



CURRICULUM COMMITTEE | STYLE GUIDE AND GUIDING QUESTIONS

Last updated: 01/31/2020

This document supports the work of Curriculum Committee. It is designed to ensure standard and clear language is used and that the important issues are discussed. It is organized in order of the fields on the Program and Course forms. This document is included in the Curriculum Committee package every month.

It is a work in progress always!

Column 1 is the **Style Guide**: these are the rules and the strong suggestions, the standardized language, and the directions for more support. This information is also available in Courseleaf as help text.

PROGRAM

FIELD	STYLE GUIDE
	<i>The style guide is still a work in progress. Boxes in grey have not been finalized (you'll notice currently most boxes are in grey). The information is accurate but CC might still be discussing it so something might change.</i>
PROGRAM NAME	<p>Consult with Marketing about the best naming options for promoting and optimizing search results.</p> <p>Include the Credential in the Program Name: e.g. Hairstyling Certificate, Music Diploma</p> <p>Use both fully spelled out names and common acronyms: e.g. Computer Aided Drafting (CAD) and Building Information Modelling (BIM)</p> <p>For programs with a specific type of cohort, include the detail after the credential name in parentheses: e.g. Health Care Assistant Certificate (EAL Cohort), Professional Cook 1 Certificate (ITA Youth Cohort)</p>
CREDENTIAL LEVEL	Refer to C.1.3 Granting of Credentials Policy and Procedures for the list of credentials and their requirements.
EFFECTIVE DATE	<p>Proposed start month of program. Subject to implementation and scheduling timelines.</p> <p>Some considerations for effective dates and scheduling: Consider financial impact on students (ineligibility for student loans/living allowance if course ends before or begins after the 15th of the month; UPass charges apply for the full month, even if course runs for only one day of the month)</p>
SCHOOL/ CENTRE	
DEPARTMENT	If you do not see the department you want to use, contact the VCC Courseleaf administrator .

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CONTACTS	
PURPOSE	<p>A concise, student-focused statement that focuses on the concrete and the unique. What are the major skills learned? What jobs/higher education/life skills will they be trained for at the end?</p> <p>This is the area where you can show passion for your program. Consult with Marketing or look at their short description of your program available in the Viewbook or on your program website.</p> <p>Your first paragraph should be: what skills they are learning and what career prospects/education/opportunities will they have at the end of it.</p> <p>Your second paragraph should be the unique elements of the program: practicums and work experience; program flexibility; pathways to other programs. Mention licenses or certifications as appropriate.</p> <p>The purpose statement should be two to three paragraphs total.</p> <p>Avoid including:</p> <ul style="list-style-type: none"> • The program teaching philosophy (Instructional strategies come later) • Program duration or design (unless it's unique) • Program outcomes (unless it's unique)
ADMISSION REQUIREMENTS	<p>List only what is required to enter a program. Quantify each requirement when possible. List attributes that contribute to student success below in Recommended Characteristics.</p> <p>Requirements apply to all students and must adhere of human rights guidelines. Consult with an Associate Registrar for support.</p> <p>Please distinguish between requirements before and after admission.</p> <p>GENERAL Please use:</p> <ul style="list-style-type: none"> • Bullets points (not paragraphs or numbered lists) • Consistent line breaks for separate pieces of information • Well-defined hierarchies using indents and bullet styles (see below for examples) • Italics for emphasis (<i>not</i> all-caps or bold) • For grades, 'minimum' (<i>not</i> 'or higher') • Simple quotation marks for grades (e.g. 'C+' grade, <i>not</i> "C+" or "C-plus") • Hyperlinks when possible (to other programs, courses or forms)

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	<ul style="list-style-type: none"> • Use the % symbol for percentages (e.g., 80%) • Full spelling of 'and', <i>not</i> '&' or '+' (exception for Banner course names to save characters) • In paragraphs, write one to nine, afterwards 10, 11, etc. Numerals may be used in tables and in bulleted lists <p>HIGH SCHOOL GRADUATION</p> <ul style="list-style-type: none"> • Grade 12 graduation or equivalent <p>HIGH SCHOOL OR UNIVERSITY COURSES AND GRADES</p> <ul style="list-style-type: none"> • Biology 11 with a minimum 'C-' grade, or equivalent • English 12 with a minimum 'C+' grade or equivalent • Math 11 with a minimum 75% grade, or equivalent <p>COLLEGE PROGRAMS</p> <ul style="list-style-type: none"> • Successful completion of VCC's Hospitality Management Diploma with a minimum 'C' grade or equivalent • Successful completion of VCC's Administrative Assistant program • A two-year diploma in business with a grade point average (GPA) of 2.0 <p>MULTIPLE REQUIREMENTS</p> <p>Use consistent, bulleted lists when possible with the phrase: "knowledge of [subject] demonstrated by <i>one</i> of the following:</p> <ul style="list-style-type: none"> • Knowledge of English demonstrated by <i>one</i> of the following: <ul style="list-style-type: none"> ○ English 12 with a minimum 'C-' grade, or equivalent <i>or</i> ○ Communications 12 with a minimum 'B' grade, or equivalent <i>or</i> ○ English Language Proficiency at an English 12 'Pass' level • Knowledge of mathematics demonstrated by <i>one</i> of the following: <ul style="list-style-type: none"> ○ Math 11 Foundations with a minimum 'C+' grade, or equivalent <i>or</i> ○ MATH 0861 Math 11 Part 1 <i>and</i> MATH 0871 Math 11 Part 2, <i>both</i> with a minimum 'C+' grade, or equivalent <i>or</i> ○ VCC Math Assessment with the following scores: <ul style="list-style-type: none"> ▪ Basic Math with a minimum 80% <i>and</i> Basic Algebra with a minimum 60% <p>HEADERS</p> <p>Use 'Headers' when making important distinctions in the admission requirements. Use sparingly. For example:</p> <ul style="list-style-type: none"> • Upon Acceptance
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	<ul style="list-style-type: none"> • Flexible Admissions • Audition Requirements <p>DISCRETIONARY NOTES Use parentheses and “the department” instead of a specifically named department or ‘department head/leader’</p> <ul style="list-style-type: none"> • Grade 12 graduation (or equivalent at the discretion of the department) • 7 to 10 years of experience in business management or a related field (at the discretion of the department) <p>ASTERISKS Use to separate longer text from bulleted lists, e.g.</p> <ul style="list-style-type: none"> • 2 letters of recommendation* <p>(at bottom) *Letters of recommendation must be written by persons other than family or close friends who can assess the applicant’s potential success in the [program] and speak to the applicant’s abilities. The letters must be dated no more than three months prior to the application deadline and submitted in a sealed envelope with the recommender’s signature over the back flap of the envelope.</p>
<p>Prior Learning Assessment and Recognition (PLAR)</p>	<p>IF PLAR IS NOT AVAILABLE, use this text:</p> <p style="padding-left: 40px;">Prior learning assessment and recognition is not available for this program.</p> <p>IF PLAR IS AVAILABLE, use the following template:</p> <p>Paragraph 1: Use this exact wording as an introduction to PLAR.</p> <p style="padding-left: 40px;">Students may request formal recognition of prior learning attained through informal education, work, or other life experience, including Indigenous ways of knowing. Credits may be granted to students who are able to sufficiently demonstrate the learning outcomes of specific courses.</p> <p>Paragraph 2: Choose one of three ways to inform which courses PLAR is available.</p> <p style="padding-left: 40px;">PLAR is available for all courses in the program. <i>or</i> PLAR is available for the following courses: MEDC 1121 Medical Speed & Accuracy 1</p>

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	<p>MEDC 1236 Med Speed & Accuracy 2 for MOA 2</p> <p><i>or</i></p> <p>PLAR is available for all courses in the program, <i>except</i>:</p> <p>HOSP 3960 Research Methods in Business HOSP 4330 Capstone 1 HOSP 4360 Capstone 2</p> <p>Paragraph 3: State how many credits may be completed using PLAR. VCC policy allows up to 75% of credits to be completed using a combination of PLAR and transfer credit but programs can limit this as appropriate for their program.</p> <p>Students may complete up to 50% of program credits through PLAR. Tuition and fees may still apply to PLAR candidates.</p> <p>Paragraph 4: List assessment methods for PLAR and how to begin the process. Specific methods are listed on the individual courses but department-wide processes can be listed on the PCG.</p> <p>e.g. Methods for assessing prior learning may include exams, portfolios, interviews, and other evaluations. Please contact the Department for details.</p> <p>e.g. Prior learning is assessed in one of the following ways:</p> <ol style="list-style-type: none"> 1. Pass a standardized test in the related subject matter with a minimum 80 percent grade 2. Successfully complete a project that is evaluated based on a pre-determined rubric and present it to a three-person panel including the department head and instructor of the applicable course 3. Produce a professional portfolio that demonstrates a working knowledge of the learning outcomes and present it to a three-person panel including the department head and instructor in the applicable course. <p>Paragraph 5: List additional detail.</p> <p>e.g. Please contact the Department for details.</p> <p>e.g. If PLAR is successful, transcripts will reflect an 'S' grade (satisfactorily completed), which is not included in grade point average (GPA) calculations</p> <p>Paragraph 6: Use this exact wording.</p> <p>See VCC's D.3.5 Prior Learning Assessment and Recognition Policy and Procedures for more information.</p>
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<p>PROGRAM DURATION AND MAX TIME FOR COMPLETION</p>	<p>State the standard length of the program. Use weeks, months, or years; whatever is appropriate and clear to students (Marketing prefers the lowest number: 1 year instead of 12 months).</p> <p>e.g. The program is 2 years. e.g. The program is 10 months of full-time study.</p> <p>Mention any unique duration or scheduling elements of the program, if you believe it will help students understand the time commitment to the program (e.g. practicums, long breaks). Avoid mentioning credits, specific courses, or semesters. Those are outlined in the Courses section below.</p> <p>State full-time and part-time options as available. For part-time options, state the usual length of time it takes students to complete. State whether the program is primarily or only evening classes.</p> <p>e.g. Full-time program: This program is 1 year. Courses are offered during the day.</p> <p>Part-time program: This program is 2 years. Courses are offered during the evening.</p> <p>State the maximum length of time students can take to complete the program. Brevity is encouraged.</p> <p>e.g. Maximum time for completion: 3 years.</p> <p>The recommended time limits are:</p> <ul style="list-style-type: none"> • 3 years for a certificate • 5 years for a diploma • 7 years for a degree • <p>These are best practices not rules. Some fast-changing fields (technology, health) might require shorter duration limits.</p>
<p>PROGRAM LEARNING OUTCOMES</p>	<p>Program Learning Outcomes (PLOs) describe what learners will know and be able to do at the end of the program. For example, in a computing program a PLO might be something like: “Install and configure computer hardware and software”.</p> <p>They are performance-based and results oriented, and should align with assessment plans, instructional strategies, and learning activities throughout the program. PLOs should align with the Course Learning Outcomes (CLOs). One way to check for alignment is to do an ‘outcome mapping’ exercise.</p> <p>An Instructional Associate can help with the development and alignment of PLOs. Contact IAsupport@vcc.ca</p>

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	<p>Here are some things to keep in mind:</p> <ol style="list-style-type: none"> 1. VCC has a set of Institutional Learning Outcomes (ILOs). As you design your curriculum you should consider how the ILOs are addressed in your program. 2. A Program Learning Outcome typically contains: <ol style="list-style-type: none"> a. the performance (an action verb) b. the condition(s) defining the parameters of the performance (the circumstances) c. the criteria (the level of performance expected) 3. Use standard rules for grammar and capitalization. The first word is capitalized, along with nouns/proper terms, but don't capitalize for emphasis. <p>For example: "Describe the 6 components of BOPPPS as a process for developing lesson plans for your course." Here the action verb is "Describe". The condition is "as a process for developing lesson plans" and the criteria is "6 components of BOPPPS".</p>
<p>INSTRUCTIONAL STRATEGIES, DESIGN, AND DELIVERY MODE</p>	<p>A meaningful, concise description of how your students will learn: teaching philosophy and approach, delivery mode, physical space. It should provide a deeper understanding about how teaching and learning happens.</p> <p>Think about what might surprise a student entering your program, and what is unique. Think about how practical and theory are taught. Explain how principles of diversity and inclusion are incorporated. Describe the role of online learning. Consider the amount of group and individual learning. State how your program is accessible.</p> <p>Avoid a simple list of different engagement and teaching techniques e.g. Lectures, case studies, group work, clinical experiences, etc.</p> <p>Include any unique costs outside of tuition students are expected to shoulder: knives, boots, makeup kits, material, etc.</p> <p>Two to five sentences recommended.</p>
<p>EVALUATION OF STUDENT LEARNING</p>	<p>A meaningful description of how students will be evaluated in the program, what is required for students to progress from course to course or term to term, and what is required to graduate from the program.</p> <p>Consider what types of assessments are emphasized in the program: written exams, papers, group projects, theory, or practical demonstrations. Avoid a simple list of all types of evaluations used in the program. Those can be listed in the course outlines.</p> <p>State any graduation requirements. This could be a minimum GPA or a minimum grade in every course. If applicable, state any minimum term GPA or grades that allow students to progress within the program.</p> <p>e.g. Students must have a minimum GPA of C (2.00) in order to graduate.</p>

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	<p>e.g. Students must achieve a minimum of 70% in courses in order to progress to the next term.</p> <p>e.g. Students must receive a minimum 'C+' grade in all theory courses and a Satisfactory grade in all clinical courses in order to graduate.</p> <p>e.g. Students must have a GPA of C (2.0) in order to graduate, and a minimum GPA of C- (1.67) in each term to advance to subsequent terms of the program.</p> <p>The minimum GPA required to graduate is a C (2.00) according to the C.1.1 Grading, Withdrawal, Progression policy and procedures. Programs can require a higher GPA by listing it in the PCG.</p> <p>Attendance requirements for the program/specific courses are listed in this section, not as an evaluation in the course evaluation plan.</p> <p>e.g. Students are required to have 80% attendance in all courses in order to continue in the program.</p> <p>List any unique elements of the evaluation of students:</p> <ul style="list-style-type: none"> • Different grading approaches in theory vs. practical courses. • Practicum or work-based learning evaluations • Program guidelines for make-up or supplemental exams
<p>RECOMMENDED CHARACTERISTICS OF STUDENTS</p>	<p>A list of elements that inform students about the demands of this program (and to some degree the profession/field). Be as concrete and specific as possible.</p> <ul style="list-style-type: none"> • Good manual dexterity • Previous experience working with young children • A sincere interest in people of all ages who require care • Ability to stand for long periods of time • Good depth perception and the ability to perceive line and form • Ability to tolerate noise and vibration • Possession of a valid BC driver's license • Experience with Microsoft Word and Excel <p>Avoid general statements that could be in any program and phrasing that can be interpreted as patronizing or judgmental. Consider whether students need this skill to start the program or if they will be taught it.</p> <ul style="list-style-type: none"> • Maturity

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	<ul style="list-style-type: none"> • Ability to communicate effectively • Responsible • Self-motivated • Work independently and in groups • Good computer skills <p>Recommended characteristics are not admission requirements. If students must have some previous training to succeed in the program, it should be an admission requirement (i.e. level of English).</p> <p>A maximum of 6 characteristics is recommended.</p>
COURSES	<p>Courseleaf provides 2 options for attaching courses to programs.</p> <ol style="list-style-type: none"> 1. In the Ribbon, click on “Insert/Edit Formatted Table” (second row, near the right) 2. Choose either: <ol style="list-style-type: none"> a. Course List – a simple list of courses and credits. b. Plan of Study Grid – allows for Years and Terms to be included with the courses. 3. In the left hand column, select the “Subject” code and move the desired courses into the right hand box using the >> button in the middle of the page. Remove a course from the program by using the << button. 4. Select Year and Term in Plan of Study Grid at the top of the right hand box. 5. Enter the number of Credits for each course in the “Hours” field listed below the right hand box. 6. When you are ready, click Ok and then remember to Save Changes for the entire proposal. <p>Courses must be saved in Courseleaf, but do not have to be fully approved, so you can build courses and the program at the same time.</p> <p>The Course Tool has many editing and formatting options, including ways to define sections, electives, multiple course options, and course sequence. For assistance, contact the VCC Courseleaf administrator or Chair of Curriculum Committee.</p>
TRANSCRIPT OF ACHIEVEMENT	
RATIONALE	<p>The following two sections must only be completed once for a group of related changes. (For example, a number of changes to a program and six courses within that program as required by an accreditation body.)</p> <p>Pick the program or one of the courses as the “primary proposal” by selecting “No” and explain the changes made to all of the related courses in the “Rationale” and “Expected Costs” section of the form.</p>
CONSULTATION	<p>Brief description of internal and external consultations.</p> <p>The level of consultation depends on the change being proposed. New program development requires consultation with all internal areas. A new course in a new subject area or that would require special equipment, rooms, library resources or IT would require</p>



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	<p>consultation with areas like Facilities, Finance, Library, and/or IT. A minor change to the evaluation plan would require very little consultation. Department faculty must always be consulted.</p> <p>For more information see the Consultation Guideline (?).https://ctlr.vcc.ca/media/vcc-library/content-assets/ctlr-documents/curriculum/Appendix-Implementation-Plan-Final_Jan092018.pdf (CTLR needs to be added to this document)</p>
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COURSE

FIELD	STYLE GUIDE
	<i>The style guide is still a work in progress. Boxes in grey have not been finalized (you'll notice currently most boxes are in grey). The information is still accurate but CC might still be discussing it so something might change.</i>
Course Name	This name will appear on the VCC website. Max 100 characters.
Banner Course Name	This name will appear on a student's transcript. Max 30 characters It should be understandable to students.
Effective Date	Proposed start month of course. Subject to implementation and scheduling timelines. Confirm with Registrar's Office when an appropriate Effective Date is.
School/Centre	
Department	If you do not see the department you want to use, contact the VCC Courseleaf administrator .
Contact(s)	
Subject Code	If you do not see the department you want to use, contact the VCC Courseleaf administrator .
Course Number	Enter your preferred course number. Course numbers are subject to approval by the Registrar's Office. VCC course numbers are four (4) digits: <ul style="list-style-type: none"> • First digit denotes the year-level of the course • Second digit denotes the term the course is taken • Last two digits denote the course sequence in the term <p>Typically, courses in Certificates will use 1xxx numbers, diplomas will use 1xxx and 2xxx, and degrees with use 1xxx to 4xxx numbers.</p> <p>Consider re-numbered the course if it is changing terms, or if the content/focus is changing significantly. Discuss with RO.</p> <p>These are best practices and not rules. Updates to existing courses may warrant new course numbers depending on the proposed changes. Course numbers are subject to availability.</p>

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Year of Study	<i>Add a guide to these options.</i>
Credits	<p>Credits are subject to approval by the Registrar's Office.</p> <p>The standard ratios used for assigning credits are:</p> <ul style="list-style-type: none"> • Lecture, Seminar, Online - 15 hours = 1 credit • Instructor-led Lab, clinical, shop, kitchen, studios, simulation, tutorial, rehearsal – 25 hours = 1 credit • Practicum, Preceptorship – 30 hours = 1 credit • Self-paced, Directed Studies, Independent Studies – 30 hours = 1 credit <p>Different ratios can be used with the approval of Education Council. Refer to Policy C.1.4 Assignment of Credits to Courses for more information or consult with an Associate Registrar.</p>
Course Description	<p>A brief summary of the course written for the student. Focus on outcomes and course content in language that is understandable to students: avoid professional jargon if possible.</p> <p>The first sentence is the purpose of the course: what are the skills/attitudes learned. The following sentences are a sampling of the topics covered (not all of them) and other relevant information.</p> <p>Mention connections or sequencing with other courses if appropriate:</p> <ul style="list-style-type: none"> • This course builds on the skills learned in NURS 1031... • With CHEM 0930, this course completes the requirements for Chemistry 12... <p>Some suggestions for stem sentences:</p> <ul style="list-style-type: none"> • Students learn... • Learn about/how to.... • This course prepares the student to... <p>Don't include:</p> <ul style="list-style-type: none"> • Length of course • Admission requirements or pre-requisites • Supplies (in almost all cases)
Course Pre-requisites	A course(s) that a student must successfully complete prior to taking this course. Include the minimum grade required.

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	<p>Include the minimum grade the student must achieve in the pre-requisite course: ENGL 1100 with a B MATH 0981 with a C+</p> <p>Include the minimum grade even when it is a program that lists the minimum grade in its PCG – clearer for students, staff in RO and Advising.</p> <p>Courses that have equivalencies (high school level or first year university level) with typically include a mention of equivalencies.</p> <p>ENGL 1100 with a B or equivalent</p> <p>Do not include program admission requirements.</p>
Course Co-requisites	<p>A course(s) that a student must take at the same time as this course.</p> <p>Co-requisite courses require students to take them at the same time and rely on the successful completion of each co-requisite course. If a student does not achieve a passing grade in one co-requisite course, the student is required to complete the set of co-requisite courses again. Use co-requisites judiciously. In programs where students are scheduled in a set of courses in a particular term automatically, co-requisites do not apply.</p>
PLAR	<p><i>To Do: Standardized wording (PLAR or No PLAR)</i> <i>Pull from policy</i> <i>Include list of tools</i></p>
Course Learning Outcomes	<p>6-8 learning outcomes are the recommended best practice.</p> <p>CLOs describe what learners will know and be able to do at the end of the course. They are performance-based and results oriented. They describe learning that is significant and relate to what learners will be expected to do in the “real world”. Each CLO should align with one or more of the Program Learning Outcomes (when the course is part of a program). A CLO typically contains:</p> <ul style="list-style-type: none"> • an action verb • the knowledge/attitude/skill acquired • the condition(s) defining the parameters of the performance For example: “Perform advanced analysis by joining and blending data from different sources.” “Apply the concepts, methods and theories to different scales of geographic analysis.” “Recognize when to delegate tasks within an organization” Refer to (Curriculum Development page on CTRL site https://ctrl.vcc.ca/curriculum-development/curriculum-development-at-vcc/) for more information or consult an Instructional Associate. <p>Include a link to Bloom’s taxonomy</p>

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Instructional Strategies	<p>List the teaching and learning activities used to engage students and to meet the course outcomes. For example: Lecture, case study, group work, simulation, guest speakers etc. State whether this course be delivered face-to-face, blended, or fully online.</p> <p>Refer to (page on CTLR site https://ctrl.vcc.ca/teaching--learning/teaching-and-learning-at-vcc/) for more information or consult an Instructional Associate.</p>
Grading System	<p>Indicate the passing grade as either a letter grade or a percentage (e.g., S = 70%). This should match any grading requirements laid out in the Program Content Guide.</p> <p>Refer to policy C.1.1 Grading, Progression and Withdrawal or consult an Instructional Associate.</p>
Passing grade	<p><i>To Do: How does BCCAT treat passing grade?</i></p>
Evaluation Plan	<p>Provide a brief explanation of each type of assessment if it exceeds 35% of the grade. College policy states that no single assessment should be more than 35% of a student's grade (EDCO can approve exceptions).</p> <p>The evaluation plan should be aligned with the course learning outcomes. Refer to CTLR website (https://ctrl.vcc.ca/teaching--learning/further-resources/) for more information or consult an Instructional Associate.</p> <p>Refer to Policy C.1.1 Grading, Progression and Withdrawal for more information or consult with an Instructional Associate.</p>
Hours by Learning Environment	<p>Not all boxes are required. At least one box must be filled in to complete this section.</p> <p>Include Total Hours. For courses with different offerings (Classroom vs. Self-Paced), the Total Hours will be what a student takes no matter the learning environment.</p>
Course Topics	<p>This section is used to inform students what they will be studying, and also for assessing transfer credit, to see if the course is the equivalent of courses at other institutions.</p> <p>The topics may be listed in any order, but most courses list them in the order that they will be taught in class.</p>
Textbooks	<p>This field is not required; however, for course articulation with BCCAT, include an example of the latest edition of a course-related textbook.</p> <p>These are the types of learning resources used in this course but the exact material could be different. Please check you class syllabus to confirm what resources the instructor has assigned.</p>
Rationale	<p>The following two sections must only be completed once for a group of related changes. (For example, a number of changes to a program and six courses within that program as required by an accreditation body.)</p>

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	<p>Pick the program or one of the courses as the “primary proposal” by selecting “No” and explain the changes made to all of the related courses in the “Rationale” and “Expected Costs” section of the form.</p>
<p>Consultations</p>	<p>Brief description of internal and external consultations.</p> <p>The level of consultation depends on the change being proposed. New program development requires consultation with all internal areas. A new course in a new subject area or that would require special equipment, rooms, library resources or IT would require consultation with areas like Facilities, Finance, Library, and/or IT. A minor change to the evaluation plan would require very little consultation. Department faculty must always be consulted.</p> <p>For more information see the Consultation Guideline (?).https://ctrl.vcc.ca/media/vcc-library/content-assets/ctrl-documents/curriculum/Appendix-Implementation-Plan-Final_Jan092018.pdf (CTRLR needs to be added to this document)</p>