they are being presented to Education Council for information only. The policies and procedures will move forward to the Governance Committee for approval by the Board of Governors.

Policy writer Alicia Copp and the REB working group are to be commended for their excellent work during this thorough and involved policy review process.

PREPARED BY: Sarah Kay, Chair, Education Policy Committee

DATE: April 4, 2023

POLICY

Title	**Ethical Conduct for Research Involving Humans**
Policy No.	F.1.1
Approval Body	Board of Governors
Policy Sponsor	Vice President, Academic & Applied Research
Last Revised/Replaces	September 27, 2017; April 5, 2013; April 26, 2007
Effective Date	Draft: January 25, 2023

CONTEXT AND PURPOSE

Vancouver Community College (VCC; the College) recognizes the importance of research to the educational process.

The College is committed to ensuring the highest level of ethical standards in research involving humans and to seeing that participants' safety, welfare, dignity, and rights are protected.

This Policy and related Procedures establish principles and procedures to guide and ensure the ethical conduct of research involving humans carried out within the jurisdiction of Vancouver Community College or under its auspices. This policy and procedures are compliant with the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans –TCPS 2 (2022).

The College's Research Ethics Board (REB) evaluates and monitors the quality and ethical standards of college research involving humans. The REB has the authority to terminate research activity at VCC that has not been approved through the College's Ethics Review process.

SCOPE AND LIMITS

This policy applies to any research activities conducted within the jurisdiction of Vancouver Community College or under its auspices that include human participants:

a. Inclusion of College employees and/or students either as researchers or participants.

b. Affiliation between the College and other institutions and/or members of the public.

c. Non-College individuals or organizations using the College name or its resources and/or conducting research on College students and/or employees.

This policy does not apply to the normal administration, evaluation, or improvement of an operation, program, service, or activity within the College. Such activities include, but are not limited to, quality assurance studies, performance reviews, or testing within normal educational requirements.

DEFINITIONS

Conflict of Interest: A situation in which a researcher's/investigator's personal or financial interests are in conflict or perceived to conflict with the College's interests or mission, or with the proper performance of the employee's job duties, responsibilities, or obligations. A conflict of interest may be actual, potential, or perceived. A perceived conflict of interest can be as detrimental as an actual conflict of interest as such actions similarly undermine or compromise public confidence in the College or the College's trust in the employee's ability to discharge work responsibilities and obligations.

Ethics Review: Ethics Review means the processes and guidelines by which research proposals are evaluated to determine if they meet the quality and ethical principles and standards for research involving humans. The College will align its ethics review practices with the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans.

Minimal Risk: Minimal Risk means risk that is within the range normally encountered by, and acceptable to, the participant in everyday life.

Principal Researcher/Principal Investigator: Principal Researcher and Principal Investigator are considered by the College to mean the same thing and will be used interchangeably through these policy and procedures documents; Principal Researcher/Investigator refers to the person responsible and accountable for a particular research project and, by extension, for the ethical conduct of the research and research team members' actions.

Research: Research refers to an undertaking intended to extend knowledge through a disciplined inquiry or systematic investigation.

Risk: The possibility of the occurrence of harm. The level of foreseeable risk posed to participants by their involvement in research is assessed by considering the magnitude or seriousness of the harm and the probability that it will occur, whether to participants or to third parties.

STATEMENT OF POLICY PRINCIPLES

1. The College ensures oversight of its research activities involving humans by establishing an appropriate structure within the College.

2. In carrying out its responsibilities, the College is at all times guided by the Tri- Council Policy Statement (TCPS) and/or future standards as may come to stand in its place. In particular, the College will adopt as the College's research ethics principles the core principles contained and defined within TCPS:

    a. Respect for Persons

    b. Concern for Welfare

    c. Justice

3. The College will recognize the independence and authority delegated to the REB and may not override, without a formal appeal process, REB decisions reached on the grounds of ethics.

4. The College will establish a fair process to hear appeals, according to the TCPS guidelines.

RELATED RESOURCES

Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans – TCPS 2 (2022)

VCC Policies and Procedures
A.3.1   Prevention of Harassment, Discrimination, and Bullying
A.3.3   Freedom of Information & Protection of Privacy (FOIPPA)
A.3.6   Standards of Employee Conduct and Conflict of Interest
A.3.9   Records Management
B.1.13   Honoraria
D.4.3   Student Non-Academic Conduct
D.4.5   Academic Integrity
F.1.2   Ethics and Integrity in Research and Scholarly Activity
F.1.1   Ethical Conduct for Research Involving Humans Procedures

PROCEDURES

Title	**Ethical Conduct for Research Involving Humans**
Procedures No.	F.1.1
Approval Body	Board of Governors
Policy Sponsor	Vice President, Academic & Applied Research
Last Revised/Replaces	September 27, 2017; April 5, 2013; April 26, 2007
Effective Date	Draft – January 25, 2023

RESEARCH ETHICS BOARD

A. Mandate

1. The President delegates the Vice President, Academic and Research (VPAR), as the administrator responsible for establishing the REB to conduct ethics review and reconsiderations, appointing members to the REB, and providing administrative and financial resources that ensure the REB can fulfil its duties.

2. The REB is an independent body responsible for reviewing the ethical acceptability of all proposed and ongoing research that involves human participants conducted within the jurisdiction of VCC or under its auspices.

3. The College mandates the REB to approve, reject, and propose modifications to, or terminate any proposed or ongoing research involving human participants that is conducted within or by members of the College using the considerations set forth in the Tri-Council Policy Statement as a minimum standard. The REB's decision to approve or deny proposals for research is made independently and may not be set aside without formal appeal.

4. The REB serves as a consultative body on research ethics and assists in educating the VCC community including faculty, staff and students about research ethics.

B. Equity, Diversity and Inclusion

5. VCC is committed to the work of decolonization, accessibility and inclusivity for all. The Research Ethics Board membership will strive, at a minimum, to reflect diversity in racial, ethnic, and gender composition.

C. Membership of the Research Ethics Board

6. The REB will consist of at least five (5) members, including broad gender representation, of whom:

   a. at least two (2) are faculty who possess broad expertise in the methods or in the areas of research that are covered by the REB;

   b. at least one (1) member is knowledgeable in ethics;

     c. for biomedical research, at least one (1) member is knowledgeable in the relevant law; and

     d. at least one (1) member has no affiliation with the College, recruited from the community served by the institution.

7. VCC will designate at least one seat for an Indigenous member appointed to the REB.

8. Community members will receive an honorarium as per VCC policy B.1.13 Honoraria.

9. To ensure the independence of REB decision making, VCC senior administrators will not serve on the REB.

10. Each member should be appointed to fulfill the formal requirements outlined in paragraph 6. Except for community members, all members of the REB will have current or recent experience conducting research with humans and/or research ethics expertise. Membership will strive to represent the breadth of disciplines at VCC. The VPAR shall maintain general records related to REB membership and qualifications of members (a copy of the CV of each member along with any documentation of research ethics training).

11. Appointments shall be made by the VPAR. There will be an annual call-out for new membership indicating areas of expertise required. From this pool of applicants, VPAR may choose to select new members. New members will complete the current TCPS CORE (or equivalent) training and receive an orientation from the REB Chair.

12. The term of appointment for each member will be three years, for two consecutive terms maximum. Members may be re-appointed to REB after a three-year break. Appointment of members will be staggered when possible, to help maintain continuity and ensure diversity of opinion.

13. The REB may remove a member with a 2/3 vote.

14. The REB may from time to time also call on ad hoc advisors if it lacks the specific expertise or knowledge to review the ethical acceptability of a research proposal competently. Ad hoc advisors will not be counted in the quorum for an REB, nor be allowed to vote on REB decisions.

15. The REB will elect a Chair from among its membership. The position is renewable on a two-year term for a maximum of six years. The Chair must be a VCC employee with previous REB experience. If the REB is unable to elect a Chair from among their membership, the VPAR will recommend one or more candidates for appointment.

16. If the Chair is temporarily unable to perform their duties, the VPAR will be informed and the REB will elect one from among their membership to be appointed temporary Chair for the duration of the term.

D. Meetings and Attendance

17. The REB will meet at a minimum of six times a year and additionally as needed to review requests, provide educational training for members and carry out REB business.

18. Regular attendance by REB members at meetings is required. Members will notify the Chair in a timely manner if unable to attend the meetings. Two unexplained absences may be construed as notice of resignation.

19. A quorum for committee purposes for a full review is at least four members with appropriate expertise, excluding the chair. Where possible, the REB will reach decisions by consensus; otherwise, a simple majority will prevail. The Chair will not vote, except in

the event of a tie. Meetings are held in-camera during the decision-making process of research proposals undergoing a full board review.

20. The Chair will provide regular updates of delegated reviews and brief rationale for decisions to the REB.

21. The REB will establish and publish a yearly meeting schedule and deadlines for submissions to be considered at each meeting.

E. Record Keeping

22. Minutes of all VCC REB meetings will be prepared and maintained by the Chair or designate. The minutes will clearly document the Committee's decisions and any dissents and the reasons for them. Minutes are accessible to authorized representatives of the institution, researchers, and funding agencies.

23. The REB Chair (or designate) is responsible for the preparation, maintenance, and secure storage of adequate documentation of REB activities, including the following:

    a. Copies of all research proposals reviewed, REB members who completed the review, certificates of approval, scientific evaluations, if any, that accompany the proposals, approved sample consent documents, progress reports by researchers and reports of injuries to participants;

    b. Records of continuing review activities;

    c. Copies of all correspondence between the REB and the researchers;

    d. A list of REB members and roles of expertise;

    e. Standard operating procedures (SOPs) for the REB.

24. The REB will submit an annual report to the VPAR and Education Council, listing the number of proposals reviewed, approved, and denied and other annual activities of the REB, such as further education/training of members or education provided to faculty.

25. All such required records will be retained for seven years, according to the VCC Records Retention schedule. Records relating to research that is conducted will be retained for seven years upon completion of the research, or longer if mandated by law.

ETHICS REVIEW

26. Research Requiring Ethical Review

    a. Unless specifically excluded under paragraph 27, any research conducted by an individual under the auspices of Vancouver Community College (VCC) is subject to mandatory ethics review and approval prior to the commencement of the research if it involves:

        i. living human participants or

        ii. research on human biological materials (tissues, organs, plasma, serum, DNA, RNA, proteins, cells, skin, hair, nail clippings, urine, saliva and other bodily fluids (TCPS2, Article 2.1) or materials related to human reproduction (embryos, fetuses, fetal tissues and human reproductive materials (TCPS2, Article 2.1) derived from living or deceased individuals.

27. Activities not requiring REB review

a. Research that relies on publicly available information when: (a) the information is legally accessible to the public and appropriately protected by law; or (b) the information is publicly accessible and there is no reasonable expectation of privacy.

b. Research that exclusively uses data obtained from pre-existing or archival databases that are in the public domain with no identifying information attached to records

c. Research involving observation of people in public places where: (a) there is no intervention staged by the researcher or direct interaction with the individuals or groups; (b) individuals or groups targeted for observation have no reasonable expectation of privacy; and (c) any dissemination of research results does not allow identification of specific individuals.

d. Research that exclusively uses anonymous secondary use information or anonymous human biological materials, so long as any data linkage, recording, or dissemination of results does not generate identifiable information.

e. Quality assurance and quality improvement studies, program evaluation activities and performance reviews, or testing within the normal educational requirements when used exclusively for assessment, management or improvement purposes.

f. Creative practices through which art is made or interpreted, provided these processes are not used to obtain responses from participants that will be analyzed to answer a research question.

g. Any research not affiliated with or supported by the College (i.e., conducted by College employees or students on their own time, outside their College role, not using College employees, students, or resources).

28. If a researcher is uncertain whether contemplated research does or does not require approval under this policy, then the researcher shall consult with the Chair of the VCC REB.

Review Procedure

29. Application Process

a. The principal investigator is responsible for submitting research proposals to the REB for review prior to initiating research. To undergo REB review, researchers will submit electronically the Request for Ethics Review (Form 1).

b. The principal investigator must disclose any real or perceived conflict of interest to the REB at the time of application.

c. Prior to VCC REB review, researchers who plan research involving First Nations, Inuit and Métis peoples, regardless of where they reside and whether their names appear on an official register, must consult the TCPS (Chapter 9) for additional guidance on such research. These communities have unique histories, cultures and traditions. Among the key principles that must be respected in the research plan are:

i. Need for community engagement;

ii. Respect for First Nations, Inuit and Métis governing authorities;

      iii.   Engagement with organizations and communities of interest;

      iv.   Recognition of complex authority structures;

      v.   Recognition of diverse interests within communities;

      vi.   Respect for community customs and codes of practice;

      vii.   Requirement of mutual benefits in research; and

      viii.   Recognition of the role of elders and other knowledge holders.

30. Review of Multi-Jurisdictional Research

    a. The VCC REB is responsible for the ethical acceptability of research undertaken within VCC's jurisdiction or under its auspices, including research conducted by staff or students of VCC outside the institute's jurisdiction or outside Canada. In such cases, the research must be reviewed by VCC's REB as well as the REB(s) of any partner institution or site. Where VCC or TCPS standards differ from that of the other institution or the other jurisdiction, VCC requires its researcher to comply with the higher standards.

31. Determining the Level of Research Ethics Review

    a. The REB applies a *proportionate approach* to ethics review based on the general principle that the more potentially invasive or harmful the proposed research, the greater the care necessary in its review. Potential harm is usually understood in relation to risks, which are defined in terms of the magnitude of harm and the probability of its occurrence. Applications to the REB may be placed in one of the review categories below.

32. Full Board Review

    a. Where a proposal poses more than minimal risk (as defined by the Tri-Council Guidelines in Articles 2.9 and 6.12), the REB will:

      i.   assess the harm and/or benefits of the proposed research project,

      ii.   determine if the research design can answer the research questions, and

      iii.   ensure that the research procedures and materials conform to established ethical standards.

    b. A quorum of the REB Chair and four voting REB members, who meet the minimum requirements of representation and expertise necessary to provide an adequate research ethics review of the proposal(s) under consideration, will review the proposal.

33. Delegated Review

    a. Where a proposal

      i.   poses only minimal risk,

      ii.   has been approved elsewhere by a Tri-Council policy-compliant REB, and/or

      iii.   is research conducted by students under the supervision of an instructor as part of an approved course research proposal (course designation) designed to fall under the minimal risk category,

b. the REB Chair will assign a minimum of two members to review the proposal and its conformity to established research ethics standards and practices. Every effort will be made to transmit a decision within ten (10) working days.

34. Delegated Review of Course-Based Research

a. An instructor wishing to offer a course that requires or permits students to participate in research involving humans solely for pedagogical purposes shall submit to the REB Chair an application that includes the following information:

i. course description;

ii. course syllabus;

iii. general description of the type(s) of research projects that are likely to be part of the course;

iv. description of the instructor's training and familiarity with research ethics including completion of the current TCPS CORE tutorial or equivalent;

v. means by which the students in the course are made familiar with appropriate ethical standards

vi. means by which the students submit their research to the instructor;

vii. means by which students' research plans are assessed and approved by the instructor (including consent forms, data, questionnaires, etc.)

viii. means by which the conduct of the research is monitored by the instructor; and

ix. any other relevant information.

b. The delegated process described above does not apply to:

i. thesis or project courses where the research is the key evaluative component within the course,

ii. course-based research by students which is above minimal risk, or

iii. research which forms a component of an instructor's own research.

c. Where students are carrying out research that is part of a faculty member's own research program, this research proposal must be reviewed by the REB as in the Full Board Review, or Delegated Review procedure described above.

d. The Chair of the REB or someone delegated by the Chair (including an REB member, or a non-REB member within the department/faculty with appropriate experience and expertise) shall have the authority to conduct an ethical review of course-based research involving humans conducted solely for pedagogical purposes. The REB Chair or delegate shall only approve course-based research involving humans that involves minimal risk to participants.

e. The records related to Course-Based Research Ethics Review shall be stored by the Office of the VPAR and be retained for a minimum of seven (7) years.

f. Instructors must re-submit a request for approval whenever there are material changes planned in any of the elements listed above, or every 2 years (whichever is greater). Re-submission will be required when the official course outline is reviewed according to the normal review schedule, if there are any material changes.

g. Extension of approval to a new instructor requires submission of the form "Course-Based Research Extension of Approval".

35. Decision Making

   a. The REB review will be based upon fully detailed research proposals or, where applicable, progress reports. The REB will function impartially, provide a fair hearing to those involved, and provide reasoned and appropriately documented opinions and decisions.

36. Conflicts of Interest

   a. If the REB is reviewing research in which an REB member has a personal interest in the research under review (e.g., as a researcher or as an entrepreneur), conflict of interest principles require that the member not be present when the REB is discussing or making its decision.

   b. REB members will disclose disputes, conflicts, or collaborations with researchers (within the last two years) whose research is being reviewed, to the REB Chair. The REB Chair will make a determination as to whether they may participate in the review.

37. The REB will notify the researchers in a timely manner in writing of its decision to:

   a. Approve the proposed research activity as submitted; or

   b. Require minor modifications of the proposed research activity. The resubmitted proposal will be reviewed by the Chair or delegate of the REB; or

   c. Require significant modifications or additional information or major revisions. The resubmitted proposal will be reviewed by the REB; or

   d. Reject the proposed research activity.

38. Reconsideration of Research Ethics Board Decisions

   a. Researchers have the right to request, and the REB has the obligation to provide, reconsideration of decisions affecting a research project. The principal investigator must submit to the REB a written request for reconsideration, with rationale. The onus is on researchers to justify the grounds on which they request reconsideration by the REB and to indicate any alleged breaches to the established research ethics review process, or any elements of the REB decision that are not supported by this Policy.

   b. The REB will provide a response in writing within 7 business days.

39. Formal Appeals

   a. VCC will enter into a Memorandum of Understanding (MOU) with another B.C. post-secondary institution with a Research Ethics Board for the purpose of identifying an appeal board for VCC REB.

   b. If a request for a reconsideration is unsuccessful in resolving the disagreement and the REB has refused ethics approval of research, the principal investigator has the right to a formal appeal of the REB's decision. A principal investigator wishing to formally appeal a decision of the VCC REB to reject a research proposal or to rescind approval of on-going research must provide the VPAR with the following documents within 30 business days of receipt of notification of the REB's decision following its reconsideration:

      i. the final application, as submitted to the VCC REB, and

       ii.   a statement of the basis of the appeal (procedural, substantive, or both) and the rationale for the appeal.

   c.   The REB Chair will provide to the VPAR the REB materials specified in the MOU.

   d.   The VPAR will submit all the materials to the REB Appeal Board within five working days of receipt of the materials described above.

   e.   Decisions of the Appeal Board will be final and binding upon VCC and the Research Project Investigators.

40. Continuing Ethics Research Review

   a.   The REB will maintain continuing oversight of the research after the project has received initial ethical approval. The REB will make the final determination as to the nature and frequency of continuing research ethics review in accordance with a proportionate approach to research ethics review.

   b.   At minimum, continuing research ethics review will consist of an annual status report (for multi-year research projects), and an end-of-study report (projects lasting less than one year).

   c.   Researchers will report to the REB any unanticipated issue or event that may increase the level of risk to participants or that has other ethical implications that may affect participants' welfare.

   d.   A report, in the format specified by the REB, must be submitted by the principal investigator to the REB within 60 days of the completion of data collection Requirement for Free, Informed and Continuing Consent.

41. This policy will be reviewed at least once every five years.

RELATED RESOURCES

F.1.1   Ethical Conduct for Research Involving Humans Policy

VANCOUVER
COMMUNITY
COLLEGE

POLICY

Title	**Ethics and Integrity in Research and Scholarly Activity**
Policy No.	F.1.2
Approval Body	Board of Governors
Policy Sponsor	Vice President, Academic & Applied Research
Last Revised/Replaces	September 27, 2017; April 5, 2013
Effective Date	Draft: January 25, 2023

CONTEXT AND PURPOSE

Vancouver Community College (VCC; the College) is committed to supporting, promoting, and developing processes that ensure the highest standards of ethics and integrity in research and scholarly activity.

This policy designates responsibility for maintaining these standards; and specifies processes for addressing allegations of, and a timely response to, misconduct related to ethics and integrity in research and scholarly activity.

SCOPE AND LIMITS

VCC expects all those conducting research and scholarly activity under the auspices of the College (researchers, faculty, students, technical assistants, administrators, etc.) to adhere to the principles and processes articulated in this policy and accompanying procedures.

DEFINITIONS

Conflict of Interest: A situation in which a researcher's/investigator's personal or financial interests are in conflict or perceived to conflict with the College's interests or mission, or with the proper performance of the employee's job duties, responsibilities, or obligations. A conflict of interest may be actual, potential, or perceived. A perceived conflict of interest can be as detrimental as an actual conflict of interest as such actions similarly undermine or compromise public confidence in the College or the College's trust in the employee's ability to discharge work responsibilities and obligations.

Research and Scholarly Activity: *Research* and *scholarly activity* refer to an undertaking intended to extend knowledge through a disciplined inquiry or systematic investigation. Scholarly activity includes research and pilot studies; the dissemination of new knowledge through such means as publications, presentations, and exhibitions; and the application of new knowledge in professional practice and student learning. Scholarly activity also includes creative activities designed to further artistic endeavour.

Researcher/Investigator**:** The terms *researcher* and *investigator* are used interchangeably for the purposes of this policy; *researcher/investigator*, for the purposes of this policy, means an individual—a VCC employee (faculty, staff and/or administrators at VCC), student, or other—either paid or volunteering to conduct research or scholarly activity at or through the College.

Research Misconduct: Misconduct in research refers to conduct that deviates from that which is acceptable within the scholarly community, and includes, but is not limited to:

a. Plagiarism (i.e. presenting and using another's published or unpublished work, as one's own, without appropriate referencing and, if required, without permission);

b. Fabrication (ie. making up data, source material, methodologies or findings, including graphs and images);

c. Conflict of scholarly interest such as opposing the publication or compromising the work of another author, particularly in the publications and review forums, for the purposes of benefiting oneself directly or indirectly;

d. Failure to comply with College policies and procedures with respect to research and scholarly activity;

e. Failure to recognize the substantive intellectual contributions of all collaborators by including in publications and reports those collaborators and no others;

f. Failure to comply with College policies on conflict of interest or intellectual property rights;

g. Using unpublished work of other scholars and researchers without permission and/or due acknowledgement;

h. Using research funds in a manner that is not consistent with the terms and conditions under which those funds were received;

i. Failure to obtain all required approvals for research involving humans, or failure to conduct research in accordance with prescribed protocols;

j. Failure to use archival material in accordance with the rules of the archival source;

k. The use of materials and concepts obtained through confidential processes such as manuscript review or funding applications without prior written permission of the author;

l. Failure to disclose any conflict of interest, financial or other, to the College, journals, funding agencies, or those requesting opinions;

m. Failure to maintain guarantees of confidentiality to research participants subject to the limits prescribed by law;

n. The use of redundant publications (i.e. the re-publication of one's own previously published work or part thereof, or data, in any language, without adequate acknowledgement of the source, or justification);

o. The destruction of research records, be they one's own or of another's research data or records, to specifically avoid the detection of wrongdoing;

p. Using grant or award funds for purposes inconsistent with the policies of the funder; contravening funder financial policies; or providing incomplete, inaccurate or false information on documentation.

STATEMENT OF POLICY PRINCIPLES

1. The College expects that all research and scholarly activities will be conducted with the highest level of integrity and ethics.

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2. The Vice-President Academic & Research (or delegate) is responsible for promoting integrity in research and supporting educational activities on research and research practices.

3. Researchers are responsible for maintaining the highest level of integrity and ethics while conducting research and scholarly activity.

4. The College will establish a fair unbiased and timely process for investigating and responding to allegations of misconduct in research.

5. Misconduct while undertaking research and scholarly activity is unacceptable and may be cause for disciplinary action or sanctions.

RELATED RESOURCES

Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans – TCPS 2 (2022)

VCC Policies and Procedures
A.3.1   Prevention of Harassment, Discrimination, and Bullying
A.3.3   Freedom of Information & Protection of Privacy (FOIPPA)
A.3.6   Standards of Employee Conduct and Conflict of Interest
A.3.9   Records Management
D.4.3   Student Non-Academic Conduct
D.4.5   Academic Integrity
F.1.1   Ethical Conduct for Research Involving Humans
F.1.2   Ethics and Integrity in Research and Scholarly Activity Procedures

PROCEDURES

Title	**Ethics and Integrity in Research and Scholarly Activity**
Procedures No.	F.1.2
Approval Body	Board of Governors
Policy Sponsor	Vice President, Academic & Applied Research
Last Revised/Replaces	August 31, 2022; September 27, 2017; April 5, 2013
Effective Date	Draft January 25, 2023

APPROPRIATE CONDUCT IN RESEARCH AND SCHOLARLY ACTIVITY

Researchers must engage in appropriate conduct by ensuring that they:

1. Engage in culturally sensitive practices of research with scholarly and scientific rigour, through all stages of the work: planning, obtaining, recording, analyzing, storing, reporting, and publishing data or results.

2. Recognize substantive contributions of all collaborators (including students); use unpublished work of other researchers and scholars only with permission and with due acknowledgement; and use archival materials in accordance with the rules of the archival source.

3. Include in the authorship of published work all those who have materially contributed to and share responsibility for the concepts of the publication, and only those persons.

4. Use information, concepts or data as permitted by author(s) and licensing agreements.

5. Seek and obtain approval from the VCC Research Ethics Board (REB) before engaging in any research involving humans (unless exempted under the Vancouver Community College Policy F.1.1, Ethical Conduct for Research Involving Humans), and comply fully with the approved research protocols.

6. Comply with VCC operational and financial terms of research grants and/or contracts awarded to a researcher.

7. Disclosing as early as possible in writing to the sponsors of the research project, VCC and other institutions, journals or funding agencies, any material conflict of interest, financial or other, that might influence their decision on whether the researcher should be asked to review manuscripts or applications, test products, or be permitted to undertake work sponsored from outside sources.

8. Voluntarily and immediately disclose in writing to the Research Ethics Board (REB), any conflict of interest, including material financial interest in a company that contracts with VCC to undertake research, particularly research involving the company's products: including ownership, substantial stock holding, directorship, significant honoraria, or consulting fees, but does not include minor stock holdings in a large publicly traded company.

ATTRIBUTION OF AUTHORSHIP

9. Authorship implies significant intellectual contributions to the work which, when recognized, must include people who have materially contributed to and share responsibility for content.

10. Students will be given the appropriate recognition for authorship or collection of data in any publication.

HANDLING OF RESEARCH DATA

11. Research is conducted and data are acquired in different manners. In the case of collaborative work, all members of the research team are responsible for ensuring proper acknowledgement of each team member when the data is released in any form.

12. All data collected by, on or from Indigenous communities must follow the First Nations Principles of Ownership, Control, Access and Possession (OCAP).

13. A complete set of all original research data must be securely retained by the principal researcher for the time specified by the VCC Record Retentions Schedule following the completion of the research or as required by law, whichever is longer. Data collected under the principles of OCAP are an exception to this.

14. Data must be securely stored and if in digital format must be password protected and held on a Canadian server to ensure data sovereignty.

ALLEGATIONS OF RESEARCH MISCONDUCT

15. Allegations of misconduct in research may be made by any person(s) within or outside the College. Anonymous allegations will not be investigated.

16. Allegations must be in writing, dated and signed by the individual(s) making the allegations. Such allegations must contain fully documented evidence and must normally be made within six months of the alleged misconduct.

17. The allegation shall be received by the Vice President, Academic & Research (VPAR). Allegations received by others must be treated confidentially and conveyed directly to the VPAR.

18. If the VPAR is a party to the alleged misconduct, the President will assume the VPAR's role in applying this policy.

19. In the event of an allegation of misconduct being made that involves funds from the federal Tri-Agencies an exact copy of the allegation shall be forwarded to the Secretariat on Responsible Conduct of Research (SRCR).

20. In cases of collaborative research involving other institutions, the VPAR may modify these procedures to facilitate the conduct of parallel or joint investigations of alleged research misconduct, or as otherwise deemed appropriate by the VPAR.

21. Throughout the informal and formal investigation, the identities of all parties involved, and any records, data, files, electronic recordings or information gathered during the proceedings shall be kept in confidence by all concerned, except in the case of allegations involving federal Tri-Agency funds.

22. The VPAR is responsible for retaining, in a secure location, and controlling appropriate access to any records, data, files, electronic recordings, or information arising from this policy.

INITIAL REVIEW OF RESEARCH MISCONDUCT

23. At any time during the course of an investigation into research misconduct, the VPAR has the authority to:

    a. Close down and declare "off limits" facilities used for research;

    b. Protect the administration of College and external funds involved in the research;

    c. Obtain and retain relevant documentation (e.g. lab notes. Computer disks, hard drives, proof of credentials) related to an investigation;

    d. Request that members of the College appear before an Investigative Committee and that they answer the Investigative Committee's questions or provide materials to it;

    e. Dismiss the allegation if, based on reasonable information, the VPAR believes that continued investigation will result in a determination that the alleged misconduct in research has not occurred; and

    f. Take such other action as the VPAR deems appropriate.

24. Upon receipt and review of an allegation the VPAR (or delegate) shall proceed as outlined below, or shall appoint an individual to review the matter (the reviewer) and report to the VPAR.

25. Within five (5) working days of receiving the allegation, the VPAR shall inform the Researcher in writing of the allegation. The VPAR will conduct confidential, informal consultations with all parties to determine if an informal resolution is possible.

26. If informal consultation fails to resolve the allegation, the VPAR shall convene a meeting with all parties to discuss the allegation.

27. Following this meeting, the VPAR may:

    a. Initiate an investigation, or

    b. Dismiss the allegation.

    c. Address an allegation regarding a student under Academic Integrity Policy D.4.5

28. If the VPAR decides a formal investigation is warranted the Researcher will be notified with 14 days of the consultation. If an employee association was notified, then it will be informed of the decision at the same time.

29. If an allegation pertains to the use federal Tri-Agency funds, the VP Research shall inform the SRCR confirming whether the investigation is proceeding or not.

FORMAL INVESTIGATION

30. If the VPAR determines that a formal investigation is warranted, they shall, within 14 days of the decision, appoint an investigative committee of a minimum of three

members, none of whom shall have any conflict of interest with respect to any parties concerned in the allegations.

31. Members of the Investigative Committee shall have the appropriate expertise to evaluate the particulars of the allegation and may or may not be members of the College community.

32. All parties shall be notified of the composition of the committee.

33. Any objection to the composition of the Investigative Committee shall be made to the VPAR within 5 working days of this notification. The only grounds for objection are alleged bias or conflict of interest.

34. The mandate of the Investigative Committee is to determine on a balance of probabilities whether misconduct in research has occurred, and if so, its extent and seriousness. The decision is based upon a majority vote and the determination is binding on the College.

35. The Investigative Committee shall invite the researcher to make a submission in writing upon viewing the evidence presented against them.

36. The Investigative Committee has the right to examine any records, data, information, documents, files, and associated materials related to the investigation and question any student or member of faculty or staff during its investigation. The Office of VPAR will be responsible for storing and maintaining appropriate access to records, consistent with applicable policy and legislation.

37. All parties, both those who have made the allegations, and the Researcher(s) involved, shall be given an opportunity to be interviewed, to comment on the allegations, and to respond to any evidence before the Investigative Committee.

38. The investigation may include interviews, which will be held in camera.

39. Records of meetings will be considered confidential to the extent permitted by law.

40. The Investigative Committee has the right to seek impartial expert opinions and advice, as it deems necessary, in order to ensure that the investigation is thorough and authoritative.

41. The Investigative Committee will submit a written report to the VPAR within 30 days of its appointment including the substantive evidence that was considered in its review and its recommendations.

42. Upon receipt of the Investigative Committee's report, the VPAR shall reach a decision and prepare a final report within 14 days containing:

    a. A copy of the allegation;

    b. The findings of the VPAR as to whether the allegation has been upheld;

    c. A statement of the reasons for the findings.

43. The final report shall also describe any actions that are to be taken including, but not limited to:

    a. Sanctions to be taken against a Researcher who is found to have engaged in misconduct;

      b. Actions to be taken to protect or restore the reputation of the Researcher if wrongly accused;

      c. Actions to protect an individual found to have made a responsible accusation;

      d. Sanctions against an individual found to have made an irresponsible or malicious allegation.

44. Sanctions shall be consistent with VCC policies and collective agreements.

45. The report of the Investigative Committee and the final report prepared by the VPAR will be forwarded, to the President, the respondent(s) and their dean, the complainant(s), and any bargaining unit informed of the proceedings. Any distribution of the report shall be consistent with the British Columbia Freedom of Information and Protection of Privacy Act.

46. The VPAR is responsible for ensuring that any actions specified in the final report are carried out.

47. Where the finding is that misconduct has occurred, the VPAR shall forward the report of the Investigative Committee and the final report within 30 days of the conclusion of the investigation, to any granting agency (in the case of federal Tri-Agency funds, to the SRCR) or sponsor known to have provided support for the scholarly activity and may inform other relevant persons or agencies in the interests of protecting the integrity of scholarly activity.

48. Where the VPAR dismisses an allegation, or determines that scholarly misconduct has not occurred, the Office of the VPAR shall maintain one copy of all materials in a secure place for a period of one year from the date of such determination. The secured copy of the materials shall be consulted only if a complaint of mischievous or malicious allegation is submitted regarding the original complaint. After one year, the remaining copy of materials will be destroyed.

RELATED RESOURCES

F.1.2   Ethics and Integrity in Research and Scholarly Activity Policy

POLICY

Title	**Conflict of Interest Related to Research**
Policy No.	F.1.3
Approval Body	Board of Governors
Policy Sponsor	Vice President, Academic & Research
Last Revised/Replaces	April 5, 2013
Effective Date	September 27, 2017

CONTEXT AND PURPOSE

This policy and related procedures addresses Vancouver Community College's (VCC; the College) expectation that all members of the College community involved in research activities identify and address actual, potential or perceived conflict of interest situations.

It is essential that public trust be maintained by the appropriate disclosure and management of conflict of interest situations.

SCOPE AND LIMITS

The College expects all those involved in research activities within the jurisdiction of the College or under its auspices (e.g., researchers, faculty, students, technical assistants, administrators, staff, etc.) to uphold the principles and processes articulated in this policy and accompanying procedures.

STATEMENT OF POLICY PRINCIPLES

1. All members of the College community engaged in research are expected to act in a manner that maintains public trust and confidence in the College and, in particular, to avoid any conflicts of interest or perceived conflicts of interest.

2. When it is not possible to avoid a conflict of interest in research activities, then it is the responsibility of the affected College community member to disclose this situation to the College immediately.

3. The College will consider conflict of interest allegations related to research associated with VCC, regardless of whether the research is led by someone within or outside of the College.

4. The College ensures conflicts of interest are dealt with appropriately.

DEFINITIONS

Researcher/Investigator**:** The terms *researcher* and *investigator* are used interchangeably for the purposes of this policy; *researcher/investigator*, for the purposes of this policy, means an individual—a VCC employee (faculty, staff and/or administrators at VCC), student, or other— either paid or volunteering to conduct research or scholarly activity at or through the College.

Conflict of Interest: Conflict of interest, for the purposes of this policy and its procedures, means a situation in which a researcher's/investigator's personal or financial interests are in conflict or perceived to be in conflict with the College's interests or mission, or with the proper performance of the employee's job duties, responsibilities, or obligations. A conflict of interest may be actual, potential, or perceived: a perceived conflict of interest can be as detrimental as an actual conflict of interest. Such actions undermine or compromise public confidence in the College or the College's trust in the employee's ability to discharge work responsibilities and obligations.

Research and Scholarly Activity: *Research* and *scholarly activity* refer to an undertaking intended to extend knowledge through a disciplined inquiry or systematic investigation. Scholarly activity includes research; the dissemination of new knowledge through such means as publications, presentations, and exhibitions; and the application of new knowledge in professional practice and student learning.

Research Ethics Board (REB): A decision-making body that reviews research proposals involving human participants to ensure that ethical principles are upheld.

RELATED LEGISLATION & POLICIES
Legislation
Federal Government
Tri-Council Policy Statement 2: Ethical Conduct for Research Involving Humans (2018)
Tri-Agency Framework: Responsible Conduct of Research (2016)
Agreement on the Administration of Agency Grants and Awards (2016)

Policies
A.3.1   Prevention of Harassment, Discrimination, and Bullying
A.3.3   Freedom of Information & Protection of Privacy (FOIPPA)
A.3.6   Standards of Employee Conduct and Conflict of Interest
D.4.3   Student Code of Conduct (Non-Educational Matters)
D.4.5   Student Educational Conduct
F.1.1   Ethical Conduct for Research Involving Humans
F.1.2   Ethics and Integrity in Research and Scholarly Activity

RELATED PROCEDURES
Refer to F.1.3 Conflict of Interest Related to Research Procedures

ACKNOWLEDGEMENTS
This policy is based upon the Conflict of Interest Related to Research policy of Langara College, with permission.

VANCOUVER COMMUNITY COLLEGE

Title	**Conflict of Interest Related to Research**
Policy No.	F.1.3
Approval Body	Board of Governors
Policy Sponsor	Vice President, Academic & Research
Last Revised/Replaces	April 5, 2013
Effective Date	September 27, 2017

These procedures are organized under the following headings: Standard for Assessing Actual, Potential or Perceived Conflicts of Interest; Disclosure of Actual, Potential or Perceived Conflicts of Interest; Allegations of Actual, Potential or Perceived Conflicts of Interest, Conflict of Interest Involving the Research Ethics Board (REB) members:

STANDARD FOR ASSESSING ACTUAL, POTENTIAL, OR PERCEIVED CONFLICTS OF INTEREST RELATED TO RESEARCH

The following questions, although not exhaustive, will be used to identify real, potential, or perceived conflicts of interest:

1. Would the researcher be biased in any way that would affect the goals of the research?

2. Would an outside observer question the ability of the researcher to make a proper decision in light of possible private or personal interests?

DISCLOSURE OF ACTUAL, POTENTIAL, OR PERCEIVED CONFLICTS OF INTEREST RELATED TO RESEARCH

3. Any potential conflict of interest will be voluntarily and immediately disclosed in writing by the researcher to the Vice President, Academic & Research (VPAR) or delegate.

4. A conflict is to be allowed only when it can be managed in a way that protects and serves the interests, integrity, and reputation of the College, as well as its legal and contractual obligations, and will stand the test of reasonable and independent scrutiny.

5. Where the VPAR or delegate is satisfied that the researcher can conduct the proposed study without compromise, the VPAR or delegate will provide the researcher a letter stating the same.

6. Where the VPAR or delegate determines that a more structured review is required, the VPAR or delegate will name an *Ad Hoc Conflict of Interest In Research Resolution Committee* (Ad Hoc COIRR Committee) to review voluntarily disclosed conflicts of interest. The Ad Hoc COIRR Committee will assess and resolve the potential conflict in a timely, fair, and open manner. If the conflict is irresolvable, it is in the committee's purview to deny the research.

7. The Ad Hoc COIRR Committee will consist of:

- Two (2) peers.
- The Vice President, Academic & Research or delegate

8. The Ad Hoc COIRR Committee will communicate in writing with the researcher regarding any decision with respect to the conflict and clearly outline any conditions of managing the conflict.

9. If necessary, researchers will be given the opportunity to relinquish or modify those interests that are conflicting such that the Ad Hoc COIRR Committee is satisfied.

10. In the interest of facilitating research, the Ad Hoc COIRR Committee will make reasonable attempts to provide a means of managing the conflict, rather than simply disallowing the research for the sake of avoiding a conflict of interest.

ALLEGATIONS OF ACTUAL, POTENTIAL, OR PERCEIVED CONFLICTS OF INTEREST RELATED TO RESEARCH

11. Allegations of conflicts of interest related to research will be addressed under VCC policy A.3.6, Standards of Employee Conduct & Conflict of Interest. Allegations of conflicts of interest related to research and involving students will be addressed under College policies D.4.3, Student Code of Conduct (Non-educational Matters) and/or D.4.5, Student Educational Conduct. Individuals should advise the College of any perceived conflict of interest as soon as possible.

CONFLICTS OF INTEREST INVOLVING RESEARCH ETHICS BOARD (REB) MEMBERS

12. To maintain the independence and integrity of ethics review, it is of the highest importance that members of the REB avoid real or perceived conflicts of interest. For example, REB members are in a clear conflict of interest: a) when their own research projects are under review by their REB; or   b) when they have been in direct academic conflict, have collaborated with, or have provided support to the researcher whose proposal is under review.

13. In the cases where a member of the REB has a conflict of interest pertaining to the research under review, that person shall not be present when the REB is discussing or making decisions on that research.

14. In the cases of disagreement over conflicts of interest, both the REB member in the alleged conflict and the researcher might present evidence and offer a rebuttal concerning the nature of the conflict of interest. The other members of the REB should make a final decision regarding how to proceed.

15. Senior administrators shall not serve on the REB as their presence casts doubt on the independence of the REB's decision making.

RELATED POLICIES

Refer to F.1.3 Conflict of Interest Related to Research Policy

2023/24 CD Funded Projects

Proposals submitted	Project Lead	Amount Approved
HOSPITALITY, FOOD STUDIES & APPLIED BUSINESS		
BPM - Applied Quantitative Skills (AQS) Innovative Delivery	Mehran Jamshidi	$ 3,000
BPM Blended Delivery Strategy	Mehran Jamshidi	$ 7,000
Operations Management Diploma	Mehran Jamshidi	$ 14,000
Business Management Renewal		$ 5,000
MOA Program Renewal	J. Slade/J. Gilbert	$ 12,000
Asian Culinary Arts Program Renewal	Sonnie Ho	$ 15,000
		$ 56,000
CONTINUING STUDIES		
Counselling Skills Certificate Restructuring	A. Korens/S. Murray	$ 30,000
Paralegal Certificates & Diploma Revisions	Janet Chee	$ 31,000
Fashion Design & Production Renewal		$ 5,000
		$ 66,000
HEALTH SCIENCES		
CDA/DRC Curriculum Revision & Student Centred Delivery	Ling Lo Yan	$ 14,000
Development of New Dental Hygiene Diploma Program	Amber Ariss	$ 34,000
MLA Curriculum Development	Heather McMullen	$ 19,000
PN - Transitioning Health Promotion to Blended Delivery	J. Schappert/C. Brunt	$ 4,000
OPTA Program Review	Carmen Kimoto	$ 19,000
		$ 90,000
ARTS & SCIENCES		
ASL & Deaf Studies Program Renewal Completion	B. Carmichael/M. Klassen	$ 9,500
Equity at the Intersections of Literacy & EAL	Shantel Ivits	$ 9,500
Fundamental English Curriculum Renewal	Shantel Ivits	$ 9,500
Math 1054 Redesign	Alison Woods	$ 4,000
EAL Renewal Action Plan	Ken McMorris	$ 11,500
UT Program Renewal	Jennifer Kelly	$ 26,000
Visually Impaired Renewal		$ 5,000
CACE - Retail & Hospitality Renewal		$ 5,000
CCA ACED Courses Renewal		$ 5,000
		$ 85,000
INSTRUCTOR EDUCATION		
Development of Courses in PIDP for Online Instructional Skills	Jacquie Harrison	$ 10,000
		$ 10,000
TRADES, TECHNOLOGY & DESIGN		
Auto Collision Apprentice Lvl 4 Harmonization	Robin Popow	$ 12,000
Auto Collision & Refinishing Diploma	Robin Popow	$ 11,000
Complete AST Inter-Provincial Exam Refresher Course	Ryan Lee	$ 5,000
AST International Diploma Year 1 & 2 Revamp	Ryan Lee	$ 16,000
Outcomes from program Renwals for Architectural Specialty in the Diploma	K. Wightman/R. Palma	$ 11,000
Graphic Design Diploma Curriculum Alignment	Sigrid Albert	$ 7,500
UI/UX Diploma Implementation	Sigrid Albert	$ 11,000
Hairstylist Course Restructure	Louise Dannhauer	$ 10,000
Esthetics & Spa Therapy Course Restructure	Louise Dannhauer	$ 9,500
		$ 93,000
Grand Total		**$ 400,000**