Vancouver Community College Education Council
Meeting Agenda
January 14, 2025
3:30–5:30 p.m. Videoconference
https://vcc.zoom.us/j/64306940825

	Topic	Action	Speaker	Time	Attachment	Page
1.	**CALL TO ORDER**		N. Mandryk			
2.	**ACKNOWLEDGEMENT**		S. Lew			
3.	**ADOPT AGENDA**	Approval	N. Mandryk	1 min	✓	**1-2**
4.	**APPROVE PAST MINUTES**	Approval	N. Mandryk	1 min	✓	**3-9**
5.	**ENQUIRIES & CORRESPONDENCE**	Info	N. Mandryk	1 min		
6.	**BUSINESS ARISING**					
	a. Annual Deans' & Directors' Presentations – Part 1	Info	J. Gossen	10 min		
	b. Update to English Language Proficiency Options: Degrees from Philippines	Info	D. McMullen	5 min	✓	**10-12**
	c. Program Name: Hospitality Management Post-Degree Diploma	Approval	N. Mandryk	2 min	✓	**13**
7.	**COMMITTEE REPORTS**					
	a. Curriculum Committee					
	i. Program Update: Dental Hygiene Diploma Admission Requirements	Info	T. Rowlatt	5 min	✓	**14**
	ii. Program Update: Accounting Diploma	Approval	J. White	5 min	✓	**15-28**
	iii. Program Update: Hospitality and Food Service Systems Management Diploma	Approval	B. Mand	15 min	✓	**29-38**
	iv. Minor Curriculum Changes	Info	T. Rowlatt	2 min	✓	**39-42**
	b. Policy Committee					
	i. Curriculum Development and Approval Policy & Procedures (410) & Program Development and Approval Policy & Procedures (409)	Info	L. Dannhauer	10 min	✓	**44-65**
	c. Education Quality Committee					

	Topic	Action	Speaker	Time	Attachment	Page
	i. CD Fund Guidelines 2025-26	Info	L. Dannhauer	5 min	✓	**66-72**
8.	**CHAIR REPORT**	Info	N. Mandryk	5 min		
9.	**STUDENT REPORT**	Info	TBC	2 min		
10.	**NEXT MEETING & ADJOURNMENT**	Info	N. Mandryk	1 min		

Next meeting:
February 11, 2025, 3:30–5:30 p.m.

VANCOUVER COMMUNITY COLLEGE EDUCATION COUNCIL
DRAFT – MEETING MINUTES
December 10, 2024
3:30–5:30 p.m., Videoconference

ATTENDANCE

Education Council Members

Natasha Mandryk (Chair)	David Wells	Poorna Karthikeya
Louise Dannhauer (Vice-Chair)	Dennis Innes	Balachandar
Andy Sellwood	Emily Logan	Rahul Ranwa
Anik Joy Varghese	Emily Simpson	Shirley Lew
Brianna Higgins	Lisa Beveridge	Todd Rowlatt
Dave McMullen	Nafiseh Tohidi	Vivian Munroe
David Kirk	Stephanie Callaghan	

Regrets
Kseniia Osipova

Guests

Alison Woods	Fionna Chong	Mike Coard
Belinda Kaplan	Herbie Atwal	Reza Nezami
Bobbi Mand	Jennifer Gossen	Tannis Morgan
Brynn Joyce	Jo-Ellen Zakoor	Tanveer Singh
Chantal Jones	John Demeulemeester	Tanya O'Neill
Charles Chen	Julie Gilbert	Ysabel Sukic
Dawn Cunningham Hall	Lucy Griffith	
Feras Ghesen	Melanie Burke	

Recording Secretary
Darija Rabadzija

1. CALL TO ORDER

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

2. ACKNOWLEDGEMENT

- N. Mandryk acknowledged the College's location on the traditional unceded territories of the xʷməθkʷəy̓ əm (Musqueam), Sḵwx̱ wú7mesh (Squamish), and səĺilw̓ əta?ɬ (Tsleil-Waututh) peoples who have been stewards of this land from time immemorial and extended the acknowledgement to the ancestral territories of all participants joining remotely.

3. ADOPT AGENDA

MOTION: THAT Education Council adopt the December 10, 2024 agenda as amended. Item 7ax) New Program: Data Analytics Post-Degree Diploma was removed.

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

4. APPROVE PAST MINUTES

MOTION: THAT Education Council approves the November 12 as presented, and the November 29, 2024 minutes as amended (motion under item 7b revised to "…wireframe (outline) program content guides for the new Associate of Arts Degree in Psychology, Associate of Science Degree in Data Science, and Associate of Science Degree in Environmental Science…".

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

5. ENQUIRIES & CORRESPONDENCE

- There were none.

6. BUSINESS ARISING

a) Concept Paper: Digital Communication, Social Media and Multimedia Post-Degree Diploma

- F. Ghesen presented the concept paper for this new 40-credit program, which is designed for students with a bachelor's degree. The program will be open to both domestic and international students and aligns with a Classification of Instructional Programs (CIP) code eligible for a post-graduation work permit (PGWP).

- There was a discussion about the impacts of AI on the field and demand for this program. Members inquired about student access to computers and lab space. It was noted that there is sufficient space available to run the program.

b) Concept Paper: IT Project Management Post-Degree Diploma

- D. Innes and A. Sellwood presented the concept paper for this new program, which is based on the existing Project Management Post-Degree Diploma (PDD) and includes additional competencies specific to IT projects. The program addresses national and BC labour market needs and aligns with a CIP code eligible for a PGWP.

- There was a discussion about partnerships with the Project Management Institute (PMI) and ISACA (formerly Information Systems Audit and Control Association). Graduates can choose to pursue further training and certification with these organizations and focus on either project management or IT.

- The wireframe (outline) program content guide was presented at the same meeting (item 7ax).

7. COMMITTEE REPORTS

a) Curriculum Committee

i) Extension of Access to Practical Nursing (APN) Home Health Pilot

MOTION: THAT Education Council extend the admission requirement change for the September 2025 Access to Practical Nursing (APN) intake based on participation in the pilot.

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

- T. Rowlatt presented the proposal. VCC's APN program participated in the ministry APN Home Health pilot, to include home support as part of the 600 hours of work experience admission requirements for its September 2024 intake. Since the ministry extended the pilot, the proposal is to adjust the admission requirements for the September 2025 intake as well. This change will reduce barriers, for example for health care assistants working in home health care who are looking to upgrade their skills.

ii) New Course & Course Update: COMP 0970 & 0981

MOTION: THAT Education Council approve, in the form presented at this meeting, the new course COMP 0970 Computer Applications 12 and correction to the hours for COMP 0981 Computer Science 12.

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

- A. Woods presented the proposal for new course COMP 0970, which consolidates five separate courses into one outline. This course includes five topics, from which students need to choose two. This change will simplify processes for both students. The only change to COMP 0981 was to correct the hours.

iii) Program Update: Graphic Design Diploma

MOTION: THAT Education Council approve, in the form presented at this meeting, revisions to the program admission requirements for the Graphic Design Diploma.

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

- T. Rowlatt presented proposed changes to provide more flexibility to admit students who do not meet all admission requirements. Based on Curriculum Committee feedback, language was revised to refer to the Flexible Admissions policy and enable the selection committee (rather than the department head) to waive admission criteria.

iv) Course Update: CSTP 2108 & New Course CSTP 2300

MOTION: THAT Education Council approve, in the form presented at this meeting, revisions to CSTP 2108 Mathematics for Programmers; and new course CSTP 2300 Emerging AI Technologies, replacing CSTP 2301 in the Computer Systems Technology Diploma program content guide.

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

- T. Rowlatt presented the final changes related to the proposal presented at the last EdCo meeting. CSTP 2108 was updated, including changes to learning outcomes. The Emerging Technologies course was revised to focus on AI, which required a new course name and number. The Computer Systems Technology Diploma program content guide was updated with the new course number.

v) New Courses: CSIH 1000, 1010, 1015

MOTION: THAT Education Council approve, in the form presented at this meeting, three new courses: CSIH 1000 Cultural Safety and Indigenous Holistic Health Equity, CSIH 1010 Introduction to Cultural Safety and Indigenous Holistic Health Equity, and CSIH 1020 Enhancing Cultural Safety and Indigenous Holistic Health Equity.

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

- J. Gilbert and T. O'Neill presented the proposal for three new courses on Cultural Safety and Indigenous Holistic Health Equity, which are intended for students in all of VCC's health sciences programs. OPTA 0025 is a 30-hour course for diploma and degree program students. OPTA 0026 and 0027 cover the same content, split into two courses, with certificate students taking the first course, and completing the second course if they return for a higher-level health sciences program. The courses are not for credit and will be taught alongside existing curriculum.

- Curriculum Committee discussed the language used for course learning outcomes, shifting from Bloom's Taxonomy and three learning domains to include a fourth, spiritual domain, based on the four quadrants of the Medicine Wheel.

- The developers emphasized the importance of this course being delivered face-to-face by Indigenous faculty, rather than asynchronously online. A pilot will run in May 2025.

vi) Program Update: High Performance and Custom Engine Technician Diploma

MOTION: THAT Education Council approve, in the form presented at this meeting, revisions to the program content guide for the renamed High Performance and Custom Engine Technician Diploma and three new courses: IAST 1245, IAST 2145 and IAST 2245.

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

- M. Coard presented the proposal. The program was recently renamed, and some courses revised to include learning outcomes related to high performance and custom engines, aligning the program with a PGWP-eligible CIP code. New course numbers were created for these courses in consultation with the Registrar's Office.

vii) Program Updates: Hospitality and Food Service Systems Management Diploma and Bachelor of Hospitality and Food Service Systems Management

MOTION: THAT Education Council approve, in the form presented at this meeting, admission requirements and revised purpose in the program content guides for the renamed Hospitality and Food Service Systems Management Diploma and Bachelor of Hospitality and Food Service Systems Management.

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

- D. Innes presented proposed edits to two programs, which were recently renamed to align with a PGWP-eligible CIP code. The diploma prepares students for entry-level positions in various hospitality sectors, including hotels, restaurants, and senior living centers. The curriculum covers menu planning, nutrition, and guest services. By comparison, the degree program is more focused on management.

- There was a longer discussion about alignment with the CIP code, the extent of content related to nutrition and menu planning in various courses, as well as career pathways for graduates. While diploma graduates may start working in entry-level roles, their training will enable them to move into higher-level positions.

- EdCo requested adjustments to strengthen program learning outcomes around nutrition and food service systems, which will be presented to EdCo at the next meeting. The admission requirements and program purpose statements were approved at this meeting.

- It was clarified that separate conversations are in progress with health authorities about training for their employees in hospitality skills.

viii) New Program: Health & Wellness Professional –Cosmetology Diploma

MOTION: THAT Education Council approves, in the form presented at this meeting, the wireframe (outline) program content guide for the new Health & Wellness Professional – Cosmetology Diploma; and recommends the Board of Governors approve the new credential and program implementation.

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

- L. Griffith presented the proposal for the new Health and Wellness Professional Cosmetology Diploma. This program builds on existing cosmetology programming that covers areas such as skin, hair, body, and nails. Recent changes to the program highlight its depth and the variety of specialized treatments offered, without altering the core curriculum. The holistic approach of the program was emphasized, recognizing the important role personal care professionals play in clients' overall health.

- There have been conversations about alignment of the program with PGWP-eligible CIP codes, and additional adjustments to meet both CIP and SkilledTradesBC requirements. This work, including on courses, will continue in the new year. At this time, EdCo approved the wireframe (outline) program content guide.

ix) Program Update: Culinary Arts and Food Service Management Diploma

MOTION: THAT Education Council approve, in the form presented at this meeting, revisions to the program content guide for the renamed Culinary Arts and Food Service Management Diploma.

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

- Y. Sukic and D. Innes presented edits to the recently renamed program, which aligns with the same CIP code as Hospitality and Food Service Systems Management. It was clarified that both domestic and international students take the same initial courses, with international students completing a two-year diploma and domestic students earning Professional Cook 1 and Professional Cook 2 Certificates. The curriculum is dictated by SkilledTradesBC, so no further curricular changes are planned. No impact on domestic students is expected.

- The program prepares graduates to work in various contexts, such as hotels, senior living, and hospitals. Some adjustments have been made to the program to focus on food services, menu design, and dietary needs.

- There were questions about the inclusion of food service systems, purchasing, personnel management, and related business practices in the courses. These elements are embedded in the curriculum, particularly in later terms. The program is currently undergoing renewal, and there are discussions about enhancing course content to better serve the healthcare industry.

x) New Program: IT Project Management Post-Degree Diploma

MOTION: THAT Education Council approves, in the form presented at this meeting, the wireframe (outline) program content guide for the new IT Project Management Post-Degree Diploma; and recommends the Board of Governors approve the new credential and program implementation.

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

- Following discussion of the concept paper (item 6b), A. Sellwood presented the wireframe (outline) program content guide as the first step in this rapid development project. Courses will be fully developed as the next step.

xi) New Program: Data Analytics Post-Degree Diploma

- Item deferred.

xii) New Course Content Guide: Open Studies

MOTION: THAT Education Council approves, in the form presented at this meeting, the new Open Studies Course Content Guide (CCG).

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

- D. Cunningham Hall and N. Mandryk presented the Open Studies course content guide. Open Studies enable students to take individual (often transferrable) courses, up to 30 credits, without applying to a specific program. Open Studies admission is outlined in VCC's Flexible Admissions (302) procedures, and the new course content guide will allow for this information to be posted more accessibly on the website. As a first step, only courses with no pre-requisites were included.

xiii) 2025 Curriculum Approval Timeframe

- The document was included in the meeting package for information.

b) Policy Committee

i) Curriculum Development and Approval Policy & Procedures (410)
ii) Program Development and Approval Policy & Procedures (409)

MOTION: THAT Education Council recommends 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; and

THAT Education Council approves the Curriculum Development and Approval (410) policy and procedures, in the form presented at this meeting, pending Board agreement to the changed approval authority; and

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

Moved by L. Dannhauer Seconded & CARRIED (Unanimously)

- L. Dannhauer presented the revised Curriculum Development and Approval (CDA) policy and procedures, as well as the new Program Development and Approval (PDA) policy and procedures. Initially, the CDA policy guided both curriculum and program development. During the scheduled policy review, it was decided to split some content off into the new PDA policy.

- The revised CDA policy now focuses solely on processes and standards for creating and approving curriculum. The proposal is to change the approval authority for this policy to sole EdCo approval. The new PDA policy addresses the steps for planning, developing, and approving new programs or major changes to existing ones. This policy is approved by the Board of Governors with EdCo advice.

- The policies were posted for College feedback; no responses were received. Minor edits were made following discussion at the December 4 Education Policy Committee meeting.

- N. Mandryk will discuss the question of managing course implementation approvals with the Board's Governance Committee, since the proposed policies and procedures return this authority (previously delegated to Education Council) to the Board of Governors. Minor editorial adjustments will be finalized with D. Wells after the meeting.

c) Education Quality Committee

i) Program Feasibility Working Group: Executive Assistant & Medical Transcriptionist

- T. Rowlatt requested an extension to the deadline of December 18, 2024 for the feasibility report. The goal is to present the report in February 2025. EdCo had no concerns.

8. ELECTIONS

- D. McMullen conducted the elections and thanked all chairs for their contributions.

a) Education Council Chair

- V. Munroe nominated N. Mandryk. Nomination accepted.
Second and third call for nominations: There were none.

  By acclamation, N. Mandryk was announced Chair of Education Council.

b) Education Council Vice-Chair

- E. Simpson nominated L. Dannhauer. Nomination accepted.
Second and third call for nominations: There were none.

  By acclamation, L. Dannhauer was announced Vice-Chair of Education Council.

c) Two Executive Committee Members

- L. Dannhauer nominated E. Simpson. Nomination accepted.
L. Dannhauer nominated A. Sellwood. Nomination accepted.
Second and third call for nominations: There were none.

  By acclamation, E. Simpson and A. Sellwood were announced Executive Committee Members of Education Council.

d) Curriculum Committee Chair

- L. Beveridge and E. Logan nominated T. Rowlatt. Nomination accepted.
Second and third call for nominations: There were none.

  By acclamation, T. Rowlatt was announced Chair of Curriculum Committee.

e) Education Policy Committee

- B. Higgins nominated L. Dannhauer. Nomination accepted.
Second and third call for nominations: There were none.

By acclamation, L. Dannhauer was announced Chair of Education Policy Committee.

f) Education Quality Committee

- T. Rowlatt nominated L. Dannhauer. Nomination accepted.
  Second and third call for nominations: There were none.

  By acclamation, L. Dannhauer was announced Chair of Education Quality Committee.

9. CHAIR REPORT

a) Education Council Planning Calendar

- The planning calendar was provided for information.

10. STUDENT REPORT

- No report.

11. NEXT MEETING AND ADJOURNMENT

- The next Education Council meeting will be held on January 14, 2025, 3:30–5:30 p.m.
- The meeting was adjourned at 5:29 p.m.

Natasha Mandryk
Chair, VCC Education Council

INFORMATION NOTE

PREPARED FOR: Education Council

DATE: January 14, 2025

ISSUE: Philippines Degrees added to English Language Proficiency
                                        Options

BACKGROUND:

The English Language Proficiency Requirements (ELP) page provides equivalencies for English 10 through English 12 'B' admissions requirements. Applicants who have completed courses and programs delivered in English from one of the approved English-speaking countries may use their coursework to meet English language proficiency requirements. Currently, the Philippines is not one of the approved countries.

Since 2021, the International Education office has piloted a program to accept 4-year degrees from English-taught university programs in the Philippines as meeting English language proficiency requirements for post-degree diploma programs. The results of the pilot have shown that students entering post-degree diploma programs with degrees from the Philippines have been quite successful.

In addition, the admissions teams on the domestic and international side have recently started following the advice of AACRAO Edge (American Association of Collegiate Registrars and Admissions Officers). This resource provides well researched recommendations for evaluating international educational credentials. AACRAO Edge confirms that high school in the Philippines may fall short of North American standards, but considers degree programs equivalent to those offered in North America.

Based on the recommendation of AACRAO Edge and the successful pilot through the International Education Office, the Registrar's Office will now accept the completion of a 4-year, English-taught degree from the Philippines as one of the course-based options for meeting English language proficiency requirements. This option will be available to all standard programs, but will not be available where external regulatory body requirements do not accept this equivalency.

EQUIVALENCIES:

Non-VCC course-based options: The course-based options below must be completed at a recognized institution in a country that satisfies English language proficiency requirements. The grade required for each option varies depending on the admissions requirement.

Option
Bachelor's degree
4-year degree from the Philippines*
3 credits undergraduate English
English Studies 12 / ABE English 12
Communications 12
Composition 11 / ABE English 11
Composition 10 / ABE English 10
EAP Level III or IV

*Completion of a 4-year, English-taught post-secondary degree from an accredited institution in the Philippines.

VCC Approved English-speaking countries:

American Samoa
Anguilla
Antigua and Barbuda
Australia
Bahamas
Barbados
Belize
Bermuda
Botswana
British Virgin Islands
Canada
Cayman Islands
Dominica
Falkland Islands
Fiji
Gambia

Ghana
Gibraltar
Grenada
Guam
Guyana
Ireland
Jamaica
Kenya
Lesotho
Liberia
Malta
Mauritius
Montserrat
New Zealand
Nigeria
Saint Helena

Saint Lucia
Saint Kitts and Nevis
Saint Vincent and the Grenadines
Seychelles
Sierra Leone
Singapore
South Africa
Tanzania
Trinidad and Tobago
Turks and Caicos Islands
Uganda
United Kingdom
United States
United States Virgin Islands
Zambia
Zimbabwe

CONCLUSION:

Applicants who have completed a 4-year, English-taught degree from the Philippines may use this option to meet VCC admissions English language proficiency requirements. This addition acknowledges the successful pilot in International Education and is supported by the recommendations of AACRAO Edge.

PREPARED BY: Dave McMullen, Registrar

DATE: January 2, 2025

REFERENCES:

AACRAO Edge (2020). *Philippines*. https://www.aacrao.org/edge/country/philippines

American Association of Collegiate Registrars and Admissions Officers (2020). *About AACRAO Edge.* https://www.aacrao.org/edge/about-edge

DECISION NOTE

PREPARED FOR: Education Council

DATE: January 14, 2025

ISSUE: Program Name: Hospitality Management Post-Degree Diploma

BACKGROUND:
Due to policy changes by Immigration, Refugee and Citizenship Canada (IRCC), several VCC programs were renamed to align with designated Classification of Instructional Program (CIP) codes that are eligible for post-graduate work permits.

The Board of Governors approved renaming the Hospitality Management Post-Degree Diploma to Hospitality and Food Service Systems Management Post-Degree Diploma at its November 27, 2024 meeting.

DISCUSSION:
The School of Hospitality, Food Studies and Applied Business ultimately decided not to move forward with adjustments to the Hospitality Management Post-Degree Diploma, including the program name change. However, the motion presented at the November 27, 2024 meeting erroneously included the name change for this program. The proposal is to reverse this change.

RECOMMENDATION:
THAT Education Council recommends the Board of Governors approve changing the name of the Hospitality and Food Service Systems Management Post-Degree Diploma back to Hospitality Management Post-Degree Diploma.

PREPARED BY: Natasha Mandryk, Chair, VCC Education Council

DATE: January 7, 2025

VCC

INFORMATION NOTE

PREPARED FOR: Education Council

DATE: January 14, 2025

ISSUE: Dental Hygiene Diploma program

BACKGROUND:
The Dental Hygiene department has completed a substantial revision of the diploma program, and the Ministry has recognized the program as substantially revised, allowing VCC to establish a new level of tuition. At this time, VCC has not approved costing and tuition for the substantially revised program, and it is unclear if the revised program will be implemented for Fall 2025.

It is an accreditation expectation that competitive selection for entry into dental hygiene programs relies on more than grade point averages for pre-requisite courses. The VCC dental hygiene program has historically used a Candidate's Questionnaire (CQ), combined with GPA, to select candidates for the program. Due to challenges with the CQ – exposure of the questions, workload in the department & admissions, AI risks, no accommodations available, lack of robustness, etc. - the revised program was approved to initiate Casper, an online, open-response situational judgement test as a replacement for the CQ.

With the anticipated further delay in implementing the revised dental hygiene program, and the challenges with the CQ, the dental hygiene department is proposing implementing Casper within the current curriculum beginning with the Fall 2025 intake.

DISCUSSION:
The department initiated discussions with Todd Rowlatt, Chair of Curriculum Committee, about how to bring forward a change to just the admission requirements. After discussion with Natasha Mandryk, Chair of Education Council, it was agreed to bring the proposed change to Curriculum Committee for approval, as Education Council has already approved Casper as part of the substantial revision of the program.

Curriculum Committee approved the following addition to the program admission requirements for the Dental Hygiene Diploma, effective for the September 2025 intake: "Submission of a Casper score. Casper Test scores are valid for one admission cycle." This addition replaces the "online candidate's questionnaire" as a program admission requirement. This change has been made on the website to inform students, but not yet approved in CourseLeaf, due to the pending changes to significantly revise the program.

PREPARED BY: Todd Rowlatt, Chair, VCC Curriculum Committee

DATE: January 7, 2025

DECISION NOTE

PREPARED FOR: Education Council

DATE: January 14, 2025

ISSUE: Revisions to the Accounting Diploma

BACKGROUND:
The Business Technology department is proposing revisions to the Accounting Diploma to expand student learning in technology and information technology as it relates to accounting. This will better align the program with the changing regulations from Immigration, Refugees and Citizenship Canada (IRCC). The program already included a number of courses related to technology, including software related to accounting, payroll and accounts payable.

This revision adds two courses: existing course MGMT 2006 Business Analysis and Systems Design and new course ACCT 2004 Data Analysis and Databases. These courses will expand student learning in relational databases, data analysis and overall systems design, all valuable skills for students looking for work as accounting technicians, accounting assistants and coordinators. Two additional Program Learning Outcomes were added as well, highlighting the use of databases and the ability to contribute to accounting software implementation projects.

DISCUSSION:
Jeremy White, Department Head of Business Technology, prepared the proposal. There were no concerns raised by Curriculum Committee.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, revisions to the Accounting Diploma program content guide and one new course: ACCT 2004 Data Analysis and Databases.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: December 19, 2024

Program Change Request

Date Submitted: 12/03/24 3:42 pm

Viewing: **Accounting Diploma**

Last approved: 09/12/24 2:07 pm

Last edit: 12/16/24 9:51 am

Changes proposed by: jewhite

Program Name:
  Accounting Diploma

Credential Level: Diploma

Effective Date: <u>September</u> ~~January~~ 2025

Effective Catalog   2025-2026 Academic Calendar
Edition:

School/Centre: Hospitality, Food Studies & Applied Business

Department   Accounting Diploma (4820)

Contact(s)

5. Feb 24, 2023 by
   Darija Rabadzija
   (drabadzija)
6. Mar 10, 2023 by
   Leszek Apouchtine
   (lapouchtine)
7. Jun 8, 2023 by
   Darija Rabadzija
   (drabadzija)
8. Nov 14, 2023 by
   Francesco Barillaro
   (fbarillaro)
9. Jan 8, 2024 by
   Nicole Degagne
   (ndegagne)
10. Jan 8, 2024 by
    Nicole Degagne
    (ndegagne)
11. Sep 12, 2024 by
    Darija Rabadzija
    (drabadzija)

Name	E-mail	Phone/Ext.
Jeremy White	jewhite@vcc.ca	8544

Program Content Guide

Purpose

The Accounting Diploma provides is being designed to provide students with a solid foundation in Accounting supported by knowledge business management in Information Technology. the first year of the program and an opportunity for more advanced, specialized study of accounting in the second year.

Students graduating from the Accounting Diploma are prepared to work as accounting assistants, auditing clerks, tax preparers, and accounting technicians and coordinator level roles. technicians.

Admission Requirements

Grade 12 graduation or equivalent

~~Knowledge of English demonstrated by one of the following:~~English <u>12 with</u> ~~12 with~~ a minimum 'C+' grade or <u>equivalent</u> ~~equivalent, or~~

~~English Language Proficiency at an English 12 'C+' level~~Foundations of Math 11, <u>or equivalent</u>

Prior Learning Assessment & Recognition (PLAR)

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

PLAR is available for the following courses:

MGMT 1001 Business Mathematics

MGMT 1021 Computer Applications for Management

Only 6 credits of this program may be completed by PLAR. Methods for assessing prior learning may include exams, portfolios, interviews, and other evaluations.

Please contact the Department for details. If PLAR is successful, transcripts will reflect an 'S' grade (satisfactorily completed), which is not included in grade point average (GPA) calculations. See <u>Prior Learning Assessment and Recognition</u> policy for more information.

Program Duration & Maximum Time for Completion

This full-time program consists of four academic terms and must be completed within five years.

Program Learning
Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Communicate effectively and respectfully as business professionals
PLO #2	Apply business principles, theories, skills and best practices in their professional role
PLO #3	Record financial transactions for sole proprietorships, partnerships, private enterprises, publicly accountable enterprises and non-profit organizations
PLO #4	Prepare and present financial statements, and reports for sole proprietorships, partnerships and private enterprises
PLO #5	Apply fundamental management accounting and financial management concepts to assist with the decision-making in an organization
PLO #6	Use accounting software to perform accounting, payroll and tax remittance functions ~~in a computerized format~~

	Upon successful completion of this program, graduates will be able to:
PLO #7	Prepare individual income tax returns and provide basic tax planning advice in compliance with the Canadian Income Tax Act
PLO #8	Apply critical thinking and problem solving techniques to make sound management decisions and recommendations
PLO #9	Apply principles of corporate social responsibility, sustainability and ethics in their work as business professionals
PLO #10	Use relational databases to transform data into useful management information
PLO #11	Apply user requirements gathering techniques to contribute to accounting software implementation projects

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

The courses will be presented using a variety of instructional strategies, resources and activities including lectures, case studies, discussions, presentations, and individual and group work. Courses have been designed with learner centred approaches that promotes collaboration and student engagement.

Accounting classes will be actively supported by computerized accounting lab activities using the latest industry standard software.

Evaluation of Student Learning

Evaluation of courses is determined by the instructors and may include a combination of midterm and final examinations, quizzes, assignments, homework, individual and group projects, case studies, and simulations. To encourage active learning and student engagement, each course will have a mechanism to evaluate individual student participation.

Students must receive a minimum cumulative grade point average of C (2.00) upon completion of all courses to successfully graduate and a minimum cumulative grade point average of C (2.00) in each term to advance into subsequent courses/terms in the program.

Recommended Characteristics of Students

Detail-oriented

Well-developed analytical and critical thinking skills

An interest in the field of business and commerce

Good basic computer literacy

A strong sense of ethics, integrity and accountability

Excellent organizational skills

Ability to work well with others in a diverse team environment

Courses

Plan of Study Grid

First Year

Term One		Credits
MGMT 1001	Business Mathematics	3
MGMT 1004	Business Communication	3
MGMT 1021	Computer Applications for Management	3
MGMT 1020	Introduction to Business and Technology	3
ACCT 1035	Financial Accounting 1	3
	Credits	15
Term Two		
MGMT 1002	Introduction to Economics	3
ACCT 1045	Financial Accounting 2	3
MGMT 2014	Financial Management	3
~~MGMT 1010~~	~~Business Sustainability and Ethics~~	~~3~~
MGMT 2017	Canadian Business Law	3
MGMT 2006	Business Analysis and Systems Design	3
	Credits	15

Second Year

Term One		
MATH 1111	Introduction to Statistics	3
ACCT 2035	Management Accounting	3
ACCT 2045	Intermediate Accounting 1	3
ACCT 2030	Accounting Software Applications and Bookkeeping	3
~~ACCT 2003~~	~~Business Data Analytics~~	~~3~~
ACCT 2004	Data Analysis and Databases	3
	Credits	15
Term Two		
ACCT 2002	Canadian Income Tax	3
ACCT 2055	Intermediate Accounting 2	3
ACCT 2040	Introduction to Auditing	3

ACCT 2050	Payroll, Accounts Payable, and Accounts Receivable Software	3
ACCT 2060	Accounting Capstone	3
	Credits	15
	Total Credits	60

Transcript of Achievement

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

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

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	71-75		2.67
C+	66-70		2.33
C	61-65	Minimum Progression	2.00
C-	56-60		1.67
D	50-55	Minimum Pass	1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory. In accordance with departmental evaluation procedures.	N/A
U		Unsatisfactory. In accordance with departmental evaluation procedures.	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credits	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

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

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

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

Rationale and Consultations

Provide a rationale

for this proposal.

  To provide students with a better background in IT and Technology as it relates to Accounting

Are there any

expected costs to

this proposal.

Consultations

Additional Information

Provide any additional information if necessary.

Supporting

documentation:

Marketing Information

FOR MARKETING PURPOSES ONLY. DO NOT EDIT.

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

This program is for: Domestic

                      International

Marketing Description

Gain specialized expertise in business and individual financial management for introductory careers in accounting, auditing, and tax preparation.

What you will learn

What to expect

Reviewer

Comments

Course Change Request

New Course Proposal

Date Submitted: 12/03/24 3:35 pm

Viewing: **ACCT 2004 : Data Analysis and Databases**

Last edit: 12/16/24 10:15 am

Changes proposed by: jewhite

Programs
referencing this
course
  149: Accounting Diploma

Approval Path

1. 12/03/24 3:43 pm
   Jeremy White
   (jewhite): Approved
   for 4820 Leader
2. 12/03/24 8:27 pm
   Dennis Innes
   (dinnes): Approved
   for SHP Dean
3. 12/19/24 8:49 am
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee

Course Name:

  Data Analysis and Databases

Effective Date: September 2025

School/Centre: Hospitality, Food Studies & Applied Business

Department: Accounting Diploma (4820)

Contact(s)

Name	E-mail	Phone/Ext.
Jeremy White	jewhite@vcc.ca	8544

Banner Course   Data Analysis and Databases
Name:

Subject Code: ACCT - Accounting

Course Number   2004

Year of Study   2nd Year Post-secondary

Credits: 3

Bridge College Code	VO
Bridge Billing Hours	3
Bridge Course Level	01

Course Description:

In the business world, it is important to turn ever-increasing amounts of data into useful information that can been easily seen and understood. In this course students learn the fundamental principles and practices of data analysis and how to communicate business intelligence in visual formats. Working with a variety of data sources and software, students learn to make sense of quantitative business data by discerning meaningful patterns, trends, relationships and exceptions that reveal business performance, potential problems and opportunities. Students will also learn to manage relational databases, using queries, and create, edit, and delete tables using SQL or other query languages.

Course Pre-Requisites (if applicable):

MGMT 1001, MGMT 1021, MGMT 1020.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain the value of data analytics and visualization for business organizations
CLO #2	Analyze data and create data visualizations and forecasts using advanced excel features
CLO #3	Use data analysis techniques to asses the financial health of organizations
CLO #4	Enhance visualizations with custom formatting, labels and annotations
CLO #5	Use data analysis to create financial modeling projections
CLO #6	Combine data from multiple sources and databases to create a unified source of information

Instructional

Strategies:

  Lectures, Lab work, Group Work, Data Analysis Projects

Evaluation and Grading

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

  D (50%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Assignments	30	
Project	35	Data Visualization Projects
Final Exam	25	

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

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

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

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

TOTAL COURSE HOURS: 45

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

  Lecture

  Online

Hours in Category 1:   45

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Introduction to Data Analytics and Business Intelligence
Creating Visualizations and Dashboards
Foundational to Advanced Analytics
Row-Level and Aggregate Calculations
Table Calculations
Formatting Visualizations
Telling a Data Story with Dashboards
Adding Value to Analysis - Trends, Distributions and Forecasting
Advanced Techniques
Presenting Data Stories
Data analysis and financial modeling

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

Rationale and Consultations

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

No

Is this the primary proposal?

Provide a rationale
for this proposal:

This course will replace ACCT 2003 Business Data Analytics in the Accounting Program. This course is similar, but better reflects the realities of what the students are learning in the classroom, specifically around database management and query languages.

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

No

Consultations

Consulted Areas	Consultation Comments
Faculty/Department	Accounting Faculty and Dean consulted
Institutional Research (IR)	
International Education	

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.
For use when a Badge is offered for this course. If you have any questions, contact the Registrar's Office.

Is a Badge being offered for this course?

Badge Effective
Date

Badge Name

Badge Description

DECISION NOTE

PREPARED FOR: Education Council

DATE: January 14, 2025

ISSUE: Revisions to Program Learning Outcomes in the Hospitality and Food Service
Systems Management Diploma

BACKGROUND

The Hospitality Management department has reviewed the curriculum for the renamed Hospitality and
Food Service Systems Management Diploma and is proposing the addition of two new Program Learning
Outcomes (PLOs):

1. Apply principles of human nutrition to develop balanced and nutritious menus for diverse
   populations
2. Plan efficient food service operations tailored to meet the unique needs of various institutional
   settings.

Three courses will be replaced with updated versions that broaden the focus of the courses onto other
types of institutional settings and add nutrition as a primary topic.

Previous Course	New Course
HOSP 1410 Hospitality Guest Service Management	HOSP 1120 Guest Service Management
HOSP 2310 Principles of Food Production	HOSP 1220 Principles of Food Production and Nutrition
HOSP 2230 Trends in Global Hotel Management	HOSP 2225 Trends in Global Hospitality and Food Services

COURSE LEARNING OUTCOMES

A number of changes are being proposed to support the addition of the two new PLOs. Course Learning
Outcomes (CLOs) will be changed in key courses to embed key elements of food service systems
administration. Additional changes are proposed to Course Descriptions, Course Assessments and Topics
in course outlines.

New Course HOSP 1120 Guest Service Management (previously HOSP 1410)

- Two new CLOs:
    - Personalized Guest Experience: Design and implement personalized guest service strategies that cater to the unique needs and preferences of guests and residents, enhancing their overall satisfaction and well-being.
    - Effective Communication and Problem-Solving: Develop advanced communication and problem-solving skills to effectively address and resolve the specific challenges faced in different accommodations ensuring a high standard of service.

HOSP 1360 Food and Beverage Operations

- One new CLO:
    - Nutritional Menu Planning: Design and develop menus that prioritize nutritional value and healthy eating choices, ensuring that food offerings meet diverse dietary needs and promote overall well-being.

New course HOSP 1220 Principles of Food Production and Nutrition (formerly HOSP 2310)

- One new CLO:
    - Healthy Food Preparation Techniques: Prepare and present food using techniques that preserve nutritional content and enhance the health benefits of meals.

HOSP 2360 Restaurant Operations

- Two new CLOs:
    - Nutritional Menu Development: Create and manage restaurant menus that emphasize nutritional balance and healthy eating options, ensuring that dishes meet diverse dietary requirements and promote overall health.
    - Healthy Cooking Techniques: Develop skills in preparing and presenting food using methods that maintain nutritional integrity and enhance the health benefits of meals, while still delivering high-quality taste and presentation.

HOSP 2102 Catering, Meetings and Event Management

- Two new CLOs:
    - Customized Event Planning: Design and execute events tailored to the preferences and needs of guests.
    - Safety and Accessibility in Event Management: Develop skills to ensure that all events are planned with a strong emphasis on safety, accessibility, and comfort of guests and employees.

New course HOSP 2225 Trends in Global Hospitality and Food Services (formerly HOSP 2230)

- Add the food service industry to all CLOs that previously only mentioned hospitality explicitly (e.g. Discuss ethical, legal and cultural issues impacting the global hospitality *and food service* industries).
- Replace "Explain how revenue management and automatization are impacting hotel and food service decisions" with new CLO "Evaluate the influence of revenue management on decisions in the hotel and food service industries."

A Note on Approval Process:

The full course curriculum will go to the Curriculum Committee meeting on January 21, 2025 for review and is therefore not presented to EdCo for approval at this time.

Information on planned course changes is provided as background for today's motion to Education Council to approve changes to the program content guide, as well as to recommend creation of three new courses to the Board of Governors.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to the Hospitality and Food Service Systems Management Diploma program content guide, and recommend the Board of Governors approve the creation of three new courses: HOSP 1120 Guest Service Management, HOSP 1220 Principles of Food Production and Nutrition, and HOSP 2225 Trends in Global Hospitality and Food Services.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: January 7, 2025

Program Change Request

Date Submitted: 01/07/25 9:19 am

Viewing: **Hospitality and Food Service Systems Management Diploma**

Last approved: 12/18/24 11:09 am

Last edit: 01/07/25 5:29 pm

Changes proposed by: bmand

Program Name:

Hospitality and Food Service Systems Management Diploma

Credential Level: Diploma

Effective Date: May 2025

Effective Catalog   2025-2026 Academic Calendar
Edition:

School/Centre: Hospitality, Food Studies & Applied Business

Department   Hospitality Management (5701)

Contact(s)

In Workflow

1. **5701 Leader**
2. **SHP Dean**
3. **Curriculum Committee**
4. Education Council

Approval Path

1. 01/07/25 9:35 am Bobbi Mand (bmand): Approved for 5701 Leader
2. 01/07/25 9:48 am Dennis Innes (dinnes): Approved for SHP Dean

History

1. Dec 18, 2024 by Bobbi Mand (bmand)
2. Dec 18, 2024 by Dawn Cunningham Hall (dahall)

Name	E-mail	Phone/Ext.
Bobbi Mand	bmand@vcc.ca	--

Program Content Guide

Purpose

The Hospitality and Food Service Systems Management Diploma is designed to equip students with the necessary skills and abilities to be future leaders in the hospitality industry through authentic learning and industry partnership. Students will be prepared to meet the challenges and opportunities of the global hospitality industry. Students will participate in an 8-week workplace co-op to develop their skills using a real-world hands-on approach while building their professional portfolio and industry network.

Upon completion of the program, students will have developed the competencies required for the development towards supervisory roles in the hospitality, tourism, and institutional food service systems industries.

Admission Requirements

Grade 12 graduation or equivalent

~~Knowledge of English demonstrated by one of thefollowing:English 12 with a minimum 'C-' grade, or equivalent or~~ English ~~Language Proficiencyat a minimum English~~ 12 <u>with a minimum</u> 'C-' <u>grade, or</u> <u>equivalent</u> ~~level~~

Upon acceptance to the program, the following two certificates must be completed in the first term:

Valid Foodsafe Level 1 Certificate

Valid Serving It Right Certificate

Prior Learning Assessment & Recognition (PLAR)

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

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

HOSP 1360 Food and Beverage Operations

HOSP <u>1220</u> ~~1365~~ Principles of Food Production <u>and Nutrition</u>

HOSP 2360 Restaurant Operations

HOSP 2240 Work Experience Co-Op

Methods of PLAR vary by course, and may include exams, professional portfolios, interviews, performance assessments, and other evaluations. Please contact the Department for details.

See <u>Prior Learning Assessment and Recognition</u> policy for more information.

*International Students requesting PLAR, please contact <u>VCC International Education Advising</u> to learn how PLAR can impact immigration status, prior to proceeding with the PLAR request.

Program Duration & Maximum Time for Completion

The program is delivered over four academic terms. Maximum time to complete the program is five (5) years. Upon successful completion of the first year of study (30 credits), students may choose to exit the program and receive a Certificate in Hospitality and Food Service Systems Management. Maximum time to complete the certificate is two (2) years.

Program Learning
Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Demonstrate a level of interpersonal and inter-cultural awareness through effective communication as a hospitality and/or institutional food service system management professional in an inclusive and diverse workplace.
PLO #2	Use leadership, conflict and relationship management skills and tools to make sound management decisions and recommendations.
PLO #3	Evaluate financial information and revenue management strategies to support the goals of a hospitality and/or institutional food service system industry.
PLO #4	Act in a professional, ethical and lawful manner within the hospitality and/or institutional food service industry by applying health and safety, employment, labour relations, and privacy legislation standards.
PLO #5	Provide responsible and professional food and beverage services ensuring compliance with food safety and sanitation standards.
PLO #6	Explain various industry roles and responsibilities at the front line, supervisory, management and executive levels.
PLO #7	Develop marketing, promotional and sales strategies for food service operations within the hospitality industry.
PLO #8	Apply principles of human nutrition to develop balanced and nutritious menus for diverse populations.
PLO #9	Plan efficient food service operations tailored to meet the unique needs of various institutional settings.
PLO #10 #8	Analyze emerging industry trends, technological innovations and environmentally sustainable practices in both hospitality and food service management.
PLO #11 #9	Examine the sectors of tourism, hospitality, and institutional food service system industries and their economic, social, geopolitical and environmental impacts.
PLO #12 #10	Demonstrate critical thinking and problem solving skills in their work and hospitality and food service professionals.

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

The program has been designed to involve students in a variety of learning environments and instructional delivery methods. Throughout the program students participate in interactive lectures, seminars, group discussions, role plays, case studies, career development, and authentic learning activities within the hospitality, tourism, and institutional food service systems environments. The industry-related co-op prepares future ~~hospitality~~ leaders to manage effectively. Most of the classroom time exposes students to both the theory and practical application of ~~hospitality management~~ concepts and skills. Course projects strengthen the understanding of course topics and give students opportunities to apply effective leadership and management practices. Students will have the opportunity to self-reflect and build upon managerial and leadership strengths and interests when developing career plans, portfolios and industry networks. Instruction has been designed employing learner-centred activities to promote collaboration, engagement, and active learning.

Evaluation of Student Learning

Multiple evaluation methods are used dependent on the learning outcomes of each course. Students must receive a minimum program grade point average of 'C' (2.0) to successfully graduate, and a minimum cumulative grade point average of 'C' (2.0) in each term to advance into subsequent courses/terms in the program. Successful completion of an 8-week related industry co-op is also required for graduation.

Recommended Characteristics of Students

The hospitality and food services systems industries are ~~industry is~~ primarily a people business. The Hospitality and Food Service Systems Management Diploma Program has been designed to strengthen and encourage interpersonal skills and a leadership/team approach to course work. Students work with fellow students, industry representatives, members of the college community, hospitality employers and their workers, and the public. Students must have a hospitality mindset of going above and beyond, the desire to work effectively in a team, and the ability to work well with others in an environment that embraces diversity and inclusion.

Courses

This program can be completed over four (4) terms by successfully completing the following: 15 credits (term 1), 15 credits (term 2), 13.5 credits (term 3), 16.5 credits (term 4).

Plan of Study Grid

First Year	Credits
HOSP 1310 Introduction to Tourism	3
~~HOSP 1410 Guest Service Management~~	~~3~~
HOSP 1120 Guest Service Management	3
HOSP 1620 Hospitality Computer Applications	3
HOSP 1311 Introduction to Business Communications	3
HOSP 1470 Human Resources Management in Hospitality	3
HOSP 1360 Food and Beverage Operations	3
HOSP 1370 Accommodation and Lodging Management	3

HOSP 1860	Introduction to Hospitality Accounting	3
HOSP 1312	Essentials of Business Communication	3
~~HOSP 1365~~	~~Principles of Food Production~~	~~3~~
HOSP 1220	Principles of Food Production and Nutrition	3
	Credits	30

Second Year

HOSP 2360	Restaurant Operations	3
HOSP 2102	Catering, Meetings and Event Management	3
HOSP 2620	Tourism and Hospitality Marketing	3
HOSP 2311	Communicating Effectively as a Hospitality Professional	1.5
HOSP 2660	Hospitality Sales Management	3
HOSP 2113	Global Business Decisions	3
HOSP 2114	Management Accounting and Cost Control	3
HOSP 2470	Organizational Behaviour	3
~~HOSP 2230~~	~~Trends in Global Hotel Management~~	~~1.5~~
HOSP 2225	Trends in Global Hospitality and Food Services	1.5
HOSP 2240	Hospitality & Food Services Systems Work Experience Co-Op	6
	Credits	30
	Total Credits	60

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

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

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	71-75		2.67
C+	66-70		2.33
C	61-65		2.00
C-	56-60		1.67
D	50-55		1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credits	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

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

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

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

Rationale and Consultations

Provide a rationale
for this proposal.
    We are proposing these PLOs for Diploma. We are going to curriculum committee with changes to some
    course names and CLO changes to support these PLO changes. We are adjusting these courses to embed
    more food service/nutrition + guest services.

Are there any
expected costs to
this proposal.

Consultations

Additional Information

Provide any additional information if necessary.

~~Updated Marketing description~~

Supporting
documentation:
    Hospitality FMS Diploma_tracked changes_for EdCo Dec 10, 2024.pdf

Marketing Information

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

This program is for: Domestic
                           International

Marketing Description

Learn the principles and practices of hospitality and food service systems administration and prepare to manage
such operations in public and private facilities. Gain careers in careers in hotels, cruise ships, convention centres,
senior living and dining establishments.

What you will learn

What to expect

INFORMATION NOTE

PREPARED FOR: Education Council

DATE: January 14, 2025

ISSUE: Minor curriculum changes approved by Curriculum Committee (Jun–Dec 2024)

From June to December 2024, Curriculum Committee approved the following minor curriculum changes:

- Updates to the Provincial Instructor Diploma program content guide, including an increase to the maximum number of elective credits from courses outside the program, revised PLAR language, and removing three elective courses (EDUC 4250–4252)

- Updates to the Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Diploma program content guide, including to admission requirements and PLAR language

- Minor edits to the Practical Nursing Diploma and Access to Practical Nursing Diploma program content guides and 15 course outlines to update references to the regulatory body and dates of various professional standards for LPNs

- Updates to the PLAR sections in the Network Technology Administration and Security Post-Degree Diploma and Network Security Advanced Certificate program content guides, and to five course outlines

- Updates to the Transportation Trades Sampler Short Certificate program content guide and 10 course outlines, including to grading

- Updates to admission requirements in the Practical Nursing Diploma, Access to Practical Nursing Diploma, Bachelor of Science in Nursing (First Year Entry) and Bachelor of Science in Nursing (Advanced Entry) program content guides

- Updates to admission requirements in the Heavy Mechanical Technology Diploma program content guide, and changes to hours in 18 course outlines

- The following addition to the program admission requirements for the Dental Hygiene Diploma, effective for the September 2025 intake: "Submission of a Casper score. Casper Test scores are valid for one admission cycle." This addition replaces the "online candidate's questionnaire" as a program admission requirement.

- Deactivation of the discontinued Teaching Online Certificate program content guide

- Revisions to the following courses, including to pre-requisites, evaluation plans, learning outcomes, and course names:

ACED 0700 Career Planning 12	CULI 2512 Food Service Industry Experience
BIOL 1120 Human Anatomy & Physiology 1	CULI 2513 Restaurant Kitchen
BIOL 1220 Human Anatomy and Physiology 2	ECCE 2230 Special Needs Practicum 1
CULI 1505 Butchery and Meat Cutting	ECCE 2235 Infant Practicum

ECCE 2305 Practicum 1
ECCE 2306 Practicum 2
ECCE 2307 Practicum 3
ECCE 2330 Special Needs Practicum 2
ECCE 2335 Toddler Practicum
ENGL 2100 Canadian Literature
HMTD 1100 Occupational Skills
HMTD 1120 Shop Tooling and Equipment
HMTD 1125 Lubricants, Bearings and Equipment Operation
HMTD 1130 Machine Structure
HMTD 1135 Truck Structure
HMTD 1200 Mobile Hydraulic Systems
HMTD 1220 Batteries and Electricity Fundamentals
HMTD 1230 Machine Electrical
HMTD 1240 Heavy Mechanical Steering Systems
HMTD 2120 Heavy Mechanical Hydraulic Brake Systems
HMTD 2125 Heavy Mechanical Air Brake Systems
HMTD 2130 Heating and Air Conditioning
HMTD 2140 Trailers and Engine Support
HMTD 2145 Powertrain
HMTD 2200 Powertrain Diagnostics, Service & Repair
HMTD 2220 Electrical Systems and Components
HMTD 2225 Electronics and Electronic Components
HMTD 2230 Light Duty Vehicle
HOSP 1312 Essentials of Business Communication
HOSP 1360 Food and Beverage Operations
HOSP 2114 Management Accounting and Cost Control
HOSP 2240 Hospitality & Food Services Systems Work Experience Co-Op
HOSP 2505 Hospitality Marketing Strategies
HOSP 2620 Tourism and Hospitality Marketing
ITOP 1101 A+ Hardware
ITOP 1102 Networking Fundamentals
ITOP 1103 Windows Server Fundamentals
ITOP 1104 Active Directory
ITOP 1105 Security Fundamentals
ITOP 1106 Service Manager
ITOP 1107 Linux Server Fundamentals
ITOP 1108 Windows Desktop Support
ITOP 1109 PowerShell

ITOP 2201 Professional Development
ITOP 2414 Encryption, Public Key Infrastructure Architecture and Administration
ITOP 2415 Network Exploits, Vulnerabilities and Penetration Testing
MKTG 2005 Marketing Automation
MKTG 2009 Marketing Communication for the Web
MKTG 2068 Managing Digital Projects
MKTG 2099 Digital Marketing Technology Capstone
NURS 1002 Professional Practice 1
NURS 1006 Integrated Nursing Practice 1
NURS 1006 Integrated Nursing Practice 1
NURS 1007 Consolidated Practice 1
NURS 2002 Professional Practice 2
NURS 2006 Integrated Nursing Practice 2
NURS 2006 Integrated Nursing Practice 2
NURS 2007 Consolidated Practice 2
NURS 2102 Professional Practice A
NURS 2106 Integrated Nursing Practice A
NURS 2106 Integrated Nursing Practice A
NURS 2107 Consolidated Practice Experience A
NURS 3002 Professional Practice 3
NURS 3005 Integrated Nursing Practice 3
NURS 3006 Consolidated Practice Experience 3
NURS 4005 Integrated Nursing Practice 4
NURS 4005 Integrated Nursing Practice 4
NURS 4006 Consolidated Practice 4
NURS 4008 Preceptorship
OPTC 1110 Anatomy & Physiology of the Eye
OPTC 1130 Foundations of Optics
OPTC 1140 Eyeglasses Theory
OPTC 1220 Eyeglasses Fabrication & Design
OPTC 1240 Low Vision Conditions & Devices
OPTC 2320 Contact Lens Theory
TTSP 0100 Workplace Safety
TTSP 0101 Basic Welding Procedures
TTSP 0102 Basic Sheet Metal Repair
TTSP 0103 Automotive Refinishing
TTSP 0104 Project Car
TTSP 0105 Heavy Equipment Operation
TTSP 0106 Forklift Operation
TTSP 0107 Automotive Engines
TTSP 0108 Automotive Maintenance
TTSP 0109 Introduction to Apprenticeship

- Deactivation of the following courses, which are no longer taught:

DENT 1120 Dental Laboratory Sciences 1
DENT 1220 Dental Laboratory Sciences 2
DENT 2320 Dental Laboratory Sciences 3
DREC 1110 Dental Theory 1
DREC 1131 Dental Administration 1
DREC 1132 Dental Communication 1
DREC 1231 Dental Administration 2
DREC 1232 Dental Communication 2
DREC 1236 Dental Theory 2
DREC 1242 Dental Radiography
EASL 0501 Literacy 1
EASL 0502 Literacy 2
EASL 0503 Literacy 3
EASL 0504 Bridge Literacy
EASL 0505 Literacy Low Beginner
EDUC 4250 Foundations of Online Teaching and Learning
EDUC 4251 Developing and Designing Online Learning
EDUC 4252 Facilitation of Online Learning
HDEP 4002 Heavy Duty Equipment Tech. 4
HMAP 1002 Heavy Mechanics Appr Lvl 1
HMAP 2002 Heavy Mechanics Appr Lvl 2
HMAP 3002 Heavy Mechanics Appr Lvl 3
HMTD 1101 Workplace Safety & Preparatory Skills
HMTD 1102 Oxy-Acetylene Welding & Cutting
HMTD 1103 Electric Welding & Cutting
HMTD 1104 HMT Tools & Equipment 1
HMTD 1105 HMT Tools & Equipment 2
HMTD 1106 Fittings & Fasteners
HMTD 1107 Truck & Machine Operation 1
HMTD 1108 Truck & Machine Operation 2
HMTD 1109 Lubricants & Bearings
HMTD 1110 Math, Physics & Worksafe Requirements for HMT
HMTD 1111 Final Drives & Undercarriage 1
HMTD 1112 Final Drives & Undercarriage 2
HMTD 1113 Frames & Suspension
HMTD 1114 Tires, Wheels & Hubs
HMTD 1115 Workplace Skills 1
HMTD 1201 Hydraulic Systems 1
HMTD 1202 Hydraulic Systems 2
HMTD 1203 Hydraulic Systems 3
HMTD 1204 Hydraulic Systems 4
HMTD 1205 Electrical Systems 1
HMTD 1206 Electrical Systems 2

HMTD 1207 Electrical Systems 3
HMTD 1208 Electrical Systems 4
HMTD 1209 Electrical Systems 5
HMTD 1210 Electrical Systems 6
HMTD 1211 Electrical Systems 7
HMTD 1212 Shop Simulation 1
HMTD 1213 Steering Systems 1
HMTD 1214 Steering Systems 2
HMTD 1215 Workplace Skills 2
HMTD 2101 Cab & Protective Structures
HMTD 2102 Hydraulic Brake Systems 1
HMTD 2103 Hydraulic Brake Systems 2
HMTD 2104 Hydraulic Brake Systems 3
HMTD 2105 Air Brake Systems 1
HMTD 2106 Air Brake Systems 2
HMTD 2107 Air Brake Systems 3
HMTD 2108 Cab Heating, Ventilation & Air Conditioning Systems
HMTD 2109 Refrigeration Unit Heating, Ventilation & Air Conditioning Systems
HMTD 2110 Trailers 1
HMTD 2111 Trailers 2
HMTD 2112 Powertrain 1
HMTD 2113 Powertrain 2
HMTD 2114 Powertrain 3
HMTD 2115 Powertrain 4
HMTD 2201 Powertrain 5
HMTD 2202 Powertrain 6
HMTD 2203 Powertrain 7
HMTD 2204 Powertrain 8
HMTD 2205 Electrical Systems 8
HMTD 2206 Electrical Systems 9
HMTD 2207 Electrical Systems 10
HMTD 2208 Electronic Systems 1
HMTD 2209 Electronic Systems 2
HMTD 2210 Electronic Systems 3
HMTD 2211 Gasoline Fueled (Automotive) Engine Management Systems 1
HMTD 2212 Gasoline Fueled (Automotive) Engine Management Systems 2
HMTD 2213 Shop Simulation 2
HMTD 2214 Shop Simulation 3
HMTD 2215 Employment Skills
MATH 0611 Fundamentals of Mathematics 1
MATH 0621 Fundamentals of Mathematics 2
MATH 0631 Fundamentals of Mathematics 3

MATH 0641 Fundamentals of Mathematics 4
MATH 0651 Fundamentals of Mathematics 5
MATH 0661 Fundamentals of Mathematics 6
MGMT 2021 Project Management Fundamentals
MGMT 2022 Project Leadership
MGMT 2023 Scope Management
MGMT 2024 Risk and Procurement Management
MGMT 2025 Project Scheduling and Cost
Management
MGMT 2027 Integration Management
MGMT 2028 Quality and Resource Management
MGMT 2029 Communication and Stakeholder
Management
MGMT 2030 Capstone
PHAR 1115 Pharmacy Practice 1
PHAR 1125 Pharmacy Products 1

PHAR 1135 Pharmacy Calculations 1
PHAR 1145 Pharmacy Communications 1
PHAR 1155 Community Pharmacy
PHAR 1185 Pharmacy Management 1
PHAR 1215 Pharmacy Practice 2
PHAR 1225 Pharmacy Products 2
PHAR 1235 Pharmacy Calculations 2
PHAR 1245 Pharmacy Communications 2
PHAR 1255 Hospital Pharmacy
PHAR 1275 Sterile Products
PHAR 1285 Pharmacy Management 2
PHAR 1395 Practicum
PHAR 1397 Practicum
TTMP 4002 Transport Tech Trades
Apprentice 4
VOVI 0830 English 1

PREPARED BY: Todd Rowlatt, Chair, VCC Curriculum Committee

DATE: January 7, 2025

INFORMATION NOTE

PREPARED FOR: Education Council

DATE: January 14, 2025

ISSUE: Approved Policies:
Curriculum Development and Approval (410)
Program Development and Approval (409)

BACKGROUND:
The Curriculum Development and Approval (CDA) policy was last updated in 2018 and underwent a full scheduled review. During the review, it was decided to split the policy and move some content into the new Policy Development and Approval Policy (PDA).

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.

DISCUSSION:
Both policies were reviewed at the December 12, 2024 Governance Committee meeting. David Wells, VP Academic and Research, attended as policy sponsor.

One key change in this policy revision is the proposed removal of authority for course implementation approvals from EdCo. Previously, the Board of Governors had delegated this authority to EdCo. The new proposal returns the authority to the Board, as per the College & Institute Act, giving the Board the power to approve course offerings and cancellations, while EdCo retains authority over curriculum content. Course tuition decisions will continue to be made by the Board of Governors on the advice of its Finance & Audit Committee.

Governance Committee discussion focused on options for the Board to manage its authority over new course approvals, course deactivations, and approvals to changes in hours or credits of courses. Recognizing the increased workload for the Board if the Board chose to exercise its authority directly in every case, 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 either 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.

Based on this discussion, the drafts were revised after the Governance Committee meeting and presented to the Board with these additional edits (no formal recommendation was made, since there was no quorum at the Governance Committee meeting).

At its special December 12, 2024 meeting, the Board of Governors approved the revised CDA policy and the new PDA policy, with the changes informally proposed by members of the Governance Committee; and the change in approval authority for the CDA policy to sole EdCo approval.

These policies are presented to EdCo in their final form for information.

PREPARED BY: Louise Dannhauer, Chair, Education Policy Committee
        Natasha Mandryk, Chair, Education Council

DATE: January 7, 2025

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Curriculum Development and Approval Policy

Policy Number: 410

Policy Effective Date: December 17, 2024

Approval Body: Education Council

Sponsor: VP Academic

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.

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.

DEFINITIONS

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 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.

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 RESOURCES

VCC Policies

- [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)](#)

Other Resources

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

- IRCC Regulations

See related [procedures 410](#)

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Curriculum Development and Approval Procedures

Procedures Number: 410

Procedures Effective Date: December 17, 2024

Approval Body: Education Council

Sponsor: VP Academic

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 programs.

    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 & Applied 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 & Applied Research as being urgent or minor in impact. Written recommendations to the Board of Governors, submitted through the Finance and Audit Committee, will include the essential course criteria needed to inform and enable the Board to maintain the course effectively.

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

    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 and 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.

See related policy 410

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Program Development and Approval Policy

Policy Number: 409

Policy Effective Date: December 17, 2024

Approval Body: Board EdCo Advice

Sponsor: VP Academic

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.

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.

DEFINITIONS

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

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 RESOURCES

VCC Policies

- 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)

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- Program Review and Renewal (403)

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- Requirements for Student Attendance and Participation (326)

- Selection of Library Materials (511)

- Suspension and/or Discontinuance of Programs (414)

- Tuition and Fees (310)

Other Resources

- College and Institute Act, RSBC 1996, c 52

- IRCC Regulations

See related procedures 409

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Program Development and Approval Procedures

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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 programs.

   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 & Applied 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 & Applied Research as being urgent or minor in impact. Written recommendations to the Board of Governors, submitted through the Finance and Audit Committee, will include the essential course criteria needed to inform and enable the Board to maintain the course effectively.

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

   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 5c and 5d that have been identified by the Vice President, Academic & Applied 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.

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.

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.

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

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

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 and 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

19. 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.

20. 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.

See related [policy 409](#)

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GUIDELINES FOR CURRICULUM DEVELOPMENT FUNDS 2025-2026

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

The CD Funds budget for 2025-26 is **$400,000.**
- The call for proposals is sent out on January 6, 2025.
- Proposals are due **February 14, 2025.**
- Decisions are communicated to applicants in late March.
- Funds must be spent between April 2025 and March 31, 2026.
- Proposals spanning 2-3 years will be considered. Multi-year funding commitment is contingent on satisfactory progress reports and changes to the CD Fund budget. Proposals need to be submitted each year for multi-year projects.

CD ACTIVITIES ELIGIBLE FOR FUNDING
1. Curriculum revisions arising as a result of Rapid Development, external Accreditation, Program Renewal, or Program Review recommendations
2. Curriculum development focused on Indigenization, decolonization, EDI (equity, diversity & inclusion) or UDL (universal design for learning)
3. Completing a curriculum project that received CD Funding in a previous year
4. Developing a new area (new program, new course, new specialization)
5. Innovating (new techniques, approaches, modes of delivery)
6. Transitioning of program to online, blended or Hy-flex delivery, Moodle shell standardization; implementation of online learning strategy at program level
7. Developing new teaching materials for any delivery mode

PROPOSALS ABOUT DEVELOPING NEW TEACHING MATERIALS
EQC decided to allow proposals this year for creation of new teaching materials for all types of courses: online, blended, and face-to-face, asynchronous and synchronous.

Since CD funds are limited, and the intention is for them to have the greatest impact possible, we anticipate that the bulk of funds will be distributed to higher-level projects (development of new programs or new courses at the course mapping level, for instance).

Applications for more granular work (creation of new teaching materials) will be accepted. The strongest such applications will demonstrate the impact of any newly created material (such as building on or adapting existing OER and shareable materials). If the finished project could be adapted for use by other courses, programs, or areas, then it may be favoured for its greater impact. Similarly, if the results of this project could be scaled up, its potential impact is greater.

Please tell us if your proposal for creation of new teaching materials has potential impact beyond the course it is proposed for. Be specific: Which other courses/departments? Are you working with another institution on a shared project? How? What additional work would be required?

PROGRAM RENEWALS

Programs undergoing renewal indicated in the approved Program Renewal schedule are automatically awarded a minimum of **$5000** of CD Funds for that fiscal year. No proposal is needed. Departments can use this funding for department release time to participate in the Program Renewal process and curriculum development activities arising from the recommendations and action plans. CD funding can support the Department to:

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

CD ACTIVITIES NOT ELIGIBLE FOR FUNDING

1. Start-up costs related to new program development, such as salary of a Department Leader, should be built into the new program implementation budget.
2. Accreditation-related expenses such as faculty salary to develop reports, conduct research, hosting expenses, and accreditation fees. Accreditation costs are built into department budgets. Discuss with your Dean for further information.
3. Research projects, including literature reviews
4. Debriefing and reflecting on reports/renewals/accreditations/action plans
5. Evaluation of a program/course implementation
6. Cost of piloting of curriculum/materials (outside scope of CD Funds)
7. Interviewing and hiring

FACTORS TO CONSIDER IN ESTIMATING COST

There is no easy formula for determining how much a curriculum development project will cost. Some factors to consider:

1. Length or complexity of the project
2. Expertise of the curriculum developers (have you done curriculum development of this type before; do you have experienced support in the department)
3. Current state of the program/course documents
4. Faculty release, Department Leader release, PD and/or assigned duty time available
5. The amount of time required in CTLR for online developer, eLearning, and/or Instructional Associate support

The development of a single course requires a significant investment of time and resources. CD Funds are limited and usually insufficient to fully fund an entire project. Departments are encouraged to identify additional sources of support, including:

- Assigned Duty (where available)
- Faculty Professional Development time (where available)
- Service Innovation and Enhancement Fund (SIEF)
- VCC OER grants

In recent years, these are the typical range of amounts awarded by the CD Funds Committee for certain types of development. More or less may be awarded based on a specific proposal.

- New program/significant program development: $10,000-$15,000
- Course blueprint/map: $2,500-$3,500 per course
- Developing teaching and learning materials: $3,000-$6,000 per course

SUPPORT FOR WRITING CD FUND PROPOSALS

The Instructional Associates in the CTLR are available to assist in writing CD Fund proposals. They will hold a recorded workshop to support proposal writers on **January 13, 2025, 12:00-1:00 p.m.** (Zoom: https://vcc.zoom.us/j/66823133853?pwd=HfvOdaT2VnAGcv7bvsSFbH2njADCTG.1).

They are also available to support the work done with CD Funds. Please consult with them about the scope of the support needed prior to submitting the proposal. Contact iasupport@vcc.ca.

APPLICATION PROCESS

The following documents must be fully completed and submitted to the School Dean by **February 7, 2025**. The Dean must submit the final proposals from the School to the Executive Assistant, Vice President Academic & Research on or prior to the due date of **February 14, 2025.**

      a. Curriculum Development Funding Proposal
      b. Salary and operating costing sheet

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

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

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

- September 26, 2025
- January 16, 2026
- March 27, 2026

If the project is unable to proceed as planned, the VP Academic can require the department to relinquish funds or transfer funds to other areas. Departments that exhibit a regular pattern of not completing approved projects might become ineligible for funds in the future.

FAQs

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

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

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

Q: Are the reporting requirements actually necessary?
A: Yes, the committee looks at how effectively CD Funds are being used and looks for opportunities to share ideas and projects with other parts of the college to increase the impact of innovative work. Fulsome and timely reporting also allows us to identify funds that are not being spent and could be re-allocated to support other projects. Failure to complete reports can impact whether your department will receive CD Funds in future years.

DEFINITIONS

Course Blueprint/Map: Detailed map of course that ensures the alignment of course learning outcomes, assessments, instructional activities, and teaching/learning materials within modules of course. It does not include development of teaching and learning materials.

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

Curriculum Materials**:** Refers to the concept paper, business case, program map, Program Content Guide (PCG), and course outlines.

Program Map: A visual representation of admission requirements, course flow by term/pre-requisites, program learning outcomes and intended graduate roles.

Teaching and Learning Materials: Types of materials that will be used by the faculty and the students to engage with the course content. These materials include lectures, videos, H5P activities, standardized Moodle shell, case studies, lesson plans, learning activities (class, shops, labs), learning resources, assessment tools, PowerPoint, etc.

VCC

Curriculum Development Funds Proposal | 2025-26

Project Title:
Project Lead:
Department:
School:

Instructions:
- *Provide responses for the seven sections of this form.*
- *Complete the Costing Form (separate document). Enter the **Total Project Cost** estimate in the Financial Summary section.*
- *Send this form and the Costing Form to your School Dean by **February 7, 2025.***
- *Dean adds Comments in the last section and send to VP-Academic and Research by **February 14, 2025.***

Project Description
1. *State the objective of the project and provide a brief description.*

Rationale
2. This proposal is driven by the following (check all that apply):

   ☐ Recommendations/Action Plan arising from Rapid Development, Program Review, Program Renewal or Accreditation

   ☐ Projects/initiatives related to Indigenization, decolonization, EDI (Equity, Diversity, Inclusion) or UDL (Universal Design for Learning)

   ☐ Completing a curriculum project that received CD funding in a previous year

   ☐ Exploring a new area (new program/new course/new specialization)

   ☐ Innovating (new techniques, approaches, modes of delivery)

   ☐ Transitioning a course to online or blended learning

   ☐ Developing new teaching materials for any delivery mode

   ☐ Other:

3. What will be the **impact** of your project? (Student learning/experience, market demand, access to new or existing programs.) Besides importance to the program/department, is there potential for the project to be used by other departments, or to scale up to a greater number of students? Provide brief background information for context and include any current or completed development.

Project Tasks

4. *List tasks and related deliverables. Estimate the number of days required for each task.*

Project Tasks	Estimated Days	Deliverables
Example: PAC focus group session for curriculum gap analysis	*2 days*	*Gap analysis report*

Resources

5. Contribution from Faculty Professional Development, Assigned Duty, or any other source (e.g., SIEF, VCC OER grant):

6. CTLR's estimate of support required for online developers, eLearning support and the Instructional Associates in developing curriculum:

7. What is your capacity to develop and deliver this project? Do you have experienced curriculum developers in the department? If not/as appropriate, have you consulted with CTLR and sought their support?

8. If you do not receive the full amount of CD Funds requested, how could you reduce the project (e.g., develop fewer courses, spread development over more years) and still make progress?

Financial Summary

Complete the **Costing document** and include it with your proposal. Ensure your costs include:

- Faculty release time
- External subject matter experts
- Operating expenses
- Do not include "overhead" expenses (an option on the Costing document)

Proposals spanning 2-3 years will be considered. Multi-year funding is contingent on satisfactory progress reports and changes to the CD Funds budget. Funding proposals need to be submitted each year.

	2025/26	2026/27	2027/28
Total Project Cost:			

Dean's Comments