Vancouver Community College

Board of Governors
Special Public Meeting Agenda
December 17, 2024, at 9:30 a.m.

ZOOM

https://vcc.zoom.us/j/65897192847?pwd=vvBQNG58audRujmKD1UiXTnCWbKe5T.1

Meeting ID: 658 9719 2847
Passcode: 231576

ATTENDANCE

Board Members		Senior Team & Staff Resources	
Mahin Rashid (Chair/ Chair, Human Resources)		David Wells	VP, Academic & Applied Research
Jeffrey Yu (Vice Chair/Chair, Finance & Audit)		Ian Humphreys	VP, Admin & International Development
Chi Lo REGRETS		Kate Dickerson	VP, People Services
Christie Sparklingeyes		Jane Shin	VP, Students & Community Development
Dilraj Sandhu		Elmer Wansink	AVP, IT & CIO
Harleen Kaur		Clayton Munro	AVP, Student & Enrolment Services
Jennifer Cummins REGRETS		Tannis Morgan	AVP, Academic Innovation
Libby Davies		Jamie Choi	ED, Finance & CFO
Michele Guerin REGRETS		Surinder Aulakh	ED, Safety, Security & Risk Management
Paul Yeung		Charnelle McClure	ED, Marketing & Communications
Seung Oh		Deborah Lucas	EA, Board of Governors

Ajay Patel	President & CEO
Natasha Mandryk	Chair, EdCo/Chair, Governance

We acknowledge that Vancouver Community College (VCC) is located on the traditional and unceded territories of the x^wməθkʷəy̓əm (Musqueam), Sḵwx̱wú7mesh (Squamish), and səlilwətaɬ (Tsleil-Waututh) peoples who have been stewards of this land from time immemorial.

Item	Topic	Action	Speaker	Time	Attach	Page
1.	**CALL TO ORDER, LAND ACKNOWLEDGEMENT**		M. Rashid	2 min		
2.	**APPROVAL OF AGENDA**		M. Rashid	1 min		
3.	**POLICY**		N. Mandryk	25 min		
	3.1 REVISED: Curriculum Development & Approvals Policy & Procedures (410) NEW: Program Development & Approvals Policy & Procedures (409)	Decision			✓	2
4.	**NEXT MEETING & ADJOURNMENT**	Info	M. Rashid	1 min	--	--
	Next regular meeting: February 5, 2025					

VCC

DECISION NOTE

PREPARED FOR: Board of Governors

DATE: December 17, 2024

ISSUE: **RECOMMENDATIONS FOR APPROVAL:**
                                 REVISED: Curriculum Development and Approval (410) Policy & Procedures
                                 NEW: Program Development and Approval (409) Policy & Procedures

BACKGROUND:
The Curriculum Development and Approval (410) policy was last updated in 2018 and underwent a full scheduled review. Revisions focused on embedding RFQ Program Framework considerations (Enrolment **R**isk Mitigation, **F**inancial Costing and Educational **Q**uality) into curriculum development and approval processes. Two new elements were introduced into the policy: a Program/Credential Benchmark Report and the Curriculum Delivery Framework.

Education Policy Committee recommended this policy to EdCo and the Board of Governors for joint approval at its October 2024 meeting. However, following further discussions, to separate the approval authorities of Education Council and the Board of Governors as set out in the College & Institute Act, the policy was split and some content moved into the new Policy Development and Approval Policy (409).

The proposal is for the Curriculum Development and Approval (CDA) policy to be approved solely by Education Council, while the Program Development and Approval (PDA) policy requires Board approval, with EdCo advice.

A new accelerated program approval process was created and embedded in the PDA Policy. This process allows for credential approval to happen earlier, prior to curriculum development, and enables the College to nimbly adjust programming in response to changing needs, such as those created by new Immigration, Refugees and Citizenship Canada (IRCC) rules.

These changes were discussed by David Wells, VP Academic & Research with the Chairs of the Board of Governors, Education Council, Education Policy Committee and Curriculum Committee.

One key change introduced by this policy revision and development is the proposed removal of authority for course implementation approvals from EdCo. A resolution of the Board of Governors (May 29, 2013), delegated authority to approve new courses and course changes to Education Council. The current proposal is to return to authorities as stipulated in the College & Institute Act: the Board has the authority to approve course offerings and cancellations; Education Council has authority to approve curriculum content for programs and courses. Course tuition needs to go through the Finance & Audit Committee and Board of Governors in any case.

An implication of the procedures as presented to EdCo and Governance Committee is that the Board would have direct responsibility to review and approve each individual course creation, deactivation, and change to contact hours. The Education Council Chair and Curriculum Committee Chair identified this change as likely to create a significant increase in approval decisions and workload for the Board.

DISCUSSION:

The policies and procedures were posted for College feedback from November 7–28, 2024. No feedback was received.

Education Policy Committee reviewed the drafts following the feedback process at its December 4, 2024 meeting. Minor edits were requested to the CDA and PDA policies and procedures. PDA procedures around accelerated program change were slightly reorganized to clarify processes. A definition of Senior Team was added to both policies, and the Library was added to the list of consultations in the CDA procedures. The committee unanimously recommended both sets of policies and procedures for approval.

Education Council reviewed the policies at its December 10, 2024 meeting and unanimously recommended the Board change the approval authority for the CDA policy and procedures to sole approval by EdCo; approved the CDA policy and procedures contingent on the change of approval authority; and recommended the PDA policy and procedures for approval by the Board.

A Governance Committee meeting was scheduled for December 12, 2024. Quorum could not be reached, but on the recommendation of the president and the board chair, an informal policy discussion took place among those present. Accordingly, the policies are being presented to the board for consideration without a formal recommendation from Governance Committee.

Governance Committee discussion focused on options for the board to manage its authority over new course approvals and course deactivations, as well as approvals to changes in hours or credits of courses. Recognizing the increased workload for board following the procedures as written, D. Wells and N. Mandryk suggested that new course approvals only be brought to the board for approval when there is an impact to the program delivery cost, and be decided by Education Council otherwise. Additionally, the group discussed adding the ability for the Vice President, Academic & Research to identify certain program changes as appropriate for EdCo approval. These are revisions to programs and courses that are urgent or minor in impact. This approach allows for a balance of board responsibility and authority against an operational need for flexibility and rapid change implementation.

Draft language introduced following the Governance Committee discussion is included as a tracked change. If the board agrees to these changes, it does not prevent the board from making further changes to these procedures in the future or from exercising its authority directly.

RECOMMENDATIONS:

THAT, on the advice of Education Council, the Board of Governors approve changing the approval authority for the Curriculum Development and Approval (410) policy and procedures from the Board of Governors with Education Council advice to sole approval by Education Council.

THAT, on the advice of Education Council, the Board of Governors approve the Curriculum Development and Approval (410) policy and procedures, in the form presented at this meeting.

THAT, on the advice of Education Council, the Board of Governors approve, in the form presented at this meeting, the new Program Development and Approval (409) policy and procedures.

PREPARED BY: Natasha Mandryk, Chair, Education Council/Governance Committee

APPENDIX A: REVISED: Curriculum Development and Approval (410) Policy & Procedures
(Final draft w/ Governance Committee edits tracked for reference)

APPENDIX B: Curriculum Development and Approval (410) Policy & Procedures -
Policy Comparison Report (w/ Governance Committee edits tracked for
reference)

APPENDIX C: Program Development and Approval (409) Policy & Procedures
(Final draft w/ Governance Committee edits tracked for reference)

DATE: December 12, 2024

REVISED: Curriculum Development and Approval (410) Policy & Procedures
(Final draft w/ Governance Committee edits tracked for reference)

Curriculum Development and Approval

Policy Type
Academic

Policy Name
Curriculum Development and Approval

Policy Number
410

Effective Date - Policy
TBD

Effective Date - Procedures
TBD

Last Full Review Date
November 18, 2018

Next Scheduled Review Date
November 2023

Approval Body
Education Council

Policy Sponsor
Vice President Academic & Applied Research

Review Body
Education Policy Committee

Responsible Authority
Vice President Academic

Policy

Context and Purpose

Vancouver Community College (VCC; the College) is committed to offering curriculum that is current, relevant, of the highest quality, and evaluated through the governance review process.

This policy guides the development, revision, and approval of all curriculum at the College.

This policy and procedures should be used in concert with the Program Development and Approval Policy (409) where the curriculum development results in new or substantially modified programs and courses leading to programs at the College.

Scope and Limits

This policy applies to all new and revised curriculum at the College.

Education Council is the final approval body for all new and revised curricula. Education Council has established criteria that define certain changes to curriculum as "minor" and has delegated authority to its Curriculum Committee to approve them.

Policy Principles

1. Curriculum at VCC:
   a. is consistent with the College's mission, goals, educational priorities, and plans;
   b. meets the College's standards of excellence;
   c. addresses community and/or industry needs;
   d. supports student success;
   e. promotes accessibility, justice, equity, diversity and inclusion of all learners;
   f. promotes the integration of Indigenous knowledge, perspectives, and ways of being in teaching and learning practices; and
   g. promotes responsible use of College resources.

2. VCC uses systematic practices and procedures for the development of curriculum that:

   a. enhance enrolment;
   b. improve the student experience;
   c. support operational efficiencies;
   d. engage internal and external parties;
   e. are transparent;
   f. are current and relevant;
   g. comply with relevant VCC policies, procedures, guidelines, and operational standards.

3. This policy is part of a broader framework designed to strengthen and maintain the quality of programs and courses offered by the College. This includes curriculum development, governance review, annual program review, program renewal, program accreditation, and the Risk, Financial and Quality (RFQ) Program Framework. The purpose is to ensure high quality educational offerings, manage risk to programs, and ensure financial sustainability.

4. Curriculum development is informed by Ministry of Post-Secondary Education and Future Skills guidelines, professional and industry association requirements, accreditation bodies and credentialing policies at other postsecondary institutions with which the College may wish to articulate.

5. The development of international programs is also informed by Immigration, Refugees and Citizenship Canada regulations pertaining to international studies.

Procedures

General

1. The College uses CourseLeaf Curriculum Inventory Management System (CIM) as its online curriculum development and approval system.

Support

2. The College strongly recommends the use of the following resources to support curriculum development. Use of these resources from the start of the development process will help to facilitate a smooth and timely implementation process:
    a. Centre for Teaching, Learning and Research (CTLR) will assist with the design of program content guides, course outlines, and course maps to create aligned and inclusive learning outcomes, assessments and learning activities.
    b. The Registrar's Office (RO) will assist with establishing clear admission requirements, course pre-requisites and student-centred academic scheduling processes, in addition to supporting the implementation of the Curriculum Delivery Framework.

Curriculum Development & Approval Process

3. The following sections detail the types of curriculum development:
    A. Program Change
    B. Major Curriculum Change
    C. Minor Curriculum Change
    D. Continuing Studies Non-Credit Courses

4. Large curriculum development projects often involve a mix of multiple types of curriculum development, particularly when tuition change or costing is involved. Curriculum Leads might need to follow multiple different sections of these procedures, as well as the procedures in Policy 409 Program Development and Approval. CTLR, the Registrar's Office, and/or Curriculum Committee can provide guidance.

A. Program Change

5. Program change refers to all proposals related to:
    a. New program~~s or course development, where the courses are a required part of a program or credential~~.
    b. New course development, where the course is a required part of a program or credential, and is likely to affect the cost of program delivery

b.c. Revisions to programs that impact total program contact hours, total credits, or total cost of the program and related courses, unless identified by the Vice President, Academic & Research as being urgent or minor in impact.

d. Revisions to courses that impact course implementation, including total contact hours, cost, and course deactivations, unless identified by the Vice President, Academic & Research as being urgent or minor in impact. Written recommendations to the Board of Governors, submitted through the Finance & Audit Committee, will include the essential course criteria needed to inform and enable the Board to maintain the course effectively.

c.e. Revisions to programs resulting from program renewal or accreditation recommendations.

d.f. Revisions to programs resulting from a program suspension process per Policy 414 Suspension and/or Discontinuance of Programs.

6. Program and course development procedures can be found in Program Development and Approval (409) procedures.

7. The concept paper and benchmark report for the proposed program change, unless waived by the Vice President Academic & Applied Research, will go to Education Council and the Board of Governors (Board) for information. For courses, Education Council has the authority and responsibility to approve the admission criteria.

8. Upon approval of the concept paper by Senior Team (or equivalent approval to proceed with program development), the Curriculum Lead may begin curriculum development and will submit the required curriculum proposal(s) for approval.

9. The curriculum proposal must be developed in collaboration with the department, CTLR, Registrar, and other relevant internal parties including but not limited to:

   a. Indigenous Education & Community Engagement;
   b. IT;
   c. Facilities;
   d. International Education;
   e. Disability Services; and
   f. Library.

10. The curriculum proposal must be compatible with third party requirements, which may be contractual, or related to affiliation or accreditation.

11. Following approval by the Department Leader and Dean, Curriculum Committee reviews the curriculum proposal and may:
    a. Recommend approval of revisions and new curriculum to Education Council.
    b. Return proposals to the Curriculum Lead for further revisions and/or consultation.

12. The Curriculum Committee Chair presents the curriculum and a recommendation to Education Council.

13. The Dean or designate will provide a decision note informing Education Council about matters related to the implementation of the program change proposal.

14. Education Council may:

   a. Approve or conditionally approve proposed revised or new curriculum. (Conditional approval requires that the Curriculum Lead implement recommended revisions and that the revised curriculum is reviewed and approved by the Curriculum Committee Chair prior to implementation.)
   b. Return curriculum proposals to the Department for further revisions and/or consultation.

15. The Education Council Chair will inform the Board of the approval of new or changed curriculum.

16. Any affiliation agreements required as part of the curriculum proposal must be approved per Policy 407 Educational Affiliations prior to final approval of the curriculum proposal.

B. Major Curriculum Change

17. Major curriculum change refers to all proposals related to:
   a. New courses that are not a required part of a program/credential.
   b. Revisions to programs that:
       i. Do not impact total program hours, credits, or cost (if program hours, credits, or cost are affected, Program Change procedures apply),
      ii. Affect existing program implementation requirements, or
     iii. Are not within the scope of Education Council's guidelines on minor curriculum change.

18. The curriculum proposal must be done in collaboration with the department, CTLR, Registrar, and other relevant internal parties as needed, including but not limited to:

   a. Indigenous Education & Community Engagement;
   b. IT;
   c. Facilities,
   d. International Education;
   e. Disability Services; and
   f. Library.

19. The curriculum proposal must be compatible with third party (contractual, affiliation, and accreditation) requirements.

20. Curriculum Committee reviews the curriculum proposal and may:

   a. Recommend approval of major revisions and new curriculum to Education Council.
   b. Return proposals to the Curriculum Lead for further revisions and/or consultation.

21. The Curriculum Committee Chair presents the curriculum and a recommendation to Education Council.

22. Education Council may:

    a. Approve or conditionally approve proposed revised or new curriculum (conditional approval requires that recommended edits are reviewed and approved by the Curriculum Committee Chair prior to implementation).
    b. Return curriculum proposals to the Department for significant further revisions and/or consultation.

23. Any affiliation agreements required as part of the curriculum proposal, must be considered and approved pursuant to Policy 407 Educational Affiliations prior to final approval of the curriculum proposal.

24. For new courses that are not a required part of a program or credential:

    a. The Dean must submit a course costing for approval by Senior Team, with input from the Chief Financial Officer and the Registrar.
    b. Course tuition and fees are approved by the Finance and Audit Committee and Board in accordance with Ministry guidelines and the College's Policy 310 Tuition and Fees. Written recommendations to the Board of Governors, submitted through the Finance & Audit Committee, will include the essential course criteria needed to inform and facilitate the Board's approval process.

C. Minor Curriculum Change

25. Minor curriculum change refers to all proposals related to:
    a. revisions to existing courses (except changes to credits or hours), and
    b. revisions to existing programs that do not have any implementation requirements, and
    c. are within the scope of Education Council's guidelines on minor change.

26. The curriculum proposal must be compatible with third party (contractual, affiliation, and accreditation) requirements.

27. Curriculum Committee reviews the curriculum proposal and may:

    a. Approve minor changes.
    b. Return proposals to the Curriculum Lead for further revisions and/or consultation.

28. The Curriculum Committee Chair presents a summary of minor changes to Education Council for information on a regular basis.

D. Continuing Studies Non-Credit Courses

29. All Continuing Studies non-credit courses and course revisions are recorded in CourseLeaf and are approved by the Continuing Studies Dean.

30. Continuing Studies provides an annual report of non-credit courses to Education Council.

Responsibilities

31. The School Dean or designate is responsible for monitoring the curriculum development process for Program Changes and supporting consultation with the Registrar, Finance, and external parties. The Registrar and Finance should be consulted on any proposed changes to the Curriculum Delivery Framework or previously-granted Curriculum Delivery Framework exemptions. External consultation may be required for the creation of the Program/Credential Benchmark Report.

32. Deans, Department Leaders, CTLR, and Curriculum Leads will follow the requirements contained in the Curriculum Delivery Framework. Requests for exemptions from the Curriculum Delivery Framework will be compiled by the Dean or designate and brought to the Vice President Academic & Applied Research for decision.

33. The Department Leader and School Dean provide initial approval of all new or revised curriculum.

34. The Curriculum Lead is typically the individual responsible for bringing these changes before Curriculum Committee and Education Council.

35. The School Dean is responsible for ensuring that:
    a. any new or revised curriculum has been costed appropriately, and
    b. any significant financial requirement for the College or students has been identified, and
    c. a reasonable timeline has been established to ensure effective implementation of the proposal.

Consultation

36. The Curriculum Lead is required to conduct appropriate internal and external consultations for all Program Change and Curricular Change. CTLR assists in identifying appropriate areas to consult based on the scope of curriculum changes.

37. Requests for consultation must provide relevant parties with adequate time to provide feedback and recommendations.

38. Faculty within the department must be consulted prior to curriculum being presented to Curriculum Committee.

39. Curriculum Committee and Education Council have the authority to require further consultations as deemed appropriate.

40. New or revised program content guides and/or course outlines should be submitted to the Registrar and CTLR for consultation at least two months prior to Curriculum Committee submission, except for minor changes.

Timelines

41. The development/revision and approval of programs and courses may take anywhere from one (1) month (for minor revisions) to 18 months (for a new program). Meeting the requirements of any external regulatory bodies, such as the Degree Quality Assessment Board (DQAB), may require additional time.

42. Curricular Changes should be approved at least 6 months prior, except for minor changes, or new program or course curriculum that does not impact academic scheduling deadlines.

Communication and Record Keeping

43. Following Education Council approval, a formal resolution is sent by the Education Council Office to key implementation areas within the College and is posted on the website.

44. The Education Council Office saves an electronic copy of approved curricula in a location accessible to all employees.

45. Official curriculum documents are archived by the Registrar's Office in compliance with VCC's Policy 520 Record Management and Records Retention Schedule.

References and Resources

Definitions

Term	Description
Concept Paper	A document outlining the rationale and plans related to the development of a new program and substantial revision of an existing program.
Consultation	The practice of requesting feedback and holding dialogue with relevant individuals, departments and interest groups, and thoughtfully considering input before action is taken or decisions reached.
Course Outline	A curriculum document that contains the essential features of a course, such as: course name and number, credits and hours, course description, prerequisites, course learning outcomes, instructional strategies, student evaluation methods, and evaluation plans.

Term	Description
Curriculum Change	The creation, modification, or elimination of individual courses, and the revision of programs where such change does not result in a change to a program's overall total hours, credits or cost. Curriculum Changes may be classified as major or minor by Education Council.
Curriculum	The planned sequence of instruction for a program or course.
Curriculum Delivery Framework	A set of guidelines that support the effective operationalization of program and course delivery and which is a mechanism designed based on the RFQ Program Framework. The four primary guidelines in the Curriculum Delivery Framework are: 1. Courses start and end dates are compatible with Academic Calendar terms of instruction; 2. Course credit range allocations are between 2 credits and 6 credits; 3. Program per-term credit loads are between 12 credits and 18 credits; and 4. Courses run concurrently within a term of instruction
Curriculum Lead	The Department Leader or instructor responsible for leading the curriculum development work, leading to either Curriculum Change or Program Change.
Degree Quality Assessment Board (DQAB)	An independent advisory board appointed by the Minister of Post-Secondary Education and Future Skills that oversees the quality assurance process for degree level education in British Columbia.
Effective Date	The month and year the program/course will first be taught after governance approval.
Governance	A prescribed process that identifies who has the primary and/or advisory responsibility for select decisions at various stages of the curriculum approval process. The governance bodies at VCC are the Board of Governors and Education Council.
Post-Secondary Institution Proposal System (PSIPS)	A Ministry of Post-Secondary Education and Future Skills process that includes a web-based system designed to manage and support the post-secondary submission and review of degree and non-degree diploma programs, or a certificate that leads to a diploma.
Program Change	New program development or revisions to programs related to: - Total program hours, credits, or cost of the program; - Program renewal or accreditation recommendations; and - Program suspension process per Policy 414 Suspension and/or Discontinuance of Programs.

Term	Description
Program Content Guide	A curriculum document that contains the essential features of a program of study, such as: program name, purpose, number of credits, duration, program learning outcomes, admission requirements, grading system, course list, instructional strategies, evaluation of student learning, and the credential received upon completion.
Program/Credential Benchmark Report (PCBR)	A report created by the Dean's office in consultation with the Department leadership and supported by Operations Management that reflects the financial sustainability of a program/credential relative to peer programs offered by public post-secondary institutions (in B.C. and Canada as needed).
RFQ Program Framework	A framework of three pillars of enrolment Risk mitigation, Financial costing, and educational Quality used to analyze program creation, program review and renewal.
Senior Team	The President, Vice Presidents and other senior college leaders as determined by the President.

Related VCC Policies

VCC Policies	Policy Number
Academic Schedule	401
Assignment of Credit to Courses	413
Curriculum/Educational/Institutional Materials Created within the College	513
Grading, Progression and Withdrawal	411
Granting of Credentials	412
Off-Campus Activity Involving Students	415
Prior Learning Assessment and Recognition	316
Program Development and Approval	409
Program Review and Renewal	403
Records Management	520
Requirements for Student Attendance and Participation	326
Selection of Library Materials	511
Suspension and/or Discontinuance of Programs	414
Tuition and Fees	310

Related Resources

- [College and Institute Act,](#) RSBC 1996, c 52
- IRCC Regulations

Rationale and Additional Information

Provide rationale for this change

Full review.

Consultation and Feedback

Community Feedback:
9/11: This a huge step that I'm very happy to finally see. This policy will ensure that programs will be eligible for BC Student Loans as well as the other provincial loans that many of our student's access. I have pleaded for years to standardize the term structure and the credit assignments. I have spent countless hours having to manipulate the current structure to get programs approved. So, I very much want this too be approved.
This policy will ensure that we can get the student the most funding available as we all know the cost are always going up.
PS next step would be no date changes after classes have started. This issue just messes up so many loans and students financial problems. ex Steel Detailing CAD used to run Sept to June and after program is approved for loans, they changed end date to April and that's a 6k hit on students funding.

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9/16: I want to send feedback regarding the Curriculum Development Policy that is out for community feedback. I strongly support this policy and especially the curriculum delivery framework that stipulates that new and revised curriculum should adopt a term-based delivery model with specifications around the number of credits in each term. The challenges that we have had in international education and with serving international students in programs with non term based programs have been significant so we really support this new policy to help us better support our international students.

Below is a summary of the challenges that international staff and students are experiencing as a result of non-standard academic terms which helps to illustrate why approving this policy including the curriculum delivery framework will help better support international students:

1. **Post-Graduate Work Permit (PGWP) Eligibility** – Non-standard start and end dates for courses can appear as if a student has not maintained full-time academic status throughout their program. Since international students are required to submit their transcript for their PGWP application, we have seen a growing number of PGWP refusals as a result of these transcripts.

    PGWP refusals lead to the following:

    - student is out of status, meaning they cannot work so they likely lost a job opportunity

- student will need to re-apply for a PGWP again with a supporting document ($255) and possibly a study permit restoration if they study permit expired ($350)
- student needs to wait until the PGWP is approved before being eligible to work, which may take months. Also, there is no guarantee that it will get approved.

If IRCC continues to see this pattern from VCC, it may raise a flag to them that VCC is not ensuring that international students are maintaining full-time academic status throughout their programs which can jeopardize our approved DLI standing. Also, this is greatly impacting VCC's reputation among students, prospective students, and agents, as our PGWP eligibility is a huge selling point.

1. **IRCC Compliance Reporting** –VCC is required to report to IRCC twice a year on the status of international students in Canada. Non-standard start and end dates of courses makes it difficult to assess overall full-time academic enrolment in programs and involves manual checking of enrolment for hundreds of students two times per year by IE team members that could otherwise be meeting with students and providing advising and support.
2. **Student Fee Payments** – When start and end dates do not fall in a regular academic semester, students do not know how much tuition to pay and it makes it almost impossible for us to tell a student in advance how much they will be required to pay each term and when. The fee payments and deadlines are based on standard term dates. Part of the new BC EQA Education Quality Assurance procedures coming into effect in January 2025 include requirements for fee transparency for international students and non-standard terms make it very challenging for us to be able to adhere to this. Also, when most courses fall in a particular term, students need to pay a large proportion of their tuition for that term and this is often unexpected and leads to students seeking fee deferrals and involves other college resources such as Student Accounts.
3. **Agent Commissions**: VCC pays recruitment agents a commission payment when they help recruit a student into a VCC program. For programs that do not follow a regular academic schedule and combine two terms into one term code, we identify the courses in each program and their "part-of-term" codes. VCC's current commission payment system, which is used in many other Canadian institutions, was not set up to include the "part-of-term" codes. Therefore, IE and IT have spent vast amounts of time and resources building these codes manually to Banner reports. These manual setups also increase margins of error and we frequently find discrepancies. To avoid paying agents and MSM more than they should receive, Finance and IT are also heavily involved in improving the process.

   Additionally, this impact our agent relations when commissions are delayed or missed due to discrepancies related to "part-of-term" codes. Commission payments also need to be processed 6 times a year because programs and subsequent terms start randomly throughout the year (11 times a year if not more). Most other Canadian

public institutions only process payments 3 times a year based on a regular academic term/schedule. The amount of back and forth communication and management of our agent network is incredibly time consuming based on this structure.

4. **Prospective Student Experience and Impact on Recruitment:** Certain important information is not readily available on the website, such as the length of each term, when future payments are due, and approximate tuition amount per term based on how many credits per term. Such information cannot be displayed when courses do not follow the college's academic term, and the information may be different depending on the intake. VCC staff also cannot provide support as the information is not available until after schedules are released and registration takes place, which does not help prospective students when making decisions. Students are less likely to apply or accept VCC offers if we cannot provide readily available information on the website or at least upon request for them to plan their studies in Canada.

5. **Agent/Recruitment Partner Relationships**: The above examples undermine our efforts to maintain good relationships with agents/recruitment partners, who recruit close to 70% of VCC's international students.

6. **Operational Excellence:** We have been working hard to create more efficiencies in our operations to create a better student experience and to promote international student success at VCC. We have a lot of functionality already available in Banner our student database system for example to help automate and better serve students such as through automated reminders, early intervention systems to promote student success etc. however setting these up require the adoption of a term-based structure without which it is challenging to efficiently operationalize these functions. We cannot use many of the 'out-of-the-box' features of the educational administrative technologies available to us because most technologies are designed for institutions that follow a term based structure. This means that we either can't use the technologies and have to result to manual work or we need to pay to request modifications which is expensive.

The above examples show the impact specifically on recruitment and operational excellence, and how crucial it is to standardize academic schedules. I really support this policy and hope that it is approved.

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Nicole: Adjusted some definitions following consultation with Todd and Natasha. Consultation - more closely aligns with Suspension Policy definition; Curriculum Change - revision missed in last version; Curriculum Lead - move last sentence to procedure 40 (Responsibilities).

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23-9: I appreciate the greater clarity of the policy and consistency and readability. I value the change to term based courses, this will allow more consistent schedule for orientations for new students and planning for support services for new students and targeting for new student on line orientation. I believe the term enrolment with assist with our recruitment of student to new programing for Spring/Summer term.

Education Policy Committee recommended the revised Curriculum Development and Approval (CDA) policy to EdCo for joint approval with the Board of Governors at the October 2, 2024 committee meeting. However, following further discussions, the policy was split and some content moved into the new Program Development and Approval (PDA) Policy (409), in order to separate the approval authorities of Education Council and the Board of Governors as set out in the College & Institute Act.

Revised drafts of the CDA policy and procedures were posted for feedback from November 7-28, 2024. No feedback was received.

Education Policy Committee review December 4, 2024: minor edits to add Library to list of consultations and add a definition of Senior Team.

Curriculum Development & Approval Policy (410)

Comparison Report

Code	Field	Old Value	New Value
			Red-lined text is Governance Committees edits
410	Effective Date - Policy	November 18, 2018	TBD
	Effective Date - Procedures	November 18, 2018	TBD
	Last Full Review Date	October 28, 2015	November 18, 2018
	Approval Body	Board of Governors and Education Council Jointly	Education Council
	Responsible Authority	Policy Coordinator	Vice President Academic
	Context and Purpose	The programs and courses of Vancouver Community College (VCC; the College) make up the curricula (systems of organized learning experiences) through which the College meets the needs of the community for education and training, and maximized student mobility and success. VCC strives to achieve its mission, goals and objectives through the programs and courses it offers.	Vancouver Community College (VCC; the College) is committed to offering curriculum that is current, relevant, of the highest quality, and evaluated through the governance review process. This policy guides the development, revision, and approval of all curriculum at the College. This policy and procedures should be used in concert with the Program Development and Approval Policy (409) where the curriculum development results in new or substantially modified programs and courses leading to programs at the College.
	Scope and Limits	This policy applies to all developers of curricula at Vancouver Community College, and establishes the requirements for the development of new curricula, and the revision of existing curricula.	This policy applies to all new and revised curriculum at the College. Education Council is the final approval body for all new and revised curricula. Education Council has

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		Curricula at VCC falls within the jurisdiction of the Education Council under both its sole powers as well as its advisory role to the Board of Governors.	established criteria that define certain changes to curriculum as "minor" and has delegated authority to its Curriculum Committee to approve them.

	Policy Principles	1. VCC is committed to the establishment and use of systematic practices and procedures for the development of curricula that
		
		    a. engages relevant stakeholders;
		
		    b. is transparent; and
		
		    c. aligns with the College's governance processes.
		
		2. VCC will ensure that all curricula
		
		    a. is consistent with the College's mission, goals, educational priorities and plans;
		
		    b. meets the College's standards of excellence;
		
		    c. is based on community needs;
		
		    d. supports student success; and
		
		    e. promotes responsible use of College resources.
		
		3. Meaningful consultation is critical to ensure high quality curricula and a smooth approval and implementation process.
			1. Curriculum at VCC:
			
			    a. is consistent with the College's mission, goals, educational priorities, and plans;
			
			    b. meets the College's standards of excellence;
			
			    c. addresses community and/or industry needs;
			
			    d. supports student success;
			
			    e. promotes accessibility, justice, equity, diversity and inclusion of all learners;
			
			    f. promotes the integration of Indigenous knowledge, perspectives, and ways of being in teaching and learning practices; and
			
			    g. promotes responsible use of College resources.
			
			2. VCC uses systematic practices and procedures for the development of curriculum that:
			
			    a. enhance enrolment;
			
			    b. improve the student experience;
			
			    c. support operational efficiencies;

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		4. The development of curricula is guided by needs as expressed by the communities served by VCC as well as demand from existing and prospective students. 5. Curricular development is guided by Provincial Ministry guidelines, professional and industry association requirements, accreditation bodies and credentialing policies at other postsecondary institutions with which the College may wish to articulate. 6. All College curricula is maintained in the Curriculum Inventory Management System (CIMS).	d. engage internal and external parties; e. are transparent; f. are current and relevant; g. comply with relevant VCC policies, procedures, guidelines, and operational standards. 3. This policy is part of a broader framework designed to strengthen and maintain the quality of programs and courses offered by the College. This includes curriculum development, governance review, annual program review, program renewal, program accreditation, and the Risk, Financial and Quality (RFQ) Program Framework. The purpose is to ensure high quality educational offerings, manage risk to programs, and ensure financial sustainability. 4. Curriculum development is informed by Ministry of Post-Secondary Education and Future Skills guidelines, professional and industry association requirements, accreditation bodies and credentialing policies at other postsecondary institutions with which the College may wish to articulate. 5. The development of international programs is also informed by Immigration, Refugees and Citizenship Canada regulations pertaining to international studies.
	All Procedures	**GENERAL**	**General**

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		1. The design, development, revision, approval, and implementation of programs and courses takes anywhere from one (1) month (for minor revisions) to 18 months, depending on the development type. External approval bodies such as the Degree Quality Assessment Board (DQAB) and the Ministry of Advanced Education, Skills & Training may extend these timelines. Deans/Directors and Department Leaders should create an initial timeline using pre-existing meeting dates, length of time for peer review, etc.
		
		2. The Centre for Teaching, Learning and Research (CTLR) supports the design and development of curricula.
		
		3. Once a Concept Paper is approved, a New Program Implementation Plan must be completed and submitted to Curriculum Committee with the program curriculum.
		
		4. Education Council is the final approval body for all new courses and revised curricula per the Resolution of the Board of Governors dated May 29, 2013. The Board of Governors approves all new programs and credentials with advice from Education Council.
		
		5. New programs should be approved at least 9-12 months prior to the planned effective date. New courses and major changes should be approved at least 6 months prior.
			1. The College uses CourseLeaf Curriculum Inventory Management System (CIM) as its online curriculum development and approval system.
			
			Support
			
			2. The College strongly recommends the use of the following resources to support curriculum development. Use of these resources from the start of the development process will help to facilitate a smooth and timely implementation process:
			
			   a. Centre for Teaching, Learning and Research (CTLR) will assist with the design of program content guides, course outlines, and course maps to create aligned and inclusive learning outcomes, assessments and learning activities.
			
			   b. The Registrar's Office (RO) will assist with establishing clear admission requirements, course pre-requisites and student-centred academic scheduling processes, in addition to supporting the implementation of the Curriculum Delivery Framework.

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		CONSULTATION 6. The Department Leader and Dean/Director are required to ensure that there is opportunity for internal and external consultations, allowing stakeholders adequate time to provide their feedback and recommendations. 7. New curricula and changes to existing curricula require a series of consultations to ensure educational quality, and that students are fully supported in their programs. 8. Early and thorough internal consultation helps to identify implementation and operational needs and allows areas like the Registrar's Office and Institutional Research to begin work that will facilitate the process. 9. Where applicable, engaging in external consultations helps to verify that curricula meets the quality standards of academic peers and community stakeholders as well as enhancing existing and developing potential new partnerships and agreements. 10. The amount of consultation required depends on the development type. 11. Faculty within the department must be consulted. 12. It is recommended that group consultations with similar service area representatives be arranged where possible.	**Curriculum Development & Approval Process** 3. The following sections detail the types of curriculum development: A. Program Change B. Major Curriculum Change C. Minor Curriculum Change D. Continuing Studies Non-Credit Courses 4. Large curriculum development projects often involve a mix of multiple types of curriculum development, particularly when tuition change or costing is involved. Curriculum Leads might need to follow multiple different sections of these procedures, as well as the procedures in Policy 409 Program Development and Approval. CTLR, the Registrar's Office, and/or Curriculum Committee can provide guidance. **A. Program Change**

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		13. Curriculum Committee and Education Council have the authority to require further consultations as they see fit.
		
		DEVELOPMENT TYPE
		
		There are four (4) development types:
		
		  a. New Programs;
		
		  b. New Courses and Changes to Programs and Courses;
		
		  c. Minor Revisions to Programs and Courses; and
		
		  d. Non-Credit Courses in Continuing Studies
		
		  A. New Program
		
		14. New programs are approved by both the Board of Governors and Education Council.
		
		15. The development of a new program requires full consultation with internal and external stakeholders, and involves additional governance steps to ensure institutional
			5. Program change refers to all proposals related to:
			
			  a. New programs. or course development, where the courses are a required part of a program or credential.
			
			  b. New course development, where the course is a required part of a program or credential, and is likely to affect the cost of program delivery
			
			  c. Revisions to programs that impact total program contact hours, total credits, or total cost of the program and related courses, unless identified by the Vice President, Academic & Research as being urgent or minor in impact.
			
			  d. Revisions to courses that impact course implementation, including total contact hours, cost, and course deactivations, unless identified by the Vice President, Academic & Research as being urgent or minor in impact. Written recommendations to the Board of Governors, submitted through the Finance & Audit Committee, will include the essential course criteria needed to inform and enable the Board to maintain the course effectively.
			
			  f. Revisions to programs resulting from program renewal or accreditation recommendations.
			
			  g. Revisions to programs resulting from a program suspension process per Policy 414 Suspension and/or Discontinuance of Programs.

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		support before significant time and resources are spent developing the full program proposal. Stage 1 – Approval to Develop 16. A Concept Paper and Business Case are prepared and submitted to the Vice President, Academic & Research; Executive Director, Finance & Chief Financial Officer; and the Vice President, Administration & International Development for approval. 17. The Dean/Director presents the approved Concept Paper to Education Council for information. 18. The Education Council Chair presents an Information Note to the Board of Governors. If possible, the Dean/Director attends the Board meeting in person to answer questions. Stage 2 – Program Development and Approval of Curriculum 19. The Curriculum Developer/Department Leader:	program development), the Curriculum Lead may begin curriculum development and will submit the required curriculum proposal(s) for approval. 9. The curriculum proposal must be developed in collaboration with the department, CTLR, Registrar, and other relevant internal parties including but not limited to: a. Indigenous Education & Community Engagement; b. IT; c. Facilities; d. International Education; e. Disability Services; and f. Library. 10. The curriculum proposal must be compatible with third party requirements, which may be contractual, or related to affiliation or accreditation. 11. Following approval by the Department Leader and Dean, Curriculum Committee reviews the curriculum proposal and may: a. Recommend approval of revisions and new curriculum to Education Council. b. Return proposals to the Curriculum Lead for further revisions and/or

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		a. works with the CTLR to design and map the curricula, and develop a program evaluation plan b. consults with internal and external stakeholders (including Institutional Research (IR) on the FTE divisor), c. enters program/course information into the CIMS d. completes the Rationale and Consultations section in the CIMS, and uploads the New Program Implementation Plan e. starts the workflow process 20. The Dean: a. approves the curriculum through the curriculum management system, which automatically sends the information to Curriculum Committee. b. in collaboration with the Department Leader, consults with the Vice President, Academic & Research; Executive Director, Finance & Chief Financial Officer; and the Vice President, Administration & International Development to review, revise and complete the New Program Implementation Plan and Business Case.	consultation. 12. The Curriculum Committee Chair presents the curriculum and a recommendation to Education Council. 13. The Dean or designate will provide a decision note informing Education Council about matters related to the implementation of the program change proposal. 14. Education Council may: a. Approve or conditionally approve proposed revised or new curriculum. (Conditional approval requires that the Curriculum Lead implement recommended revisions and that the revised curriculum is reviewed and approved by the Curriculum Committee Chair prior to implementation.) b. Return curriculum proposals to the Department for further revisions and/or consultation. 15. The Education Council Chair will inform the Board of the approval of new or changed curriculum. 16. Any affiliation agreements required as part of the curriculum proposal must be approved per

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		21. Curriculum Committee reviews the curriculum and New Program Implementation Plan. If possible, both the Curriculum Developer and the Department Leader attend the Curriculum Committee meeting in person to answer questions.
		
		22. Curriculum Committee may:
		
		    a. Recommend approval to Education Council;
		
		    b. Recommend additional revisions that must be completed and reviewed by the Curriculum Committee Chair before going to Education Council;
		
		    c. Recommend significant revisions that are returned to the Department Leader, to be brought back to Curriculum Committee at a subsequent meeting.
		
		23. The Chair of Curriculum Committee presents the recommendation and curriculum to Education Council. If possible, the Department Leader and Curriculum Developer attend the Education Council meeting in person to answer questions.
		
		24. Education Council may:
		
		    a. Approve the curriculum;
		
		    b. Approve the curriculum with additional revisions that must be completed and reviewed by the Curriculum Committee Chair prior to implementation; or
			Policy 407 Educational Affiliations prior to final approval of the curriculum proposal.
			
			B. Major Curriculum Change
			
			17. Major curriculum change refers to all proposals related to:
			
			    a. New courses that are not a required part of a program/credential.
			
			    b. Revisions to programs that:
			
			        i. Do not impact total program hours, credits, or cost (if program hours, credits, or cost are affected, Program Change procedures apply),
			
			        ii. Affect existing program implementation requirements, or
			
			        iii. Are not within the scope of Education Council's guidelines on minor curriculum change.
			
			18. The curriculum proposal must be done in collaboration with the department, CTLR, Registrar, and other relevant internal parties as needed, including but not limited to:

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		c. Require significant revisions that are returned to the Department, to be brought back to Curriculum Committee at a subsequent meeting, before returning to Education Council;
		
		25. At the same meeting of Education Council, the Dean presents the final version of the New Program Implementation Plan for information.
		
		26. Education Council makes a recommendation to the Board of Governors regarding implementation.
		
		Stage 3 – Review and Final Approval:
		
		27. The office of the Vice President, Academic & Research coordinates submissions to the Ministry of Advanced Education and Skills Training for provincial peer review through PSIPS and/or DQAB.
		
		28. After Education Council's approval, the curricula for most credentials is sent for provincial peer review.
			a. Indigenous Education & Community Engagement;
			
			b. IT;
			
			c. Facilities,
			
			d. International Education;
			
			e. Disability Services; and
			
			f. Library.
			
			19. The curriculum proposal must be compatible with third party (contractual, affiliation, and accreditation) requirements.
			
			20. Curriculum Committee reviews the curriculum proposal and may:
			
			    a. Recommend approval of major revisions and new curriculum to Education Council.
			
			    b. Return proposals to the Curriculum Lead for further revisions and/or consultation.
			
			21. The Curriculum Committee Chair presents the curriculum and a recommendation to Education Council.
			
			22. Education Council may:

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		a. Proposals for diplomas and certificates that ladder into diplomas are posted on PSIPS for thirty (30) days.
		
		b. Proposals for new degrees are submitted to the Ministry of Advanced Education, Skills & Training for review.
		
		   i. If the mandate is approved, the full program proposal is posted on the PSIPS website and forwarded to DQAB for review.
		
		   ii. DQAB submits their recommendation to the Minister of Advanced Education, Skills & Training for approval.
		
		29. The Vice President, Academic & Research reports on the outcome of the provincial peer review process.
		
		a. If major revisions are required by the peer review, the proposal will return to Stage 2, above.
		
		b. If no major revisions are required, the proposal will proceed to final approval.
			a. Approve or conditionally approve proposed revised or new curriculum (conditional approval requires that recommended edits are reviewed and approved by the Curriculum Committee Chair prior to implementation).
			
			b. Return curriculum proposals to the Department for significant further revisions and/or consultation.
			
			23. Any affiliation agreements required as part of the curriculum proposal, must be considered and approved pursuant to Policy 407 Educational Affiliations prior to final approval of the curriculum proposal.
			
			24. For new courses that are not a required part of a program or credential:
			
			a. The Dean must submit a course costing for approval by Senior Team, with input from the Chief Financial Officer and the Registrar.
			
			b. Course tuition and fees are approved by the Finance and Audit Committee and Board in accordance with Ministry guidelines and the College's Policy 310 Tuition and Fees. Written recommendations to the Board of Governors, submitted through the Finance & Audit Committee, will include the essential course criteria needed to inform and facilitate the Board's approval process.

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		30. The Vice President, Academic & Research and the Executive Director, Finance & Chief Financial Officer submit the final New Program Implementation Plan and Business Case to the Senior Executive and the Board Finance and Audit Committee.
		
		31. The Board Finance and Audit Committee will review and submit a recommendation of tuition fees to the Board of Governors.
		
		32. The Board reviews the proposed New Program, including the recommendations from the Finance and Audit Committee (for tuition fees), Education Council (for implementation) and the Vice President, Academic & Research (for due process, i.e. provincial peer review). If possible, the Dean/Director attends the Board meeting in person to answer questions.
		
		33. The Board may:
		
		a. Approve the fee structure; and/or
		
		b. Approve implementation of the program; and/or
		
		c. Based on a budget review, determine a separate timeline for implementation of the program.
		
		d. Approve the new credential.
			C. Minor Curriculum Change
			
			25. Minor curriculum change refers to all proposals related to:
			
			    a. revisions to existing courses (except changes to credits or hours), and
			
			    b. revisions to existing programs that do not have any implementation requirements, and
			
			    c. are within the scope of Education Council's guidelines on minor change.
			
			26. The curriculum proposal must be compatible with third party (contractual, affiliation, and accreditation) requirements.
			
			27. Curriculum Committee reviews the curriculum proposal and may:
			
			    a. Approve minor changes.
			
			    b. Return proposals to the Curriculum Lead for further revisions and/or consultation.
			
			28. The Curriculum Committee Chair presents a summary of minor changes to Education Council for information on a regular basis.

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		34. The Board Chair will forward formal written notification of its decision to the Education Council Office.
		
		B. New Courses and Changes to Programs and Courses
		
		35. Development of new courses and changes to programs and courses require Education Council approval.
		
		36. The Curriculum Developer/Department Leader:
		
		    a. works with the CTLR to design and map the curricula
		
		    b. consults with internal and external stakeholders as needed
		
		    c. enters program/course information into the CIMS
		
		    d. completes the Rationale and Consultations section for programs/courses
		
		    e. starts the workflow process
		
		37. The Dean approves the curricula through the CIMS, which automatically sends the
			D. Continuing Studies Non-Credit Courses
			
			29. All Continuing Studies non-credit courses and course revisions are recorded in CourseLeaf and are approved by the Continuing Studies Dean.
			
			30. Continuing Studies provides an annual report of non-credit courses to Education Council.
			
			Responsibilities
			
			31. The School Dean or designate is responsible for monitoring the curriculum development process for Program Changes and supporting consultation with the Registrar, Finance, and external parties. The Registrar and Finance should be consulted on any proposed changes to the Curriculum Delivery Framework or previously-granted Curriculum Delivery Framework exemptions. External consultation may be required for the creation of the Program/Credential Benchmark Report.
			
			32. Deans, Department Leaders, CTLR, and Curriculum Leads will follow the requirements contained in the Curriculum Delivery Framework. Requests for exemptions from the Curriculum Delivery Framework will be compiled by the Dean or designate and

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		information to Curriculum Committee. 38. Curriculum Committee reviews the curricula. If possible, both the Curriculum Developer and the Department Leader attend the Curriculum Committee meeting in person to answer questions. 39. Curriculum Committee may: a. Recommend approval of the curricula to Education Council; b. Recommend additional revisions that must be completed and reviewed by the Curriculum Committee Chair before going to Education Council; c. Recommend significant revisions that are returned to the Department Leader, to be brought back to Curriculum Committee at a subsequent meeting. 40. The Chair of Curriculum Committee presents the recommendation and curriculum to Education Council. If possible, the Department Leader attends the Education Council meeting in person to answer questions.	brought to the Vice President Academic & Applied Research for decision. 33. The Department Leader and School Dean provide initial approval of all new or revised curriculum. 34. The Curriculum Lead is typically the individual responsible for bringing these changes before Curriculum Committee and Education Council. 35. The School Dean is responsible for ensuring that: a. any new or revised curriculum has been costed appropriately, and b. any significant financial requirement for the College or students has been identified, and c. a reasonable timeline has been established to ensure effective implementation of the proposal. **Consultation** 36. The Curriculum Lead is required to conduct appropriate internal and external consultations for all Program Change and Curricular Change. CTLR assists in identifying

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		41. Education Council may: a. Approve the curricula; b. Approve the curricula with additional revisions that must be completed and reviewed by the Curriculum Committee Chair prior to implementation; or c. Require significant revisions that are returned to the Department, to be brought back to Curriculum Committee at a subsequent meeting, before returning to Education Council. 42. For new stand-alone courses that involve approval of a tuition and fee structure: a. The Executive Director, Finance & Chief Financial Officer submits the Business Case to the Senior Executive and the Board Finance and Audit Committee. b. The Board Finance and Audit Committee will make a	appropriate areas to consult based on the scope of curriculum changes. 37. Requests for consultation must provide relevant parties with adequate time to provide feedback and recommendations. 38. Faculty within the department must be consulted prior to curriculum being presented to Curriculum Committee. 39. Curriculum Committee and Education Council have the authority to require further consultations as deemed appropriate. 40. New or revised program content guides and/or course outlines should be submitted to the Registrar and CTLR for consultation at least two months prior to Curriculum Committee submission, except for minor changes. **Timelines** 41. The development/revision and approval of programs and courses may take anywhere from one (1) month (for minor revisions) to 18 months (for a new program). Meeting the requirements of any external regulatory bodies, such as the Degree Quality Assessment Board (DQAB), may require additional time. 42. Curricular Changes should be approved at least 6 months prior, except for minor changes, or new program or course curriculum

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		recommendation to the Board of Governors on the tuition and fee structure, and the Board of Governors will make a decision prior to implementation of the course.	that does not impact academic scheduling deadlines. **Communication and Record Keeping**
		43. If the changes to a program or course have financial requirements (either ongoing or one-time) that are outside the scope of the School's budgetary capabilities:	43. Following Education Council approval, a formal resolution is sent by the Education Council Office to key implementation areas within the College and is posted on the website. 44. The Education Council Office saves an electronic copy of approved curricula in a location accessible to all employees. 45. Official curriculum documents are archived by the Registrar's Office in compliance with VCC's Policy 520 Record Management and Records Retention Schedule.
		a. The Executive Director, Finance & Chief Financial Officer submits a Business Case to the Board Finance and Audit Committee. b. The Board Finance and Audit Committee will make a recommendation to the Board of Governors on the new fee structure, and the Board of Governors will make a decision prior to implementation.	
		C. Minor Revisions to Programs and Courses	

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		44. Minor revisions require Curriculum Committee approval. 45. The Curriculum Developer/Department Leader: a. consults with the CTLR and other internal stakeholders as needed b. enters program/course information into the CIMS c. completes the Rationale and Consultations section on each form d. starts the workflow process 46. The Dean approves the curricula through the curriculum management system, which automatically sends the information to Curriculum Committee. 47. Curriculum Committee reviews the curricula. If possible, both the Curriculum Developer and the Department Leader attend the Curriculum Committee meeting in person to answer questions. 48. Curriculum Committee may: a. Approve the curricula; b. Approve the curricula with additional minor edits that must be completed and	

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		reviewed by the Curriculum Committee Chair prior to implementation; or c. Decide the proposal does not qualify as a minor revision and send to Education Council for approval. 49. Education Council may, at any time, request to review any minor revision proposal submitted to and/or approved by Curriculum Committee. D. Non-Credit Courses in Continuing Studies 50. Non-credit courses taught in Continuing Studies do not require governance approval. 51. All non-credit courses are entered into CIMS and approved by the Continuing Studies Dean. 52. The Education Council Office will maintain a record of all non-credit course outlines. Continuing Studies will present an annual report of non-credit courses to the Education Council on an annual basis. **FINAL REVIEW AND APPROVAL**	

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		53. The approval of the Department Leader certifies that: a. Thorough consultation has taken place and all stakeholders approve of the proposed new or revised curricula. b. The curricula meets institutional standards and the educational needs of students. 54. The approval of the Dean/Director certifies that: a. The curricula meets the standards of the College, and all policies and procedures have been adhered to; and b. Resources required to offer and support the course/program have been assessed. If additional resources are needed, the Dean/Director has initiated steps to secure the needed resources.	

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		COMMUNICATION OF DECISIONS 55. Following approval of all new and revised curricula and programs a formal resolution is signed by the respective Chair. 56. The signed resolution is forwarded by the Education Council Office to key implementation areas within the College and is posted on the website. 57. The Education Council Office will store an archive copy of all approved curricula in an electronic location that is accessible to all staff. 58. The Registrar's Office will maintain a permanent record of all curriculum documents.	
	Definitions	Approval | The process in CIMS whereby the designated individual ("approver") has read and comprehends the information and assumes responsibility for the proposed curriculum. Approvals are what keep the workflow process moving through governance. Each proposal must successfully move through each stage of the approval process before moving forward to the next stage in the process. Business Case | Represents the financial case for a new program, and includes expected revenue, tuition and fees. The Business Case falls within the jurisdiction of the Board of Governors as part of its	Concept Paper | A document outlining the rationale and plans related to the development of a new program and substantial revision of an existing program. Consultation | The practice of requesting feedback and holding dialogue with relevant individuals, departments and interest groups, and thoughtfully considering input before action is taken or decisions reached. Course Outline | A curriculum document that contains the essential features of a course, such as: course name and number, credits and hours, course

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		obligation to manage, administer and control the proper, revenue, expenditures, business and affairs of the institution. Concept Paper | The information that helps conceptualize, plan, and project the outcomes and costs of a new program. It is completed by the Curriculum Developer, Department Leader and Dean/Director in consultation with the Vice President, Academic & Research; Executive Director, Finance & Chief Financial Officer; and the Vice President, Administration & International Development. It includes a Business Case. Consultation | The process to ensure that in the development of curriculum, deliberate feedback is sought from internal and external stakeholders, and thoughtful feedback is received and considered in a timely manner. Deans/Directors and Department Leaders are responsible for ensuring appropriate consultation takes place. Curriculum Inventory Management System (CIMS) | VCC's online curriculum development and approval system that allows developers to create or edit programs and courses, and electronically submit them into the governance approval process. Course Form | The outline that contains the essential features of a course, such as: the course name and number, credits, course description, prerequisites, course learning outcomes, instructional strategies, and student evaluation methods. Curriculum Developer | The lead in creating/revising the curriculum for a program or course and the main person preparing the curriculum documentation. This is typically an instructor or Department Leader.	description, prerequisites, course learning outcomes, instructional strategies, student evaluation methods, and evaluation plans. Curriculum Change | The creation, modification, or elimination of individual courses, and the revision of programs where such change does not result in a change to a program's overall total hours, credits or cost. Curriculum Changes may be classified as major or minor by Education Council. Curriculum | The planned sequence of instruction for a program or course. Curriculum Delivery Framework | A set of guidelines that support the effective operationalization of program and course delivery and which is a mechanism designed based on the RFQ Program Framework. The four primary guidelines in the Curriculum Delivery Framework are:\\n1. Courses start and end dates are compatible with Academic Calendar terms of instruction;\\n2. Course credit range allocations are between 2 credits and 6 credits;\\n3. Program per-term credit loads are between 12 credits and 18 credits; and\\n4. Courses run concurrently within a term of instruction Curriculum Lead | The Department Leader or instructor responsible for leading the curriculum development work, leading to either Curriculum Change or Program Change. Degree Quality Assessment Board (DQAB) | An independent advisory board appointed by the Minister of Post-Secondary Education and Future Skills that oversees the quality assurance process for degree level education in British Columbia. Effective Date | The month and year the

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		Curriculum | The planned sequence of instruction for a program or course. Curriculum comprises learning outcomes, teaching and learning methodology, and strategies for assessing and evaluating student learning. Degree Quality Assessment Board (DQAB) | An independent advisory board appointed by the Minister of Advanced Education that oversees the quality assurance process for degree level education in British Columbia. Effective Date | The month and year the program/course will first be taught after governance approval. Governance | A prescribed process that identifies who has the primary and/or advisory responsibility for select decisions at various stages of the curriculum approval process. The College and Institute Act defines the governance bodies at VCC as the Board of Governors and Education Council. The Board Finance and Audit Committee and EDCO's Curriculum Standing Committee are also governance bodies at VCC. New Program | A new credential or significant and extensive changes to a program, where these changes impact the nature or overall direction of a program. Education Council makes the final determination whether proposed changes to an existing program are substantial enough to qualify as a new program. Post-secondary Institution Proposal System (PSIPS) | A Ministry of Advanced Education, Skills & Training process that includes a web-based system designed to manage and support the post-secondary submission and review of degree and non-degree	program/course will first be taught after governance approval. Governance | A prescribed process that identifies who has the primary and/or advisory responsibility for select decisions at various stages of the curriculum approval process. The governance bodies at VCC are the Board of Governors and Education Council. Post-Secondary Institution Proposal System (PSIPS) | A Ministry of Post-Secondary Education and Future Skills process that includes a web-based system designed to manage and support the post-secondary submission and review of degree and non-degree diploma programs, or a certificate that leads to a diploma. Program Change | New program development or revisions to programs related to:\\n\\n- Total program hours, credits, or cost of the program;\\n- Program renewal or accreditation recommendations; and\\n- Program suspension process per Policy 414 Suspension and/or Discontinuance of Programs.\\n Program Content Guide | A curriculum document that contains the essential features of a program of study, such as: program name, purpose, number of credits, duration, program learning outcomes, admission requirements, grading system, course list, instructional strategies, evaluation of student learning, and the credential received upon completion. Program/Credential Benchmark Report (PCBR) | A report created by the Dean's office in consultation with the Department leadership and supported by Operations Management that reflects the financial sustainability of a program/credential relative to peer

Code	Field	Old Value	New Value
		diploma programs, or a certificate that leads to a diploma. Program Content Guide | The program outline that contains the general description of a program of study, such as: the program name, program purpose, number of credits, program duration, a statement of program learning outcomes, admission requirements, grading system, a list of courses, instructional strategies, information on the evaluation of student learning, and the credential received upon completion of the program. Minor Revision | Changes to curriculum that have limited impact on a course or program. Minor revisions have an expedited path through the governance process. New Course | A course that has never been offered before at VCC. A new course may be part of an existing program or may be a replacement course that is equivalent to the course it replaces. New Program Implementation Plan | This document is completed during the development of the curriculum for a new program. It contains a series of guiding questions to help identify elements required for the successful implementation of a new program. Many of the questions will help the completion of the Tuition Costing Plan that must be completed with Finance prior to a program being approved. This completed document must be submitted to Curriculum Committee along with the curriculum documents. Standalone Course | A course that is not a part of an existing program. Substantial Revision | Changes to a program's	programs offered by public post-secondary institutions (in B.C. and Canada as needed). RFQ Program Framework | A framework of three pillars of enrolment Risk mitigation, Financial costing, and educational Quality used to analyze program creation, program review and renewal. Senior Team | The President, Vice Presidents and other senior college leaders as determined by the President.

Code	Field	Old Value	New Value
		curriculum and/or delivery that result in increased costs of running the program. Workflow | The online approval stages in CIMS that are part of the governance process. Workflow varies depending on the type of proposal being put forward, such as a minor change, new program, non-credit Continuing Studies course. The workflow is initiated by the curriculum designer or Department Leader.	
	Related VCC Policies	79 | 301 53 | 413 62 | 407 78 | 302 50 | 411 52 | 412 80 | 316 56 | 404 57 | 403 58 | 414	67 | 401 53 | 413 86 | 513 50 | 411 52 | 412 60 | 415 80 | 316 108 | 409 57 | 403 41 | 520 54 | 326 69 | 511 58 | 414 77 | 310
	Related Resources	• College and Institute Act, RSBC 1996, c 52	• College and Institute Act, RSBC 1996, c 52 IRCC Regulations

NEW: Program Development and Approval (409) Policy & Procedures
(Final draft w/ Governance Committee edits red-lined tracked for reference)

Program Development and Approval

Policy Type
Academic

Policy Name
Program Development and Approval

Policy Number
409

Effective Date - Policy
TBD

Effective Date - Procedures
TBD

Last Full Review Date
N/A

Next Scheduled Review Date
TBD

Approval Body
Board of Governors with Education Council Advice

Policy Sponsor
Vice President Academic & Applied Research

Review Body
Education Policy Committee

Responsible Authority
Vice President Academic

Policy

Context and Purpose

Vancouver Community College (VCC; the College) is committed to offering programs and courses that are current, relevant, effective, sustainable, and evaluated through the governance review process.

This policy guides the development, revision, and approval of all programs at the College, as well as course implementation decisions.

This policy and procedures should be used in concert with the Curriculum Development and Approval Policy (410) where the program development results in new or substantially modified programs.

Scope and Limits

This policy applies to all credentials, programs, and courses at the College, whether credit or non-credit.

The Board of Governors approves all new credentials and the implementation of new and substantial revisions to programs and courses with advice from Education Council and the Finance and Audit Committee.

Policy Principles

1. Programs and courses at VCC:
    a. are consistent with the College's mission, goals, educational priorities, and plans;
    b. meet the College's standards of excellence;
    c. address community and/or industry needs;
    d. support student success;
    e. promote accessibility, justice, equity, diversity and inclusion of all learners;
    f. promote the integration of Indigenous knowledge, perspectives, and ways of being in teaching and learning practices; and
    g. promote responsible use of College resources.

2. VCC uses systematic practices and procedures for the development of programs and courses that:

    a. enhance enrolment;
    b. improve the student experience;
    c. support operational efficiencies;
    d. engage internal and external parties;
    e. are transparent;
    f. are current and relevant;
    g. comply with relevant VCC policies, procedures, guidelines, and operational standards.

3. This policy is part of a broader framework designed to strengthen and maintain the quality of programs and courses offered by the College. This includes curriculum development, governance review, annual program review, program renewal, program accreditation, and the Risk, Financial and Quality (RFQ) Program Framework. The purpose is to ensure high quality educational offerings, manage risk to programs, and ensure financial sustainability.

4. Program and course development is informed by Ministry of Post-Secondary Education and Future Skills guidelines, professional and industry association requirements, accreditation bodies and credentialing policies at other postsecondary institutions with which the College may wish to articulate.

5. The development of international programs is also informed by Immigration, Refugees and Citizenship Canada regulations pertaining to international studies.

Procedures

General

1. The College uses CourseLeaf Curriculum Inventory Management System (CIM) as its online curriculum development and approval system.

Support

2. The College strongly recommends the use of the following resources to support curriculum development. Use of these resources from the start of the development process will help to facilitate a smooth and timely implementation process:
    a. Centre for Teaching, Learning and Research (CTLR) will assist with the design of program content guides, course outlines, and course maps to create aligned and inclusive learning outcomes, assessments and learning activities.
    b. The Registrar's Office (RO) will assist with establishing clear admission requirements, course pre-requisites and student-centred academic scheduling processes, in addition to supporting the implementation of the Curriculum Delivery Framework.
    c. Finance will assist with completing program costing.

Program and Course Development & Approval Process

3. Program and course development will proceed pursuant to the following procedures and relevant procedures under Policy 410 Curriculum Development and Approval.

4. Large curriculum development projects often involve a mix of multiple types of curriculum development, particularly when tuition change or costing is involved. Curriculum Leads might need to follow multiple different sections of these procedures. CTLR, the Registrar's Office, or Curriculum Committee can provide guidance.

A. Program Change

5. Program change refers to all proposals related to:
    a. New program~~s or course development, where the courses are a required part of a program or credential~~.
    b. New course development, where the course is a required part of a program or credential, and is likely to affect the cost of program delivery
    ~~a.~~
    ~~b.~~c. Revisions to programs that impact total program contact hours, total credits, or total cost of the program and related courses, unless identified by the Vice President, Academic & Research as being urgent or minor in impact.
    ~~c.~~d. Revisions to courses that impact course implementation, including total contact hours, cost, and course deactivations, unless identified by the Vice President, Academic & Research as being urgent or minor in impact. Written

recommendations to the Board of Governors, submitted through the Finance & Audit Committee, will include the essential course criteria needed to inform and enable the Board to maintain the course effectively.

    d.e.   Revisions to programs resulting from program renewal or accreditation recommendations.

        e.f. Revisions to programs resulting from a program suspension process per Policy 414 Suspension and/or Discontinuance of Programs.

6. A Program/Credential Benchmark Report will be prepared by the Dean (or designate). This report will contain information on program costs and revenues, longitudinal enrolment projections, and sector comparison benchmarks where available.

   a. For programs in a renewal and/or accreditation process, the Benchmark Report will be provided to the Program Renewal Steering Committee (refer to Program Review and Renewal Procedures) or Accreditation committees to support their final recommendations.
   b. For programs in the program suspension process, the Benchmark Report will be provided to the Program Feasibility Working Group (refer to Policy 414 Suspension and/or Discontinuance of Programs) to support their recommendations. The Feasibility Working Group's report will be completed prior to the development of a concept paper to re-start the program.

7. To initiate approval for a Program Change in response to the Benchmark Report, the Dean must submit a concept paper and program costing for approval by Senior Team, with input from the Chief Financial Officer or designate and the Registrar or designate.

8. The Vice President, Academic & Applied Research may waive the requirements to complete a concept paper and/or benchmark report.

9. The concept paper and benchmark report will go to both Education Council and the Board of Governors for information.

10. At any point after the concept paper and benchmark report have been received by Education Council, the Dean or designate will write a decision note informing Education Council about matters related to the implementation of the program change proposal.

11. Curriculum development will proceed pursuant to the procedures documented under Program Change in Policy 410 Curriculum Development and Approval.

12. The Education Council Chair will inform the Board of the approval of new, changed, or deactivated curriculum, and will provide Education Council's advice on the implementation of the program change proposal.

13. Program changes under 5.c and 5.d that have been identified by the Vice President, Academic & Research as being urgent or minor in impact may be approved by Education Council. Education Council will notify the Board of any such approvals. The Board may override the decision of Education Council.

12.

13.14.   Any affiliation agreements required as part of the curriculum proposal must be approved per Policy 407 Educational Affiliations prior to final approval of the curriculum proposal.

14.15.   The office of the Vice President, Academic & Applied Research coordinates submissions to the Ministry of Post-Secondary Education and Future Skills (Ministry) as follows:

   a.   Diplomas and certificates that ladder into diplomas are posted for 30 days on the Post Secondary Institution Proposal System (PSIPS). Comments and feedback are forwarded to the Vice President, Academic & Applied Research and responded to as needed.
   b.   Degree programs are submitted to the Degree Quality Assessment Board (DQAB) for approval. Timelines for DQAB reviews are set by DQAB. The College will respond to reviews as required.
   c.   Programs requiring change to credential tuition rates beyond the legislated limits are submitted to the Ministry's Strategic Policy and Initiatives Branch for consideration of new tuition rates.

15.16.   The Board may approve new credentials, program and course implementation, and tuition while they are under Ministry review.

16.17.   Program tuition and fees are approved by the Board in accordance with Ministry guidelines and the College's Policy 310 Tuition and Fees.

17.18.   For new courses that are not a required part of a program or credential:

   a.   The Dean must submit a course costing for approval by Senior Team, with input from the Chief Financial Officer and the Registrar.
   b.   Course tuition and fees are approved by the Finance and Audit Committee and Board in accordance with Ministry guidelines and the College's Policy 310 Tuition and Fees. Written recommendations to the Board of Governors, submitted through the Finance & Audit Committee, will include the essential course criteria needed to inform and facilitate the Board's approval process.
   c.   Admission criteria are approved by Education Council.

B. Accelerated Program Change

18.-18. The Board may approve new credentials, program implementation and/or tuition before curriculum is approved.
A decision note from the President must be provided to the Board in advance of the approval. The decision note will normally be accompanied by the concept paper and benchmark report, pursuant to procedure 9. Advice from Education Council and/or the Finance and Audit Committee will be presented to the Board .
   a.   Education Council will be advised of approval matters in advance. The Dean or designate will write a decision note informing Education Council about matters related to the creation of a new credential or implementation of a

program. Education Council will provide their advice to the Board on matters related to the credential and program implementation.

    i. Education Council has the authority and responsibility to approve program/course curriculum elements necessary for early approval of any credential, such as program admissions criteria, program descriptions or program learning outcomes.

  b. Simultaneous to any accelerated program change submission, the Finance and Audit Committee (FAC) will submit recommendations to the Board of Governors in relation to the program tuition. The Dean or designate will provide a decision note informing FAC about matters related to program/course tuition.

19. The commencement of programs is dependent upon the approval of the curriculum, as governed by Policy 410.

Responsibilities

20. The School Dean or designate is responsible for monitoring the curriculum development process for Program Changes and supporting consultation with the Registrar, Finance, and external parties. The Registrar and Finance should be consulted on any proposed changes to the Curriculum Delivery Framework or previously-granted Curriculum Delivery Framework exemptions. External consultation may be required for the creation of the Program/Credential Benchmark Report.

21. Deans, Department Leaders, CTLR, and Curriculum Leads will follow the requirements contained in the Curriculum Delivery Framework (Policy 410 Curriculum Development and Approval). Requests for exemptions from the Curriculum Delivery Framework will be compiled by the Dean or designate and brought to the Vice President Academic & Applied Research for decision.

22. The School Dean is responsible for ensuring that:
  a. any new or revised programs or courses have been costed appropriately, and
  b. any significant financial requirement for the College or students has been identified, and
  c. a reasonable timeline has been established to ensure effective implementation of the proposal.

Consultation

23. New or revised program content guides and/or course outlines should be submitted to the Registrar and CTLR for consultation at least two months prior to Curriculum Committee submission, except for minor changes (see Policy 410).

Timelines

24. The development/revision and approval of programs and courses may take anywhere from one (1) month (for minor revisions) to 18 months (for a new

program). Meeting the requirements of any external regulatory bodies, such as the Degree Quality Assessment Board (DQAB), may require additional time.

25. Program Changes should be approved at least 9-12 months prior to the planned effective date, except when approved on an Accelerated Program Change pathway.

Communication and Record Keeping

26. Following Board approval, a formal resolution is sent by the Board Office to key implementation areas within the College and is posted on the website.

References and Resources

Definitions

Term	Description
Concept Paper	A document outlining the rationale and plans related to the development of a new program and substantial revision of an existing program.
Consultation	The practice of requesting feedback and holding dialogue with relevant individuals, departments and interest groups, and thoughtfully considering input before action is taken or decisions reached.
Course Outline	A curriculum document that contains the essential features of a course, such as: course name and number, credits and hours, course description, prerequisites, course learning outcomes, instructional strategies, student evaluation methods, and evaluation plans.
Curriculum	The planned sequence of instruction for a program or course.
Curriculum Change	The creation, modification, or elimination of individual courses, and the revision of programs where such change does not result in a change to a program's overall total hours, credits or cost. Curriculum Changes may be classified as major or minor by Education Council.
Curriculum Delivery Framework	A set of guidelines that support the effective operationalization of program and course delivery and which is a mechanism designed based on the RFQ Program Framework. The four primary guidelines in the Curriculum Delivery Framework are: 1. Courses start and end dates are compatible with Academic Calendar terms of instruction; 2. Course credit range allocations are between 2 credits and 6 credits; 3. Program per-term credit loads are between 12 credits and 18 credits; and 4. Courses run concurrently within a term of instruction

Term	Description
Curriculum Lead	The Department Leader or instructor responsible for leading the curriculum development work, leading to either Curriculum Change or Program Change.
Degree Quality Assessment Board (DQAB)	An independent advisory board appointed by the Minister of Post-Secondary Education and Future Skills that oversees the quality assurance process for degree level education in British Columbia.
Effective Date	The month and year the program/course will first be taught after governance approval.
Governance	A prescribed process that identifies who has the primary and/or advisory responsibility for select decisions at various stages of the curriculum approval process. The governance bodies at VCC are the Board of Governors and Education Council.
Post-Secondary Institution Proposal System (PSIPS)	A Ministry of Post-Secondary Education and Future Skills process that includes a web-based system designed to manage and support the post-secondary submission and review of degree and non-degree diploma programs, or a certificate that leads to a diploma.
Program Change	New program development or revisions to programs related to: - Total program hours, credits, or cost of the program; - Program renewal or accreditation recommendations; and - Program suspension process per Policy 414 Suspension and/or Discontinuance of Programs.
Program Content Guide	A curriculum document that contains the essential features of a program of study, such as: program name, purpose, number of credits, duration, program learning outcomes, admission requirements, grading system, course list, instructional strategies, evaluation of student learning, and the credential received upon completion.
Program/Credential Benchmark Report (PCBR)	A report created by the Dean's office in consultation with the Department leadership and supported by Operations Management that reflects the financial sustainability of a program/credential relative to peer programs offered by public post-secondary institutions (in B.C. and Canada as needed).
RFQ Program Framework	A framework of three pillars of enrolment Risk mitigation, Financial costing, and educational Quality used to analyze program creation, program review and renewal.
Senior Team	The President, Vice Presidents and other senior college leaders as determined by the President.

Related VCC Policies

VCC Policies	Policy Number
Academic Schedule	401
Assignment of Credit to Courses	413
Curriculum Development and Approval	410
Curriculum/Educational/Institutional Materials Created within the College	513
Grading, Progression and Withdrawal	411
Granting of Credentials	412
Off-Campus Activity Involving Students	415
Prior Learning Assessment and Recognition	316
Program Review and Renewal	403
Records Management	520
Requirements for Student Attendance and Participation	326
Selection of Library Materials	511
Suspension and/or Discontinuance of Programs	414
Tuition and Fees	310

Related Resources

- [College and Institute Act](#), RSBC 1996, c 52
- IRCC Regulations

Rationale and Additional Information

Provide rationale for this change

New policy. Splitting Curriculum Development and Approval policy into two policies: Curriculum Development & Approval (EdCo approved) and Program Development & Approval (Board approved, with EdCo advice).

PDA policy includes the new accelerated program change process.

Consultation and Feedback

The policy and procedures were posted for College feedback from November 7-28, 2024. No feedback was received.

Education Policy Committee review on December 4, 2024. Minor edits made:

- Addition of definition of senior team
- Wording change "provide" to "write" a decision note – proc. 10, 18a
- Wording changes to procedure 18 – edits for flow, not substantive