VANCOUVER COMMUNITY COLLEGE

Vancouver Community College Education Council
Meeting Agenda
January 10, 2023
3:30–5:30 p.m. Videoconference
https://vcc.zoom.us/j/69166744594

	Topic	Action	Speaker	Time	Attachment	Page
1.	**CALL TO ORDER**		N. Mandryk			
2.	**ACKNOWLEDGEMENT**		N. Mandryk			
3.	**ADOPT AGENDA**	Approval	N. Mandryk	1 min	✓	**1-2**
4.	**APPROVE PAST MINUTES**	Approval	N. Mandryk	1 min	✓	**3-8**
5.	**ENQUIRIES & CORRESPONDENCE**	Info	N. Mandryk	1 min		
6.	**BUSINESS ARISING**					
	a. RFQ Academic Process – Part 3: Quality	Info	D. Wells	30 min		
	b. Academic Plan Update	Info	D. Wells	5 min		
	c. Brand and Web Project (BAWP) Survey	Info	K. Wilson	5 min		
	d. Articulation Agreement with CCTB (Canadian College of Technology and Business) for Computer Systems Technology Diploma	Approval	L. Griffith	15 min	*distributed separately via email*	
	e. Badges – Working Group Update & Pilot	Info	A. Lipsett	20 min		
7.	**COMMITTEE REPORTS**					
	a. **Curriculum Committee**					
	i. Course Update: MATH 1111 Introduction to Statistics	Approval	N. Mandryk	2 min	✓	**9-15**
	ii. New Program: Preparatory Music Certificate	Approval	E. Logan	5 min	✓	**16-53**
	iii. Minor Curriculum Changes	Info	T. Rowlatt	2 min	✓	**54-55**
	b. **Policy Committee**					
	i. F.1.1 Ethical Conduct for Research Involving Humans	Info	S. Kay	5 min	✓	**56-69**
	c. **Education Quality Committee**					
	i. CD Fund 2023/24 Guidelines	Info	T. Rowlatt	5 min	✓	**70-73**

	Topic	Action	Speaker	Time	Attachment	Page
8.	**RESEARCH PROJECT REPORT**					
	a. Courageous Dialogues: Building Capacity to Transcend Polarization in Civil Society	Info	A. Korens	5 min		
9.	**CHAIR REPORT**	Info	N. Mandryk	5 min		
10.	**STUDENT REPORT**	Info	G. Sarnoh	5 min		
11.	**NEXT MEETING & ADJOURNMENT**	Info	N. Mandryk	1 min		
	Next meeting: February 14, 2023, 3:30–5:30 p.m.					

VANCOUVER COMMUNITY COLLEGE EDUCATION COUNCIL
DRAFT – MEETING MINUTES
December 6, 2022
3:30–5:30 p.m., Videoconference

ATTENDANCE

Education Council Members	Guests
Natasha Mandryk (Chair)	Adrian Lipsett
Ali Oliver	Andrew Dunn
Andy Sellwood	Brynn Joyce
Belinda Kaplan	Claire Sauvé
Dave McMullen	Clay Little
David Wells	Dennis Innes
Gabby Sarnoh	Herbie Atwal
Janita Schappert	Jillian Lefaivre
Jo-Ellen Zakoor	Kelly Wightman
Lucy Griffith	Ken McMorris
Marcus Ng	Margaret Buxton
Sarah Kay	Nahid Ghani
Todd Rowlatt	Reza Nezami
Vivian Munroe	Ronald Palma
	Shannon O'Keefe-Mandarino
	Shirley Lew
	Taryn Thomson
	Trishna Nazareth
	Valerie Kakurai

Regrets	Recording Secretary
Derek Sproston	Darija Rabadzija
Heidi Parisotto	
Louise Dannhauer	
Sonal Singh	

1. CALL TO ORDER

- The meeting was called to order at 3:32 p.m.

2. ACKNOWLEDGEMENT

- V. Munroe acknowledged the College's location on the traditional and unceded territories of the xʷməθkʷəy̓ əm (Musqueam), Sḵwx̱wú7mesh (Squamish), and səĺílw̓ ətaʔɬ (Tsleil-Waututh) peoples who have been stewards of this land from time immemorial and extended the acknowledgement to the ancestral territories of all participants joining remotely.

3. ADOPT AGENDA

> **MOTION:** THAT Education Council adopt the December 6, 2022 agenda as presented.
>
> **Moved by N. Mandryk, Seconded & CARRIED (Unanimously)**

4. **APPROVE PAST MINUTES**

<table>
<tr><td>**MOTION:**</td><td>THAT Education Council approve the November 8, 2022 minutes as presented.</td></tr>
<tr><td colspan="2">**Moved by N. Mandryk, Seconded & CARRIED (Unanimously)**</td></tr>
</table>

5. **ENQUIRIES & CORRESPONDENCE**

- N. Mandryk reported on ongoing conversations regarding EAL Pathways scheduling (see item 6b).

6. **BUSINESS ARISING**

   a) **Blended Learning Quality Evaluation Pilot**

- A. Dunn, Manager, Online Learning Strategy & Design, presented on the Blended Learning Quality Evaluation conducted as part of the Program Reset Working Group (PRWG). Feedback was sought from both students (via focus groups) and instructors (via online survey) on their experiences with blended delivery. This project followed a previous student survey from December 2021, with the goal of gathering more in-depth information on the student experience and develop best practices around blended teaching and learning. This work will also inform the updated Online Learning Strategy (OLS 2.0).

- Student feedback on blended delivery was mostly positive; none of the students in the focus groups wanted to return to fully face-to-face learning. Participants represented most programming areas, except for Arts & Sciences, although the sample size was small. Additional data was available from the previous student survey with about 400 responses from students in blended courses.

- The full report and infographics outlining recommended practices are available on the [CTLR website]. These are general recommendations, which may not all be suitable in all contexts. There was a discussion about ways to disseminate these findings across the College. As this was a qualitative study, there was a discussion about examples of quantitative research to evaluate outcomes based on delivery modes.

- It was noted that operational factors need to be considered in planning for different delivery modes (e.g., informing the Registrar's Office so it can support student registration; reporting to the ministry on space utilization). A more systematic approach and clear definitions of different delivery modes would give students a more accurate idea of what their schedule will look like.

   b) **EAL Pathways Scheduling**

- N. Mandryk previously reported on a letter from EAL (English as an Additional Language) faculty to EdCo with concerns around scheduling. Terms for EAL and LINC (Language Instruction for Newcomers) will move from April–June to May–July in 2023. The department expressed concern about reduced access to programming for those caring for school-aged children and a potential drop in registrations, in the context of low enrolment, a reduction in sections, and faculty layoffs. In view of Education Council's advisory role regarding the academic schedule, S. Lew, Dean of Arts & Sciences, was invited to speak to the decision-making process.

- S. Lew explained that this change is taking place in the context of College-wide initiatives to address enrolment risks by standardizing terms. The Student Experience Improvement Project identified negative impacts of non-standard terms on students, including financial and tax implications. Standardizing term start and end dates would also allow for automation of manual processes in operational areas, such as the Registrar's Office, and free up resources to provide more support to students. Starting the new term in May rather than April also extends the previously compressed transition time from the term ending in March.

- Conversations with EAL and LINC department heads began earlier in the year. Students and faculty in both areas were surveyed in late spring, with inconclusive results. Faculty concerns around student access and enrolment were weighed against the benefits of standardizing the term structure, and the

decision was made to move forward in 2023. The impact of the term change will be evaluated through student and faculty surveys, and enrolment numbers will be monitored. An option that could be explored would be switching to two-month terms, either by compressing programming or by splitting up one course. Similar models are in place at other colleges.

- There were questions about support for the department around this change and responsiveness to a potential drop in enrolment. It was clarified that students can continue registering in courses after the Education Planner BC deadline by contacting the Registrar's Office. It was suggested to engage with Marketing to ensure clear communication to students on the rationale and benefits of this change. There was a discussion about the possibility of moving to a two-month term, including considerations around curriculum development and operational impacts. Next steps will be informed by the evaluation after the May 2023 term.

- A follow-up with Education Council was requested. It was suggested to broaden the conversation to include other programming areas and scheduling in general.

c) RFQ Academic Process Overview – Part 3: Quality Review

- Due to time constraints, this item was deferred to the next meeting.

d) Dissolving Appeals Oversight Committee

> **MOTION:** THAT Education Council dissolve the Appeals Oversight Standing Committee.
>
> **Moved by N. Mandryk, Seconded & CARRIED (Unanimously)**

- N. Mandryk presented the proposal to dissolve the Appeals Oversight Committee (AOC); notice of this motion was provided at the last meeting. Education Council will continue to fulfill its mandate under the College & Institute Act related to policies and procedures and establishing a tribunal for final appeals on academic matters. While the AOC trained panelists and provided recommendations around academic appeals, its dissolution will not hinder EdCo from fulfilling its mandate.

- A new working group was established outside of EdCo to continue work around appeals (both academic and non-academic). The EdCo Chair is part of this group.

e) EdCo Planning Day Debrief

- N. Mandryk summarized the November 25 Planning Day session. In the morning, members discussed the results of the EdCo self-evaluation survey and an EdCo planning document. There was a presentation of VCC's EDI Impact Assessment Tool and discussion about incorporating it into policy and curriculum review. The afternoon session for Education Policy and Curriculum Committee revolved around anti-racism in policy; justice, equity, diversity, and inclusion in curriculum; and Universal Design for Learning (UDL).

7. ELECTIONS

a. Education Council Chair

- D. McMullen conducted the elections.

- M. Ng 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

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

  By acclamation, S. Kay was announced Vice-Chair of Education Council.

c. Two Executive Committee Members

- N. Mandryk nominated A. Sellwood and L. Dannhauer.
  A. Sellwood accepted the nomination. L. Dannhauer was not in attendance but had indicated her acceptance of a nomination before the meeting.
  Second and third call for nominations: There were none.

  By acclamation, A. Sellwood and L. Dannhauer were elected Executive Committee Members of Education Council.

d. Standing Committee Chairs

i. Curriculum Committee

- A. Oliver and M. Ng nominated T. Rowlatt. Nomination accepted.
  Second and third call for nominations: There were none.

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

ii. Education Policy Committee

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

  By acclamation, S. Kay was announced Chair of Education Policy Committee.

iii. Education Quality Committee

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

  By acclamation, T. Rowlatt was announced Chair of Education Quality Committee.

iv. Appeals Oversight Committee

- No election, since EdCo voted to dissolve the committee.

8. COMMITTEE REPORTS

a) Curriculum Committee

i) New Course: SOSC 0861 Social Science 11

> **MOTION:** THAT Education Council approve, in the form presented at this meeting, the new course SOSC 0861 Social Science 11.
>
> **Moved by T. Rowlatt, Seconded & CARRIED (Unanimously)**

- J. Lefaivre presented the proposal for this self-paced advanced social science course in the ABE Youth area. This course can be used as an elective for the BC Adult Graduation Diploma, VCC's ABE certificates and the Ministry of Education's high school graduation requirements. At Curriculum Committee, the department's plans to incorporate Indigenous knowledge and ways of knowing were discussed. About 50% of students in this area are Indigenous.

ii) New Course: SOSC 0999 Social Justice 12

> **MOTION:** THAT Education Council approve, in the form presented at this meeting, new course SOSC 0999 Social Justice 12.
>
> **Moved by T. Rowlatt, Seconded & CARRIED (Unanimously)**

- M. Buxton presented the proposal for this course, which can be used as an elective for the BC Adult Graduation Diploma, VCC's ABE certificates and the Ministry of Education's high school graduation requirements. Students have been requesting more electives in the humanities for years. The course will be offered in a self-paced format but could be delivered in a class-based model in the future.

iii) Program Update: Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Diploma

MOTION:	THAT Education Council approve, in the form presented at this meeting, revisions to the program content guide for the Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Diploma and seven new courses.
Moved by T. Rowlatt, Seconded & CARRIED (Unanimously)	

▪ R. Palma and K. Wightman presented the proposal for a second-year Steel Construction Modelling option in the CAD & BIM Diploma, making all four specializations available in both years of the program. There has been interest in adding this option for some time. The first year focuses on Computer-Aided Drafting (CAD), and the second year on Building Information Modelling (BIM); students select a different specialization for each year.

▪ T. Rowlatt noted that the one concern raised by International Education related to the term structure and communication with Immigration, Refugees and Citizenship Canada (IRCC) around it. The program fulfills IRCC's credit requirement for international students (min. 9 credits per term), but wording in the PCG may need to be adjusted. There was agreement to approve the proposal and finalize these details after the meeting. D. McMullen noted that IRCC is getting stricter in its requirements around terms and documentation.

iv) New Program: Event Management Short Certificate

OTION:	THAT Education Council approve, in the form presented at this meeting, the program content guide for the new Event Management Short Certificate and 11 new course outlines, and recommend the Board of Governors approve the implementation of the program.
Moved by T. Rowlatt, Seconded & CARRIED (Unanimously)	

▪ C. Sauvé presented the proposal. During the renewal of the leadership suite of programs, industry experts recommended splitting event management and wedding planning off from leadership and management, due to the specific skills required in this sector. The Event Management Short Certificate consists of five core courses and two elective streams (three courses each): wedding planning and event operations. Students who complete all three courses in a stream will receive an Award of Achievement (micro-credential). The program will be offered in a part-time format in the evenings and on weekends.

▪ Curriculum Committee discussed the proposal twice; feedback was incorporated, including adjustment of learning outcomes to better reflect that there is no practicum or work placement in this program.

▪ B. Kaplan will connect with C. Sauvé, as event management is also part of VCC's hospitality management offerings.

b) Policy Committee

i) C.1.3 Granting of Credentials

MOTION:	THAT Education Council recommends the Board of Governors approve, in the form presented at this meeting, revised policy C.1.3 Granting of Credentials.
Moved by S. Kay, Seconded & CARRIED (Unanimously)	

▪ S. Kay presented proposed revisions to the policy draft. Following a five-year review, the policy went through Education Policy Committee, Education Council, and Governance Committee. Before the policy moved to the Board for approval, the PLAR (Prior Learning Assessment and Recognition) working group recommended one more change – reverting to the previous model of not counting PLAR towards residency. The working group identified during an environmental scan that most BC

institutions do not count PLAR towards the residency requirement. Education Policy Committee unanimously recommended this revision for approval.

- A consent resolution was distributed to EdCo members, in order to meet the deadline for the Governance Committee meeting. Since this meeting was postponed to January, the proposal is being presented for a regular vote instead. Members had no questions or concerns.

- S. Kay reported that two policies were approved at the last Board meeting: D.1.3. Copyright and D.3.10 Indigenous Education Enrolment.

c) Education Quality Committee

i) Renewal Report: Medical Transcription Certificate

- The Medical Transcription Certificate renewal report was included in the meeting package for information. T. Rowlatt commended the Applied Business department for its recent work on multiple program renewals.

- At its last meeting, the committee discussed the program renewal process and recommended trialing a cohort model, facilitated by Instructional Associates in the CTLR. The goal would be to build a community of practice among different departments going through renewal at the same time. Thompson Rivers University is taking a similar approach and has published a handbook on the process. The committee also recommended finalizing the renewal schedule earlier so orientation for departments could take place in February, before the official start of the renewal process in April.

9. RESEARCH REPORT

- A. Copp, interim Chair of the Research Ethics Board (REB), provided the report.

- Policy F.1.1 Ethical Conduct for Research Involving Humans will return to Education Policy Committee on December 7. Updates of policies F.1.2 Ethics and Integrity in Research and Scholarly Activity and F.1.3 Conflict of Interest Related to Research are in progress. Key changes to policy F.1.1 include establishment of an appeals process, which involves a Memorandum of Understanding with Kwantlen Polytechnic University; a new section addressing research involving Indigenous people; and revised language around REB membership. The group is seeking an Indigenous community member; a honorarium will be provided. Course-based approval were included in the policy, and a related form is being developed.

- Other activities include training on First Nations Principles of OCAP (ownership, control, access and possession of data) and an upcoming meeting with Research Ethics BC about a harmonized system for multi-jurisdictional health research.

- Following a call-out for REB members, 5–6 new members will be appointed for January.

10. CHAIR REPORT

- N. Mandryk reported that this was J.-E. Zakoor's and L. Griffith's last meeting as administrative representatives on EdCo. Both were recognized and thanked for their service to Education Council. D. Innes and S. Lew were appointed to EdCo and will start their terms in January.

11. STUDENT REPORT

- M. Ng reported on SUVCC activities for students including sessions with therapy dogs.

12. NEXT MEETING AND ADJOURNMENT

- The next Education Council meeting will be held on January 10, 3:30–5:30 p.m.

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

Natasha Mandryk
Chair, VCC Education Council

DECISION NOTE

PREPARED FOR: Education Council

DATE: January 10, 2023

ISSUE: Revised course: MATH 1111 Introduction to Statistics

BACKGROUND:
The College Foundations Math department is proposing changes to the pre-requisites for MATH 1111 Introduction to Statistics. This course is a pre-requisite for several health programs and is embedded in a number of other programs as well, including the Accounting Diploma and several University-Transfer certificates.

The proposed changes replace Precalculus 11 with Foundations of Mathematics 11 as the course pre-requisite. Foundations of Math is a "lower" level course but has enough algebra content to prepare students for MATH 1111. It also contains statistical content, which is good preparation for this course. Other comparable institutions in BC have similar pre-requisites to what is being proposed. The other departments that use this course were consulted and have no concerns.

DISCUSSION:
Natasha Mandryk, Department Leader of CF-Math, presented the proposal. There were no concerns about the change. The Committee took the opportunity to adjust the percentage ranges for the evaluation plans to provide more flexibility for instructors to adjust the midterm exam(s) and assignments. The changes have been made.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, the revised course outline for MATH 1111 Introduction to Statistics.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: December 14, 2022

Course Change Request

Date Submitted: 11/15/22 9:57 am

Viewing: **MATH 1111 : Introduction to Statistics**

Last approved: 12/17/21 5:23 am

Last edit: 12/13/22 3:04 pm

Changes proposed by: nmandryk

Programs
referencing this
course
110: Bachelor of Applied Science in Dental Hygiene
149: Accounting Diploma

Course Name:
  Introduction to Statistics

Effective Date: May 2023

School/Centre: Arts & Sciences

Department: UT Math (2017)

Contact(s)

Approval Path

1. 11/15/22 9:57 am Natasha Mandryk (nmandryk): Approved for 2017 Leader
2. 11/15/22 10:39 am Shirley Lew (slew): Approved for SAS Dean
3. 12/14/22 2:49 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Jul 4, 2018 by Todd Rowlatt (trowlatt)
2. Jul 27, 2018 by Nicole Degagne (ndegagne)
3. Nov 27, 2019 by Darija Rabadzija (drabadzija)

4. Nov 30, 2021 by
   Darija Rabadzija
   (drabadzija)
5. Dec 17, 2021 by
   Darija Rabadzija
   (drabadzija)

Name	E-mail	Phone/Ext.
Natasha Mandryk ~~=~~	**math@vcc.ca** ~~=~~	**604-871-7294** ~~=~~

Banner Course Name:	Introduction to Statistics
Subject Code:	MATH - Mathematics
Course Number	1111
Year of Study	1st Year Post-secondary
Credits:	3

Bridge College Code	UT
Bridge Billing Hours	0-3
Bridge Course Level	01

Course Description:

This course introduces the fundamental ideas of statistics that can be applied to any discipline. Topics include: collection, organization, and presentation of data, inference estimation, hypothesis testing, correlation and regression. The course is designed to analyze real-life data using statistical methods. A statistical software program will be used to facilitate the understanding of statistical concepts and analysis of data sets.

Course Pre-Requisites (if applicable):

Foundations of Mathematics 11 ~~VCC MATH 0861 and 0871~~ with a **'C'** ~~'C',~~ or **equivalent,** ~~Math 11 (Precalculus) with a 'C',~~ or **active** ~~Math 11 (Principles) with a 'C', or VCC Intermediate Algebra Assessment with 68% OR Active~~ registration with the **British Columbia** College **of** ~~of Licensed Practical~~ Nurses **and Midwives (BCCNM).** ~~of British Columbia.~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

Recognition - Math 1111 Challenge Exam

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Analyze, summarize and present data in a systematic way, and critically interpret data from a wide variety of fields
CLO #2	Apply the concepts of populations and samples and determine appropriate measures of variation
CLO #3	Apply the Central Limit Theorem and determine appropriate sample sizes
CLO #4	Perform hypothesis tests on one and two sample sets of data for means, proportions and variances
CLO #5	Apply the concepts of probability, random variables and their distributions, in particular the normal and binomial distributions
CLO #6	Determine means of estimation using confidence intervals
CLO #7	Perform Goodness-of-Fit tests using contingency tables
CLO #8	Perform calculations, present and interpret output using an appropriate statistical package

Instructional
Strategies:

Lectures coupled with statistics software exercises. For the online option, the learning environment will encompass facilitation of discussion, self-directed learning, project work and collaborative learning.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	**30-35** 30	
Midterm Exam	15-35	Written, MC, SA, problems. For in-class option, Midterm Exam is worth **30-35%.**

Type	Percentage	Brief description of assessment activity
		~~35%.~~ For online option, Midterm Exam is worth 15%.
Project	10	For online option, Project is worth 10%.
Participation	10	For online option, Participation is worth 10%.
Final Exam	35	For online option, at least 50% on the Final Exam is required to pass the course. Final Exam is required to be written **in-person.** ~~in-person~~

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: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Hours in Category 1: 60

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:
Describing distributions graphically and numerically
Normal probablility distribution
Relationships and correlation
Regression, residuals and inference for regression
Sampling and design of experiments
Probability concepts, models and distributions
Confidence intervals and tests of significance
Inference about population means, two-sample problems
Inference about population proportion, comparing two proportions
The chi-square test

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?

Primary Proposal

Provide a rationale
for this proposal:
Currently, the prerequisites are:
VCC MATH 0861 and 0871 with a 'C', or Math 11 (Precalculus) with a 'C', or Math 11 (Principles) with a 'C', or VCC Intermediate Algebra Assessment with 68% OR Active registration with the College of Licensed Practical Nurses of British Columbia.
The proposal is to change them to:
Foundations of Mathematics 11 with a 'C' or equivalent, or active registration with the College of Licensed Practical Nurses of British Columbia.
Rationale:

Foundations of Mathematics 11 is a "lower" level course than Precalculus 11, but it has enough algebra content to prepare students for Math 1111. It also contains statistics content, which is good preparation for this course. Precalculus 11 would still be accepted under the College's interpretation of 'or equivalent'. It has more algebra than needed and no statistics content.

Other comparable institutions in BC have similar prerequisites to what we propose.

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

Consultations

Consulted Areas	Consultation Comments
Faculty/Department	UT math faculty are in agreement with proposed change.
Advising & Recruitment	Proposal will make Math 1111 more accessible for students to register. Some students wanting to register for Math 1111 are impeded by the current prereqs.
Registrar's Office	RO can accommodate May 2023 effective date. Questioned inclusion of the phrase "or active registration with the College of Licensed Practical Nurses of BC."
Other Department(s)	Science: 3 UT Science programs include Math 1111, and are unlikely to be affected by this change. Students in UT Science and UT Environmental Sciences will need Precalc 12 in order to take MATH 1100 and 1200, and students headed for Health Sciences need Precalc 11 to take BIOL 1120/1220.
Other Department(s)	Dental Hygiene: Math 1111 is a prerequisite for entry. Department is in favour of proposed change.
Other Department(s)	BSN: Consulted Oct 13. No concerns about change to Foundations. Updated language from "College of Licensed Practical Nurses of British Columbia" to "British Columbia College of Nurses and Midwives (BCCNM)".

Additional Information

DECISION NOTE

PREPARED FOR: Education Council

DATE: January 10, 2023

ISSUE: New program: Preparatory Music Certificate

BACKGROUND:
The Music Department is proposing a new certificate in Preparatory Music. The department has been offering preparatory music courses for a number of years. The primary aim is to prepare students for entry into the Music Diploma program. Traditionally, students have been directed to the prep courses after auditioning for the diploma to develop some additional skills. Increasingly, students are self-selecting the prep courses, understanding they need additional support, or wanting to determine if music is the correct path for them. A significant number of international students are also applying but have been unable to qualify for student visas because the courses don't carry a full credit load or lead to a credential. The Preparatory Music Certificate is designed to accommodate a wider range of students and alleviate these issues.

The certificate is a mix of existing preparatory courses and four new courses. The department is increasing the amount of preparatory individual instruction to match the hours a diploma-level student would receive. This individual instruction is critical to skill development. In addition, Preparatory Performance Technique courses were added to develop performance skills, music writing and critical analysis. This has been noted as a gap by current instructors and students. Finally, the department included Ensemble credits, where preparatory students will mix with more advanced students in performance experiences, with lower learning outcome expectations. The 9-credit per term structure will allow international students to access this program as well.

DISCUSSION:
Emily Logan, Acting Department Leader of Music, presented the proposal. There were no major concerns with the curriculum design. The Committee had a discussion on whether "preparatory" was the correct description of this program – versus pathways or introductory. The concern raised was confusion over how VCC uses preparatory, typically to refer to below post-secondary level. This program is not introductory – students with little music experience would be unable to complete this program. Similar programs at other institutions use the term "preparatory," and the Committee agreed that it was likely the best option.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, the new program content guide for the Preparatory Music Certificate, two revised and four new courses, and recommend the Board of Governors approve the credential.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: December 14, 2022

Program Change Request

New Program Proposal

Date Submitted: 12/01/22 10:56 am

Viewing: **Preparatory Music Certificate**

Last edit: 12/06/22 10:18 am

Changes proposed by: elogan

Program Name:
   Preparatory Music Certificate

Credential Level:	Certificate
Effective Date:	September 2023
Effective Catalog Edition:	2021-2022
School/Centre:	Arts & Sciences
Department	Music (4204)
Contact(s)	

In Workflow

1. **4204 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Ministry Review
6. Board of Directors
7. Board of Governors

Approval Path

1. 05/04/22 2:46 pm Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 05/05/22 11:04 am Shirley Lew (slew): Approved for SAS Dean
3. 05/31/22 3:25 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair
4. 06/08/22 12:39 pm Natasha Mandryk (nmandryk): Approved for EDCO Chair
5. 11/18/22 12:35 pm Darija Rabadzija (drabadzija): Rollback to Initiator
6. 12/01/22 10:56 am Emily Logan

(elogan): Approved for 4204 Leader

7. 12/02/22 12:07 pm Shirley Lew (slew): Approved for SAS Dean

8. 12/16/22 8:40 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Emily Logan	elogan@vcc.ca	none
Laurence Mollerup	lmollerup@vcc.ca	7299
Deirdre Morgan	demorgan@vcc.ca	7232

Program Content Guide

Purpose

The Certificate in Preparatory Music prepares students for successful entry to a Diploma-level music program. Students learn to read and write standard music notation, understand rhythm, melody, and harmony, gain effective music practice skills, recognize the elements of critical listening, and interact and perform in music ensembles. The Certificate program features small class sizes with professional music faculty and the inclusion of music from many cultures. Students who successfully pass all the Prep Certificate courses and earn an A- grade on their Individual Instructional 2 performance exam will be guaranteed entry into the Music Diploma program.

Admission Requirements

ENGLISH LANGUAGE PROFICIENCY REQUIREMENTS
Grade 12 graduation, GED or equivalent
Note: Applicants who have not graduated from high school may still be considered, with permission from the Music Department Leader.
English 12 or Communications 12 with a pass, or equivalent.
MUSIC REQUIREMENTS
Successful audition in major performance area. For audition requirements, visit https://www.vcc.ca/programs/preparatory-music/
Supplemental Application form.

Prior Learning Assessment & Recognition (PLAR)

PLAR is available for the following courses:

MUSC 1011 Preparatory Musicianship 1

MUSC 1013 Preparatory Theory 1

MUSC 1041 Preparatory Performance Techniques 1

MUSC 1054 Preparatory Class Piano 1

MUSC 1064 Preparatory Class Piano 2

Prior learning is assessed in the following ways:

Pass a written examination with a minimum grade of 80%, and/or

Complete a Performance Assessment, and

Complete a successful interview with the Music Department Leader and one other music faculty member

Please contact the Department for details. See VCC's D.3.5 Prior Learning Assessment and Recognition Policy and Procedures for more information.

Program Duration & Maximum Time for Completion

8 months (September to April). Maximum time for completion: 2 years

Program Learning
Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Read treble and bass clefs.
PLO #2	Sing and write pentatonic and diatonic melodies.
PLO #3	Perform basic simple and compound-meter rhythms.
PLO #4	Identify, construct, and sing diatonic triads, intervals, modes, and scales.
PLO #5	Identify written key signatures, intervals, diatonic scales and triads, and cadences.
PLO #6	Transcribe melodic and rhythmic dictations from various cultures and traditions.
PLO #7	Practice rehearsal etiquette and performance mindset.
PLO #8	Create basic program notes on music to be performed.
PLO #9	Assess performance of peers using basic elements of constructive criticism.
PLO #10	Perform or compose pieces using basic technical elements with consistent accuracy and control.
PLO #11	Analyze harmonic, rhythmic, and melodic elements of music.

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

The Certificate in Preparatory Music is a full-time program. Classes are scheduled in the late afternoon and early evening.

The delivery modes include a combination of online and in-person classroom instruction, individual lessons, masterclasses, lab activities, rehearsals, and performances.

Evaluation of Student Learning

Evaluations will be done throughout the program. The evaluations will be based on quizzes, exams, performance juries, assignments, and the assessment of practical skills in performance activities.

Recommended Characteristics of Students

Demonstrates potential in area of specialization
Strong motivation and commitment to music
Basic computer facility

Courses
Courses

Plan of Study Grid

Term One	Credits
MUSC 1011 Preparatory Musicianship 1	2
MUSC 1013 Preparatory Music Theory 1	2
MUSC 1041 Preparatory Performance Techniques 1	1
MUSC 1050 Preparatory Music Individual Instruction 1	1.5
MUSC 1054 Preparatory Class Piano 1	1
MUSC 2490 Performance Ensemble	1.5
Credits	9
Term Two	
MUSC 1031 Preparatory Musicianship 2	2
MUSC 1033 Preparatory Music Theory 2	2
MUSC 1042 Preparatory Performance Techniques 2	1
MUSC 1060 Preparatory Music Individual Instruction 2	1.5
MUSC 1064 Preparatory Class Piano 2	1
MUSC 2490 Performance Ensemble	1.5
Credits	9
Total Credits	18

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

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

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	90-100		4.33
A	85-89		4.00
A-	80-84		3.67
B+	76-79		3.33
B	72-75		3.00
B-	68-71		2.67
C+	64-67		2.33
C	60-63		2.00
C-	55-59		1.67
D	50-54	Minimum Pass	1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credit	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

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

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

Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of GPA

Rationale and Consultations

Provide a rationale

for this proposal.

The Preparatory Music Certificate program addresses several needs we have identified through auditions and info sessions. Our re-designed Preparatory Music courses have been growing in popularity over the past three years, and have been running at full capacity (15 students). Our Preparatory Music courses have traditionally been conceived as a feeder stream for our Music Diploma program, and their primary aim has focused on preparing students for successful entry to the Diploma. Normally, a student will audition directly for the Diploma program, and the Auditions Committee will determine through skills testing whether that student is adequately prepared for the Diploma, or if they would benefit from a full year of Preparatory Music courses before re-auditioning for the Diploma.

However, in the past three years we have seen an increasing number of students applying directly for the Preparatory Music courses, having already identified themselves as needing additional support before auditioning for the Diploma program. We have also observed that other students are taking our Preparatory Music courses to determine whether a path in music is right for them, or to gain foundational skills for their own personal development as musicians. Most significantly, we have also seen an increase in applications from international students. These students are ideal candidates for the Preparatory Music courses and very enthusiastic about attending but are unable to qualify for study visas or funding because the preparatory suite of courses does not carry a full-time credit load or lead to an official accreditation. In the past three years, we have had to turn away approximately 10 international applicants due to this administrative issue. This reflects a significant opportunity loss for both our program and these students. Thus, the Preparatory Music Certificate program is designed to accommodate a wider range of potential students and alleviate these issues.

This is an updated rationale which addresses gaps in our original Preparatory Music Certificate proposal.

1. Based on faculty and student feedback, we are increasing the instructional time of Preparatory Individual Instruction, changing the credits from 1 to 1.5. The increased studio instruction component now brings this course into alignment with the Diploma-level Individual Instruction course.

2. We are adding a Preparatory-level section of Performance Techniques (1 credit). This is a pre-existing course taken by all Diploma and Degree students to develop performance skills, music writing skills, and critical analysis skills. This course will integrate the Prep students into the VCC Music community and give them a foundation in these skills which they may be lacking. This will facilitate better transition for Prep students into the Diploma program.

3. We have also bundled an ensemble credit into the Preparatory Music Certificate. Current Preparatory Music students are encouraged but not required to participate in an ensemble. Bundling an ensemble into

the Preparatory Music Certificate ensures students gain important performance experience that will further facilitate their transition into the Diploma. There are currently three Diploma-level ensembles that are particularly accessible to Prep students. The first is the VCC Concert Choir (V4C), which is open to students who are already at an appropriate sightreading level. The second ensemble option is the VCC Indigenous Vocal Ensemble led by Lil'wat singer, composer, and choir leader Russell Wallace. This ensemble has been conceived specifically with Prep students in mind, as it reinforces several of the required skills taught in Preparatory Musicianship: pitch matching, tuning harmonies and intervals, listening and imitation, memorization, and group singing. The third option is our Gamelan Ensemble, which introduces students to percussion instruments with no prior knowledge or sight reading ability assumed. The Preparatory Music Certificate's ensemble credit makes the most of these unique performance opportunities.

By bringing the credit load of the Preparatory Music courses up to 9 credits per term, we are building on the strengths of Preparatory Music and formalizing it into a certificate for all students who complete the requirements. The Preparatory Music Certificate will continue to meet the primary goal of preparing students for successful entry to the VCC Music Diploma program, but the terminal qualification will allow greater flexibility for those wishing to apply to music programs at other institutions. The certificate will also serve as a recruitment vehicle for those interested in getting to know our programs in a low-barrier environment, and will improve the visibility, accessibility, and marketability of our programs to the wider public, and create further potential income and enrolment streams.

We have also added criteria for a guaranteed pathway to enable successful students to progress to the Diploma program without having to complete an additional audition and application process. Students who successfully pass all the Prep Certificate courses and earn an A- grade on their Individual Instructional 2 performance exam will be guaranteed entry into the Diploma program. In consultation with VCC International Education, we have determined that this will facilitate greater accessibility for international students to pursue our programs.

Finally, the Preparatory Music Certificate opens the door to qualified domestic and international students who would make wonderful additions to our program. Due to the cultural hegemony of the Western classical music tradition in post-secondary institutions, these students often face significant barriers in trying to enter standard Western music conservatory programs. VCC's developmental Music programs serve demographics of talented musicians that are frequently excluded from post-secondary music education because they have not had access to formal Western training. The Preparatory Music Certificate addresses an urgent need to further decolonize VCC, and higher education in general, by creating conditions to welcome and provide students with a credential they can either use to continue with our programs, or leverage in their applications to other institutions.

Components

9 credits/term, 18 credits total

Preparatory Theory 1 and 2: 2 credits/term

Preparatory Musicianship 1 and 2: 2 credits/term

Preparatory Class Piano 1 and 2: 1 credit/term

Preparatory Music Individual Instruction 1 and 2: 1.5 credit/term (increased from 1 credit per term)

Preparatory Performance Techniques 1 and 2: 1 credit/term

Performance Ensemble: 1.5 credit/term (taken both in the Fall and Winter terms)

Notes

Domestic students who wish to take Preparatory Theory, Preparatory Musicianship, and/or Preparatory Class Piano courses individually, without enrolling in Preparatory Individual Instruction and Preparatory Performance Techniques will continue to have the option of taking these courses as part-time Preparatory Music students without enrolling in the full certificate. International students, and domestic students who want individual private instruction must take the full Preparatory Music Certificate program.

Prep Certificate vs. Summer Prep

The full-year Preparatory Music Certificate is recommended for students whose audition skills are too low for successful entry to our Diploma. We also offer a 6-week Summer Preparatory Music course through VCC Continuing Studies. The course is delivered online, with all materials on Moodle, and is open to students in the two following scenarios:

Students who have successfully auditioned for the Music Diploma, but have demonstrated a need for some improvement of skills before entering the Diploma in September. Such students are offered conditional acceptance to the Diploma program, subject to completion of Summer Prep. Students with conditional acceptance must successfully complete a minimum of 75% of the Summer Prep course to be admitted to the Diploma.

Non-auditioned students who already have some foundational skills in music and are interested in taking Summer Prep as an enrichment or refresher course. Summer Prep assumes some prior musical background and is not appropriate for complete beginners. International students are eligible to take Summer Prep as it runs online through Continuing Studies and does not require a visa. Note: Completion of the Summer Prep

course on its own, without an audition and conditional acceptance to the Music Diploma, does not qualify a student for acceptance to the Diploma.

Are there any
expected costs to
this proposal.

Yes. We have added one new one-credit course in each term: Performance Techniques 1 and 2. These courses already exist as part of the Music Diploma program, so because the Preparatory students are joining an existing course the costs will be less than those typically associated with establishing a new course. We have also added additional instructional time to Individual Instruction 1 and 2, which will now be worth 1.5 credits each (formerly 1 credit each), and students will also have to pay the higher fee for Major Lessons (formerly Prep/Minor Lessons).

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Andy Sellwood 04/29/2022. Focus: fill out the program goal, check alignment, design 11/10/22 - review new structure
Registrar's Office	Dawn Cunningham Hall 03/15/2022
Financial Aid	Murray McGregor 10/12/2021 Determined that the number of credits required to qualify for student loan cannot justifiably be added to the certificate both from a curriculum standpoint and a budget standpoint.
Marketing & Communications	Reg Romero and Elizabeth Chan 03/14/22 discussed ways of marketing the new certificate, timeline.
Affiliation, Articulation, and/or Accreditation Bodies	BCCAT 05/09/2022 pending meeting, will discuss the certificate
Department Support Staff	Department Assistant (Susan Everett) 03/29/2022. Scheduling, resources, instructors, discussion with registrar, international
International Education	We met with Jay Baik and Jaqueline Cunha Ramires to review the program on Nov 23/2022. Alison Rudko and Celine Huang 04/20/22 Confirmed that proposed 18-credit load meets requirements for international student visas.
Other	Shirley Lew was consulted about the revisions to the program on 11/17/22 Todd Rowlatt 11/8/2022 overall design, check with

Consultated Area	Consultation Comments
	International, timelines for submission
	11/18/22 - Todd Rowlett - review new design, go over PCG, look at new course outlines.

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

The Certificate in Preparatory Music prepares students for successful entry to a Diploma-level music program. Students learn to read and write standard music notation, understand rhythm, melody, and harmony, gain effective music practice skills, recognize the elements of critical listening, and interact and perform in music ensembles. The Certificate program features small class sizes with professional music faculty and the inclusion of music from many cultures. Students who successfully pass all the Prep Certificate courses and earn an A- grade on their Individual Instructional 2 performance exam will be guaranteed entry into the Music Diploma program.

What you will learn

Skills: reading and writing standard music notation, understanding of melody, rhythm and harmony, ear-training and sight-singing, performance, program writing, transcription and dictation, awareness of many musical cultures.

What to expect

Expect a supportive, lively community of musicians working collaboratively on music skills. Participate in classes, ensembles and one-on-one lessons as you develop your musical capabilities in preparation for college-level music study.

Course Change Request

New Course Proposal

Date Submitted: 12/01/22 10:02 am

Viewing: **MUSC 1041 : Prep Performance Techniques 1**

Last edit: 12/01/22 10:02 am

Changes proposed by: elogan

Programs
referencing this
course
173: Preparatory Music Certificate

Course Name:
  Preparatory Performance Techniques 1

Effective Date: September 2023

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

Name	E-mail	Phone/Ext.
Emily Logan	elogan@vcc.ca	none
Laurence Mollerup	lmollerup@vcc.ca	7299
Deirdre Morgan	demorgan@vcc.ca	7232

Banner Course   Prep Performance Techniques 1
Name:

Subject Code: MUSC - Music

Course Number   1041

In Workflow

1. **4204 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 12/01/22 10:04 am
   Emily Logan
   (elogan): Approved
   for 4204 Leader
2. 12/02/22 12:08 pm
   Shirley Lew (slew):
   Approved for SAS
   Dean
3. 12/16/22 8:41 am
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee

Year of Study   Post-secondary Preparatory

Credits: 1

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This online course prepares students to implement all aspects of musical performance through engagement with weekly recitals, integration with the music community and critical and reflective writing.

Course Pre-Requisites (if applicable):

Acceptance into the VCC Preparatory Music Certificate program or permission of department leader.

Course Co-requisites (if applicable):

MUSC 1050

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:
1. Submission of video performance where the student is the feature performer.
2. Detailed program notes to accompany the performance submission.
3. Written critique of a live performance.

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Plan, prepare, rehearse and present a short solo performance in their major area of study.
CLO #2	Describe and comment on a range of musical genres.
CLO #3	Identify and express personal performance issues, including technique, artistry, and performance anxiety.
CLO #4	Research and write musically specific critical comments and feedback.
CLO #5	Reflect on personal musical development through goal setting.

Instructional
Strategies:

Online modules, viewing and engaging with video performances, online discussion forum.

Evaluation and Grading

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

B

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	Written comments on peer performances
Project	30	Submitted video performance
Assignments	20	Students will fill out a technical requirements form and submit program notes for their performance
Other	20	Reflective Summary

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: 22

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Online

Hours in Category 1:   5

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

Check all that apply:

Rehearsal

Studio

Hours in Category 2:   17

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
1. Writing skills for musicians
2. Performance Skills
3. Preparation techniques for performance

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

Moodle access

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

173: Preparatory Music Certificate

Provide a rationale
for this proposal:

Are there any

Course Change Request

New Course Proposal

Date Submitted: 12/01/22 10:03 am

Viewing: **MUSC 1042 : Prep Performance Techniques 2**

Last edit: 12/01/22 10:03 am

Changes proposed by: elogan

Programs
referencing this
course
  173: Preparatory Music Certificate

Course Name:
  Preparatory Performance Techniques 2

Effective Date: September 2023

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

Name	E-mail	Phone/Ext.
Emily Logan	elogan@vcc.ca	none
Deirdre Morgan	demorgan@vcc.ca	7232
Laurence Mollerup	lmollerup@vcc.ca	7299

Banner Course   Prep Performance Techniques 2
Name:

Subject Code: MUSC - Music

Course Number   1042

In Workflow

1. **4204 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 12/01/22 10:06 am
   Emily Logan
   (elogan): Approved
   for 4204 Leader
2. 12/02/22 12:08 pm
   Shirley Lew (slew):
   Approved for SAS
   Dean
3. 12/16/22 8:41 am
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee

Year of Study   Post-secondary Preparatory

Credits: 1

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This online course prepares students to implement all aspects of musical performance through engagement with weekly recitals, integration with the music community, ensemble playing, and further developing critical and reflective writing.

Course Pre-Requisites (if applicable):

MUSC 1041 or permission from the department leader.

Course Co-requisites (if applicable):

MUSC 1060 or permission from the department leader.

PLAR (Prior Learning Assessment & Recognition)

    No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Plan, prepare, rehearse and present a short ensemble performance in their major area of study.
CLO #2	Collaborate with fellow students. to develop ensemble performance skills.
CLO #3	Critically listen to and contextualize a wide range of musical genres.
CLO #4	Identify and develop skills to address personal performance issues, including technique, artistry, and performance anxiety.
CLO #5	Research and write musically specific critical comments and feedback.
CLO #6	Reflect on personal musical development through self assessment and goal setting.

Instructional
Strategies:

Online modules, viewing and engaging with video performances, online discussion forum.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	Written comments on peer performances
Project	30	Submitted video performance
Assignments	20	Students will fill out a technical requirements form and submit program notes for their performance
Other	20	Reflective Summary

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: 22

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:
  Online

Hours in Category 1:   5

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

Check all that apply:
  Rehearsal
  Studio

Hours in Category 2:   17

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
1. Writing skills for musicians
2. Performance Skills
3. Preparation techniques for performance
4. Ensemble leader skills and etiquette

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

Moodle

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

173: Preparatory Music Certificate

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Course Change Request

New Course Proposal

Date Submitted: 11/30/22 2:14 pm

Viewing: **MUSC 1050 : Prep Individual Instruction 1**

Last edit: 11/30/22 2:14 pm
Changes proposed by: elogan

Programs
referencing this
course
173: Preparatory Music Certificate

Course Name:
  Preparatory Music Individual Instruction 1

Effective Date: September 2023

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

Name	E-mail	Phone/Ext.
Emily Logan	elogan@vcc.ca	none
Laurence Mollerup	lmollerup@vcc.ca	7299
Deirdre Morgan	demorgan@vcc.ca	7232

Banner Course   Prep Individual Instruction 1
Name:

Subject Code: MUSC - Music

Course Number   1050

Year of Study   Post-secondary Preparatory

Credits: 1.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Preparatory Individual Instruction I is the first of a two-term sequence of courses of individual instruction, serving as an introduction to post-secondary studies in the student's area of interest: instrumental or vocal performance or composition.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

MUSC 1011 and MUSC 1013 or with permission of the department leader.

PLAR (Prior Learning Assessment & Recognition)

                    No

Details of PLAR:

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Perform or compose pieces using basic technical elements with consistent accuracy and control.
CLO #2	Perform or compose with consistent control over sonic elements.
CLO #3	Demonstrate growth in fluency with written musical materials.
CLO #4	Perform or compose repertoire at an appropriate level with a basic awareness of style.

Instructional
Strategies:

Private Instruction: Exercises and repertoire for daily practice. Composers will bring in new or revised work every week. Assignments to aid continuous artistic and technical growth.

Masterclass: Students will attend weekly masterclasses where they will perform or demonstrate what they have been working on in lessons

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	60	Individual lessons. Individual private instruction is delivered through weekly individual lessons in the student's major study area.
Participation	15	Masterclasses
Final Exam	25	Jury exam

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: 22

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

 Lecture

 Tutorial

Hours in Category 1:   22

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

Check all that apply:

Hours in Category 2:   0

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:   0

Course Topics

Course Topics:
Basic technique or technical elements
Basic tone/sound production or sonic elements
Practice concepts or idea development concepts
Repertoire
Sight-reading

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

173: Preparatory Music Certificate

Provide a rationale
for this proposal:

Are there any
expected costs as a

Additional Information

Course Change Request

Date Submitted: 12/07/22 10:39 am

Viewing: **MUSC 1054 : Preparatory Class Piano 1**

Last approved: 02/05/22 5:03 am

Last edit: 12/14/22 9:56 am

Changes proposed by: elogan

Programs
referencing this
course
  173: Preparatory Music Certificate

Course Name:
  Preparatory Class Piano 1

Effective Date: May 2023

School/Centre: Arts & Sciences

Is this a non-credit course?

Department: Music (4204)

Contact(s)

In Workflow
1. **4204 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path
1. 05/04/22 2:47 pm Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 05/05/22 12:34 pm Shirley Lew (slew): Approved for SAS Dean
3. 05/31/22 3:27 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair
4. 06/08/22 12:39 pm Natasha Mandryk (nmandryk): Approved for EDCO Chair
5. 11/18/22 12:36 pm Darija Rabadzija (drabadzija): Rollback to Initiator
6. 12/07/22 2:35 pm Emily Logan

(elogan): Approved for 4204 Leader

7. 12/07/22 5:23 pm Shirley Lew (slew): Approved for SAS Dean

8. 12/16/22 8:41 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Aug 2, 2018 by cdeans
2. Sep 27, 2019 by Laurence Mollerup (lmollerup)
3. Feb 5, 2022 by Leszek Apouchtine (lapouchtine)

Name	E-mail	Phone/Ext.
Laurence Mollerup	lmollerup@vcc.ca	7299
Emily Logan	**elogan@vcc.ca**	**none**

Banner Course Name: Preparatory Class Piano 1

Subject Code: MUSC - Music

Course Number   1054

Year of Study   Post-secondary Preparatory

Credits: 1

Bridge College Code   UT

Bridge Billing Hours   0-1

Bridge Course Level   01

Course Description:

Preparatory Class Piano 1 is the first of a two-course sequence in basic keyboard and literacy skills that introduces beginners to practical musicianship at the piano keyboard. In level 1 students reinforce their knowledge of rudiments learn the fundamentals of reading rhythms and melodies, and chords at the keyboard.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

MUSC 1013; exceptions can be made by permission of the Department Head. ~~It is highly recommended (but not required) that students also take MUSC 1013 Preparatory Music Theory 1 and MUSC 1011 Preparatory Musicianship 1 concurrently.~~

PLAR (Prior Learning Assessment & Recognition)

Yes ~~No~~

Details of PLAR:

Vancouver Community College (VCC; the College) recognizes that students may have attained significant learning at a post-secondary level from experiences outside the formal post-secondary education system. The Music Department, in collaboration with the VCC Registrar's Office, may grant credit to students who can demonstrate learning that equates to the learning outcomes and objectives of the course. Music students who request PLAR must:

1. Pass a written examination with a minimum grade of 80%, and/or
2. Complete a Performance Assessment, and
3. Complete a successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Perform from score simple piano repertoire, including beginner repertoire from different musical styles
CLO #2	Sight-read simple music in 5-finger position
CLO #3	Play two-octaves of white-note-tonic major and minor scales, hands separately

	Upon successful completion of this course, students will be able to:
CLO #4	Play arpeggios of all inversions of triads, hands separately
CLO #5	Play basic cadential chord progression in white-note-tonic keys

Instructional

Strategies:

Lecture-demonstrations, quizzes, assignments, group work in class involving performance.

Evaluation and Grading

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

B

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	In-class assignments
Quizzes/Tests	20	In-class quizzes and tests
Midterm Exam	25	Individual midterm exam
Final Exam	30	Individual final exam

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: 30

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Hours in Category 2:   30

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Reading at the keyboard
White-note-tonic major and minor keys
Triads in inversions (both block chords and arpeggios)
Cadential harmonic progression in white-note-tonic major and minor keys
Scale and arpeggio fingerings
Posture, body awareness and health at the keyboard

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

Rationale and Consultations

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

   Yes

Is this the primary proposal?

                        No

Primary Proposal
   Certificate in Preparatory Music PCG

Provide a rationale
for this proposal:

Course Change Request

New Course Proposal

Date Submitted: 12/01/22 9:31 am

Viewing: **MUSC 1060 : Prep Individual Instruction 2**

Last edit: 12/01/22 9:31 am

Changes proposed by: elogan

Programs
referencing this
course
  173: Preparatory Music Certificate

Approval Path

1. 12/01/22 9:32 am
   Emily Logan
   (elogan): Approved
   for 4204 Leader
2. 12/02/22 12:08 pm
   Shirley Lew (slew):
   Approved for SAS
   Dean
3. 12/16/22 8:41 am
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee

Course Name:
  Preparatory Music Individual Instruction 2

Effective Date: September 2023

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

Name	E-mail	Phone/Ext.
Emily Logan	elogan@vcc.ca	none
Laurence Mollerup	lmollerup@vcc.ca	7299
Deirdre Morgan	demorgan@vcc.ca	7232

Banner Course   Prep Individual Instruction 2
Name:

Subject Code: MUSC - Music

Course Number   1060

Year of Study   Post-secondary Preparatory

Credits: 1.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Preparatory Individual Instruction 2 is the second of a two-term sequence of courses of individual instruction, serving as an introduction to post-secondary studies in the student's area of interest: instrumental or vocal performance or composition.

Course Pre-Requisites (if applicable):

MUSC 1050 or permission from the department leader.

Course Co-requisites (if applicable):

MUSC 1031 and MUSC 1033

PLAR (Prior Learning Assessment & Recognition)

          No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Perform or compose pieces using basic technical elements with consistent accuracy and control.
CLO #2	Perform or compose with consistent control over sonic elements.
CLO #3	Demonstrate growth in fluency with written musical materials.
CLO #4	Perform or compose repertoire at an appropriate level with a basic awareness of style.

Instructional
Strategies:

Private Instruction: Exercises and repertoire for daily practice. Composers will bring in new or revised work every week. Assignments to aid continuous artistic and technical growth.

Masterclass: Students will attend weekly masterclasses where they will perform or demonstrate what they have been working on in lessons.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	60	Individual lessons. Individual private instruction is delivered through weekly individual lessons in the student's major study area.
Participation	15	Masterclasses
Final Exam	25	Jury exam

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: 22

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:
    Lecture
    Tutorial

Hours in Category 1:   22

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

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Basic technique or technical elements
Basic tone/sound production or sonic elements
Practice concepts or idea development concepts
Repertoire
Sight-reading

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

173: Preparatory Music Certificate

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Course Change Request

Date Submitted: 12/07/22 10:49 am

Viewing: **MUSC 1064 : Preparatory Class Piano 2**

Last approved: 02/05/22 5:03 am

Last edit: 12/14/22 9:56 am

Changes proposed by: elogan

Programs
referencing this
course
173: Preparatory Music Certificate

Course Name:
  Preparatory Class Piano 2

Effective Date: May 2023

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

In Workflow

1. **4204 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 05/04/22 2:47 pm
   Laurence Mollerup
   (lmollerup):
   Approved for 4204
   Leader
2. 05/05/22 12:35 pm
   Shirley Lew (slew):
   Approved for SAS
   Dean
3. 05/31/22 3:27 pm
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee Chair
4. 06/08/22 12:39 pm
   Natasha Mandryk
   (nmandryk):
   Approved for EDCO
   Chair
5. 11/18/22 12:37 pm
   Darija Rabadzija
   (drabadzija):
   Rollback to Initiator
6. 12/07/22 2:36 pm
   Emily Logan

(elogan): Approved
for 4204 Leader

7. 12/07/22 5:23 pm
Shirley Lew (slew):
Approved for SAS
Dean

8. 12/16/22 8:41 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee

History

1. Aug 2, 2018 by
cdeans
2. Sep 27, 2019 by
Laurence Mollerup
(lmollerup)
3. Feb 5, 2022 by
Leszek Apouchtine
(lapouchtine)

Name	E-mail	Phone/Ext.
Laurence Mollerup	lmollerup@vcc.ca	7299
Emily Logan	**elogan@vcc.ca**	**none**

Banner Course Name: Preparatory Class Piano 2

Subject Code: MUSC - Music

Course Number 1064

Year of Study Post-secondary Preparatory

Credits: 1

Bridge College Code UT

Bridge Billing Hours 0-1

Bridge Course Level   01

Course Description:

Preparatory Class Piano 2 is the second of a two-course sequence in basic keyboard and literacy skills that introduces beginners to practical musicianship at the piano keyboard. In level 2 students reinforce their knowledge of more advanced rudiments, play more challenging repertoire from different music styles, and learn the fundamentals of improvising over simple harmonic progressions.

Course Pre-Requisites (if applicable):

MUSC 1054, MUSC 1013; exceptions can be made by permission of the Department Head.

Course Co-requisites (if applicable):

MUSC 1033; exceptions can be made by permission of the Department Head. ~~It is highly recommended (but not required) that students also take MUSC 1023 Preparatory Music Theory 2 and MUSC 1021 Preparatory Musicianship 2 concurrently.~~

PLAR (Prior Learning Assessment & Recognition)

Yes ~~No~~

Details of PLAR:

Vancouver Community College (VCC; the College) recognizes that students may have attained significant learning at a post-secondary level from experiences outside the formal post-secondary education system. The Music Department, in collaboration with the VCC Registrar's Office, may grant credit to students who can demonstrate learning that equates to the learning outcomes and objectives of the course. Music students who request PLAR must:

1. Pass a written examination with a minimum grade of 80%, and/or
2. Complete a Performance Assessment, and
3. Complete a successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Perform from score simple piano repertoire, including more advanced repertoire from different musical styles
CLO #2	Sight-read simple music in in major and minor keys
CLO #3	Play two-octaves of all major and minor scales, hands separately

	Upon successful completion of this course, students will be able to:
CLO #4	Play arpeggios of all inversions of triads and seventh chords, hands separately
CLO #5	Play basic cadential chord progression in all major and minor keys

Instructional
Strategies:

Lecture-demonstrations, quizzes, assignments, group work in class involving performance.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	In-class assignments
Quizzes/Tests	20	In-class quizzes and tests
Midterm Exam	25	Individual midterm exam
Final Exam	30	Individual final exam

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: 30

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Hours in Category 1:

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

Check all that apply:

Hours in Category 2:   30

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Performing advanced beginner piano repertoire in different musical styles
Sight-reading simple music in in major and minor keys
Play two-octaves of all major and minor scales, hands separately
Play arpeggios of all inversions of triads and seventh chords, hands separately
Play basic cadential chord progression in all major and minor keys

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Certificate in Preparatory Music PCG

Additional Information

INFORMATION NOTE

PREPARED FOR: Education Council

DATE: January 10, 2023

ISSUE: Minor curriculum changes approved by Curriculum Committee (Jun–Dec 2022)

From June to December 2022, Curriculum Committee approved the following minor curriculum changes:

- Updates to the Practical Nursing Diploma and Access to Practical Nursing Diploma program content guides

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

- Minor update to the Dental Hygiene Diploma and Dental Technology Sciences Diploma program content guides to reflect the new regulatory body

- Updates to the Medical Laboratory Assistant program content guide, including to English language admission requirements

- Update to evaluation sections in the Pharmacy Technician Certificate program content guide and in two courses:
    - PHAR 1106 Community Pharmacy
    - PHAR 1203 Pharmacy Calculations 2

- Update to the Culinary Arts Diploma program content guide, moving CULI 1509 to the third term

- Revisions to three (3) culinary courses, including to pre-requisites, course descriptions, evaluation plans, learning outcomes, and hours:

    - CULI 1165 Culinary Arts High School Bridging
    - CULP 1001 Culinary Arts Apprentice Level 1
    - CULP 2001 Culinary Arts Apprentice Level 2
- Corrections to the course hours for CULI 2500 Kitchen Management and Cost Controls and CULI 2503 Restaurant Customer Service

- Updates to the course lists in program content guides for the ABE Graduation Program Certificate and the ABE Intermediate Program Certificate

- Revisions to MUSC 3217 Creative Music Improvisation 2, including to PLAR, learning outcomes, topics, and hours

- Updates to evaluation plans for MATH 0863 Business/Technical Math 11 Part 1 and MATH 0872 Foundations of Mathematics 11 Part 2

- Deactivation of the following courses:
  - GEMM 1101 Preliminary Year Gemmology
  - GEMM 2101 Diploma Year Gemmology
  - MATH 0755 Trades Math 10 Part 1
  - MATH 0757 Trades Math 10 Part 2
  - MATH 0882 Business/Technical Math 11
  - MTSK 0867 Mathematics Skills 11 Part 1
  - MTSK 0997 Mathematics Skills 12 Part 2

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: January 3, 2023

INFORMATION NOTE

PREPARED FOR: Education Council

DATE: January 10, 2023

ISSUE: Policy approved for College Feedback:

F.1.1 Ethical Conduct for Research Involving Humans

BACKGROUND:

The policy and procedures underwent a scheduled full review. The revised version aligns with the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans – TCPS 2 (2018), which was updated since the last policy review in 2017.

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

Some of the key changes include

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

DISCUSSION:

Education Policy Committee discussed the policy at its November 2022 and December 2022 meetings.

The committee made several recommendations, which were incorporated into the draft documents, including

- a stronger commitment to having at least one Indigenous member on the REB, and clarification that the REB community member is not required to have prior research (ethics) experience
- addition of an explicit statement on equity, diversity, and inclusion (EDI) as a preamble to the membership section
- expanding eligibility for the REB Chair position to employees in general (not limited to faculty)

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

Feedback is open from December 8th, 2022 to January 19th, 2023 (additional week in January due to the holiday break). The committee will review feedback submissions at its next meeting.

PREPARED BY: Sarah Kay, Chair, Education Policy Committee

DATE: December 19th, 2022

POLICY

Title	**Ethical Conduct for Research Involving Humans**
Policy No.	F.1.1
Approval Body	Board of Governors
Policy Sponsor	Vice President, Academic & Research
Last Revised/Replaces	September 27, 2017; April 5, 2013; April 26, 2007
Effective Date	Draft – December 7, 2022

CONTEXT AND PURPOSE

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

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

This Policy and related Procedures establish principles and procedures to guide and ensure the ethical conduct of research involving humans carried out within the jurisdiction of Vancouver Community College or under its auspices. This policy and procedures are compliant with the Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans –TCPS2 (2018).

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

SCOPE AND LIMITS

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

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

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

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

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

STATEMENT OF POLICY PRINCIPLES

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

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

    a.   Respect for Persons

    b.   Concern for Welfare

    c.   Justice

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

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

DEFINITIONS

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

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

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

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

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

RELATED LEGISLATION & POLICIES
Federal Government, Tri-Council Policy Statement: Ethical Conduct for Research Involving Humans - TCPS2 (2018)

Policies
A.3.1   Prevention of Harassment, Discrimination, and Bullying
A.3.3   Freedom of Information & Protection of Privacy (FOIPPA)

A.3.6   Standards of Employee Conduct and Conflict of Interest
D.4.3   Student Code of Conduct (Non-Educational matters)
D.4.5   Student Educational Conduct
F.1.2   Ethics and Integrity in Research and Scholarly Activity
F.1.3   Conflict of Interest Related to Research

RELATED PROCEDURES
Refer to F.1.1 Ethical Conduct for Research Involving Humans Procedures

RELATED RESOURCES
Refer to the most recent active Memorandum of Understanding (Research Ethics Board Appeals) for the process to be used in relation to the adjudication of appeals of decisions by the Research Ethics Board.

VANCOUVER
COMMUNITY
COLLEGE

PROCEDURES

Title	**Ethical Conduct for Research Involving Humans**
Policy No.	F.1.1
Approval Body	Board of Governors
Policy Sponsor	Vice President, Academic & Research
Last Revised/Replaces	September 27, 2017; April 5, 2013; April 26, 2007
Effective Date	Draft – December 7, 2022

RESEARCH ETHICS BOARD

A. Mandate

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

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

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

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

B. Equity, Diversity and Inclusion

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

C. Membership of the Research Ethics Board

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

D. Meetings and Attendance

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

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

19. A quorum for committee purposes for a full review is at least four members with appropriate expertise, excluding the chair. Where possible, the REB will reach decisions by consensus; otherwise, a simple majority will prevail. The Chair will not vote, except in the event of a tie. Meetings are held in-camera during the decision-making process of research proposals undergoing a full board review.

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

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

E. Record Keeping

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

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

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

   b. Records of continuing review activities;

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

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

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

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

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

ETHICS REVIEW

26. Research Requiring Ethical Review

   a. Unless specifically excluded under paragraph 27, any research conducted by an individual under the auspices of Vancouver Community College (VCC) is subject

to mandatory ethics review and approval prior to the commencement of the research if it involves:

    i.   living human participants or

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

27. Activities not requiring REB review

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

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

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

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

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

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

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

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

Review Procedure

29. Application Process

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

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

   i. Need for community engagement;

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

   iii. Engagement with organizations and communities of interest;

   iv. Recognition of complex authority structures;

   v. Recognition of diverse interests within communities;

   vi. Respect for community customs and codes of practice;

   vii. Requirement of mutual benefits in research; and

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

30. Review of Multi-Jurisdictional Research

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

31. Determining the Level of Research Ethics Review

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

32. Full Board Review

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

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

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

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

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

33. Delegated Review

  a. Where a proposal

   i. poses only minimal risk,

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

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

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

34. Delegated Review of Course-Based Research

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

   i. course description;

   ii. course syllabus;

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

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

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

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

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

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

   ix. any other relevant information.

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

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

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

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

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

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

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

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

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

35. Decision Making

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

36. Conflicts of Interest

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

b.   REB members will disclose disputes, conflicts, or collaborations with researchers whose research is being reviewed, so that the REB can make a determination as to whether they may participate in the review.

c.   Disclosure of conflicts of interest will comply with the VCC's Conflict of Interest in Research policy and procedures (F.1.3).

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

a.   Approve the proposed research activity as submitted; or

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

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

d. Reject the proposed research activity.

38. Reconsideration of Research Ethics Board Decisions

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

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

39. Formal Appeals

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

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

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

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

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

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

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

40. Continuing Ethics Research Review

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

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

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

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

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

RELATED POLICIES

F.1.1 Ethical Conduct for Research Involving Humans Policy

GUIDELINES FOR CURRICULUM DEVELOPMENT FUNDS 2023-2024

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 Renewal, external Accreditations and Program Reviews.

The CD Funds budget for 2023-24 is **$400,000.**

- The call for proposals is sent out on December 20, 2022.
- Proposals are due **February 17, 2023.**
- The Education Quality Committee (EQC) of Education Council meets in March to review proposals and recommend the allocation of funds to the Vice President Academic & Applied Research. The decisions are communicated to applicants in late March.
- Funds must be spent between April 2023 and March 31, 2024.
- 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 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. Exploring a new area (new program, new course, new specialization)
5. Innovating (new techniques, approaches, modes of delivery)
6. Transitioning of courses to online, blended or Hy-flex delivery
7. Curriculum "maintenance" (updates to existing curriculum)
8. 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 the new material. 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's proposed for. Be specific: Which other courses/departments? 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 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.

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
- 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.

- Course Blueprint/Map: $2500-$3500 per course
- Developing Teaching and Learning Materials: $3000-$6000 per course
- New program development: $10,000-$15,000

SUPPORT FOR WRITING CD FUND PROPOSALS

The Instructional Associates in the CTLR are available to assist in writing CD Fund proposals. They hold a recorded workshop to support proposal writers on Tuesday, **January 17, 2023**, from 12-1pm. https://employee.vcc.ca/college/newsevents/news/news-items/cd-funds-workshop.html 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.

CTLR is offering a workshop for CD Funds proposal writing

APPLICATION PROCESS

The following documents must be fully completed and submitted to the School Dean by **February 10, 2023**. 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 17, 2023.**

      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 29, 2023
- January 19, 2024
- March 29, 2024

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.

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, HP5 activities, Moodle shell, case studies, lesson plans, learning activities (class, shops, labs), learning resources, assessment tools, PowerPoint, etc.