

Academic Plan



January 2005

Overview

Douglas College is at a critical juncture in its growth and development. Our challenge is to respond with bold and visionary strategies that support the growth of Douglas College consistent with our mission and values, and that address the current and future needs of students and the broader community the College serves. While the mission and values of Douglas College remain constant, the environment in which the College operates is changing rapidly, requiring the College to continually review its activities and modify them as necessary.

This *Academic Plan* is strategic in nature. It elaborates and is consistent with the general directions in the College-wide *Interim Strategic Plan*. It replaces the *Master Education Plan, 1999 – 2005*. The Fall 2004 semester was used for internal and external discussion of the draft *Plan* across the College community.

Academic Directions

Half a dozen themes will guide the growth and academic development of Douglas College in the coming years:

- Establishing Douglas College as a ‘first choice’ institution
- Developing a recognized academic signature
- Increasing student success and persistence.
- Building on College strengths within regional collaborations
- Encouraging substantial development of new and existing programs through increased innovation and responsiveness
- Broadening the range of credentials, including four-year degrees and collaborative degrees

Distinctive Nature of Douglas College Programs

The development of an explicit “academic signature” for all Douglas College open and limited enrolment programs represents a new commitment to our students and the community. The concepts and educational rationale for the components of the signature are drawn from longstanding discussion at Douglas College and elsewhere. So while the components are not new, their intentional embedding across all our offerings and our willingness to hold ourselves accountable for their achievement represents a new approach.

Foundation Experience

The College will take proactive and explicit steps that will encourage students to make good educational plans and to take courses that build foundational academic skills early in their educational program. By dealing more effectively with new students by presenting them with learning strategies that are appropriate to an urban, commuter college environment, we expect to see student retention and persistence rates rise. This in turn will strengthen the College’s ability to attract new students by emphasizing the vitality and benefits of the academic foundation Douglas College provides.

Curriculum

The Curriculum section of this plan lists new programs according to their level, citation through degree, and according to how developed they are: conceptual, under development, or ready for implementation. The subsection concerning the expansion and modification of existing offerings addresses such topics as curriculum review and revision, external certification, the role of continuing education, and opening access to courses in limited enrolment programs.

Pedagogy, Instructional Delivery and Assessment of Learning

The *Plan* considers pedagogical variety, scholarly teaching and student engagement in the context of building on the many strengths and ongoing innovation that already characterize Douglas College. Educational technology will be used to provide faculty with tools to expand their teaching repertoire. Technology will usually be made available in the context of regular on-campus courses, where instruction can be delivered in a blended format, but some courses will be offered entirely online. Alternative delivery formats include such strategies as supplemental options for students just short of earning credit for a course, variable paced learning and summer institutes.

Some Implications for Implementation

The next step in the planning process will be to develop tactical plans to specify the means of implementing the goals and directions in the *Academic Plan*. These tactical plans will in turn guide the development of detailed operational plans each year.

Issues that will be addressed in future planning include the nature of scholarship and research at Douglas College.

Implementation of the *Academic Plan* will depend on the availability of adequate funding from the provincial government

Progress Monitoring

Part of the tactical planning for implementing the *Academic Plan* will be the development of indicators for monitoring achievement of the *Plan's* goals.

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Introduction

Douglas College is at a critical juncture in its growth and development. Our challenge is to respond with bold and visionary strategies that support the growth of Douglas College consistent with our mission and values, and that address the current and future needs of students and the broader community the College serves.

Student learning is at heart of the College's activities and is referenced in at least three of the College's Values:

- We believe students are our primary focus.
- We believe in fostering a dynamic, accessible and supportive teaching and learning environment that prizes excellence and innovation. We value creative and critical thinking and the will to challenge and be challenged.
- We believe that intellectual growth and exploration inspire well-rounded, responsible and contributing citizens. We invite everyone into the excitement and curiosity of learning.

All College employees facilitate student learning either directly in the instructional and student services environment, or indirectly through general support services.

This *Academic Plan* is strategic in nature. It elaborates and is consistent with the general directions in the College-wide *Interim Strategic Plan* (and will inform the next update of the *Interim Strategic Plan*). It is intended to set the context for tactical planning within Faculties; that is, it establishes directions but does not consider the details as to how the goals will be implemented.

The *Academic Plan* replaces the *Master Education Plan, 1999 – 2005*. Five years ago when the *Master Education Plan* was prepared, the outlook was one of little enrolment growth and a postsecondary education system whose structure was stable. Today, Douglas College is planning to serve 1500 new FTE students by 2010, students who will have the choice of attending any number of postsecondary institutions (including Douglas College) whose mandates and structures are evolving.

The *Academic Plan* provides the basis for completing the enrolment and facilities planning forms that the Ministry of Advanced Education is calling the *Multi Year (Enrolment) Plan*. The *Multi Year Plan* will be updated annually as ongoing tactical decisions are made about how to implement the *Academic Plan* in a continually changing environment.

An overview showing where the *Academic Plan* fits in the Douglas College planning framework appears in Appendix A. Key information from the *Multi Year (Enrolment) Plan* appears in Appendix B.

Planning Process

The *Academic Plan* builds on the ongoing annual planning of Faculties and draws together a number of discussions of recent years.

Preparation of the *Plan* began in Spring 2003, emerging from the ongoing work that Faculties do to maintain the currency and relevancy of their offerings. Different Faculties proceeded at different rates and in varying ways, but typical approaches included:

- Conducting environmental scans

- Consulting with external people, such as advisory committees, professional colleagues and bodies, employers and government officials, and other institutions
- Examining the strengths, weaknesses, opportunities and threats to current programming
- Using environmental scan information to develop new program ideas and to plan modifications to existing programs. Means of selecting particular areas and topics to explore included needs analyses, feasibility studies, and further consultation.

The resulting compendium of proposals were assessed by the deans and senior management in relation to factors such as program gaps, maintenance of balanced and sustainable growth across the College, and fit with developments elsewhere in the Lower Mainland.

Three papers emerged to help faculty and staff reconceptualize the Douglas College of the future:

- *A Path to the Future: College Vision and Academic Planning*
A discussion paper concerning modification of the traditional two-year, community college mandate.
- *A Signature for Douglas College*
Identifies general academic expectations for all credentials, including core competencies and the soft employment skills as outlined by the Conference Board of Canada, that need to be made explicit to students and the public. It also describes common elements that will serve to distinguish Douglas College's offerings from those of other institutions.
- *Learning First: Enhancing the Foundation Experience at Douglas College*
Ways in which Douglas College, primarily within open enrolment areas, can build on current strengths and encourage innovation so that the learning experiences of new students can be enhanced in their first semester and first year of college.

College forums, such as Faculty Education Committees and Education Council, a College-wide meeting, and external advisory committees were used to gather feedback to papers and Faculty-based programming plans. Other postsecondary institutions and community agencies were also consulted, and a new Strategic Development Fund was used to support further feasibility studies and to promote development of program ideas.

The College Board reviewed a first draft of the *Plan* in June 2004 in order to provide its feedback and guidance before a more complete draft was presented to it in August. External and internal consultations about the draft occurred during the Fall semester, in order that a final draft could be approved by the Board early in 2005.

The *Academic Plan* will be updated occasionally as circumstances warrant. It is not a master plan, i.e. it is not a fixed blueprint whose only variables are the speed and sequence in which the various components will be implemented. Rather, it is an iterative document that will be modified in response to changes in the external environment and to unexpected opportunities and will be reviewed annually.

Scan of the Economic and Educational Environment

While the mission and values of Douglas College remain constant, the environment in which the College operates is changing rapidly, requiring the College to continually review its activities and modify them as necessary in order to fulfill its mandate. Environmental scans describe current and anticipated factors that need to be taken into account in planning.

College employees formally and informally monitor developments in the external world and reflect on their implications for the College. Everything from labour market trends reported by the BC Business Council and the Conference Board of Canada, emerging best practices from the League for Innovation in Community Colleges and the American Association for Higher Education, population projections and public policy documents from the BC government, public opinion results in the press, and critical analyses in the academic literature inform the College about the communities it seeks to serve.

Economic and demographic scanning confirm that the high demand for the type of educational services Douglas College provides is likely to continue. The educational scan reveals, however, that learners have a great deal of choice as to where they can go to pursue their education; Douglas College does not have a captive audience. The most revealing of the scans turned out to be the examination of the evolving postsecondary education system in the Lower Mainland.

Social/Economic and Political Developments

The social and economic trends affecting Douglas College are in line with what the College has noted in the past. The more notable changes in terms of the College's operations are the evolving public policy directions of the provincial government.

- Demographic trends are favourable for Douglas College. The local 18 – 29 population is growing and participation rates are likely to increase, given trends elsewhere in BC and beyond.
- Fiscal and political uncertainty will continue for at least the short term.
- In the labour market, the main trends of relevance to Douglas College seem to be:
 - Skill shortages, due to retirement and international forces such as the Olympics
 - Employers want it all: recruits who possess specific skills for job entry but who also have the generic skills needed for career advancement
 - Growing importance of professional and industry certification in certain fields such as information technology and financial services
 - Continuing emphasis by such bodies as the Conference Board of Canada on soft or generic employment skills.
- The provincial government has adopted a more market oriented philosophy, emphasizing greater freedom and accountability from publicly funded organizations, but the transition is still in process and is occasionally unclear. Thus the College finds itself constrained in some areas such as program mix where it expected greater independence, lacking in guidance in other areas where it expected governmental direction, and generally having to tolerate some ambiguities and inconsistencies. On the other hand, new governmental information about financial and enrolment outlooks has facilitated long term planning.
- Changing social policy and models for delivering health and human services to British Columbians affect the types of students seeking to enroll at Douglas College, e.g. income assistance recipients, and the types of public sector employment opportunities for its graduates.

Evolving Educational System

- The diversity of postsecondary institutions in BC is growing:
 - Expansion of degree programs, including collaborative degrees, in the public non-university sector
 - Private institutions are being encouraged by government.

- The boundaries between credit and non-credit offerings are blurring, especially due to block funding and relaxing rules for reporting FTE enrolment.
- The outlook is that operating and capital grants will continue to be constrained, requiring institutions to look to alternative revenue sources such as tuition fees and contract services and to contribute to the cost of constructing new facilities.
- Education technology is becoming more pervasive, both as a support to traditional instruction and as means of making student services more accessible. Hardware and software costs are falling, but the need for more training and user support is growing.
- Students entering the college system from secondary school are used to a variety of pedagogies and innovations. With rising high school graduation rates, postsecondary educators are perceiving variable, and sometimes low, academic standards in some high school subjects.
- Physiological and psychological research about how humans learn is stimulating pedagogical discussions among educators.

Patterns of Student Choice

- Students in the Lower Mainland have a variety of postsecondary institutions they can choose to attend. It appears that around one quarter of recent high school leavers choose Douglas College.
- The transfer system has worked well, but over the last few years universities have not had space to admit all qualified college students. Opportunities for college students to complete degrees at local institutions other than universities are growing but are starting from a very small base.
- Emerging efforts by Lower Mainland institutions to plan regionally and work collaboratively are complicated by an emphasis on meeting government's enrolment targets. This leads institutions to view each other not only as partners but also as competitors.

Analysis of Scan

The review of economic, social and educational data confirms the continuing demand for the type of postsecondary programming currently offered by Douglas College. However, these data also reveal an increase in the number of institutions offering similar programming. Competition is clearly increasing in postsecondary education and Douglas College no longer has a captive audience.

A "business as usual" approach will not suffice for Douglas College to thrive in the future. Its historical role and educational philosophy have been, and will continue to be, valued, but simply doing more of the same will not be sufficient in the rapidly changing and rather ambiguous postsecondary educational landscape. Qualitative change, building on historical practices more often than replacing them, is needed.

In BC's increasingly competitive and fluctuating postsecondary educational environment, some risks are going to have to be taken or programmatic opportunities will be lost. Doing nothing could be costly because, as other institutions change, the role of Douglas College and the way in which the public perceives it will be affected by what other institutions have chosen to do. The issue is whether Douglas College is going to attempt to shape its destiny intentionally or whether it will allow itself to be redefined by the vagaries of what happens externally. This *Academic Plan* is premised on the former.

The following examples illustrate how developments in the external environment have informed the formulation of academic goals for the College. Because each goal can be a response to more than one external trend, and the number of external developments is substantial, it becomes cumbersome to cross-reference and document all goals and external trends. The purpose here is simply to illustrate the type of awareness of external societal needs that should inform all academic planning at the College.

- Douglas College's fiscal environment is changing due to reduced government funding and increased FTE utilization requirements
Goals:
 - *Increase student success, persistence and second year or credential completion rates*
 - *Work collaboratively with other institutions to achieve complementary program development*
 - *Collaborate with industry to develop programs and partnerships that meet evolving labour market demands*
- Public policy and labour market demands are shifting (e.g., New Era graduation commitments and changing health and social service delivery models)
Goals:
 - *Develop a more diversified range of program offerings, from short duration programs to baccalaureate programs*
 - *Develop and support a culture of innovation that encourages program adaptation and responsiveness to emerging needs*
- Increased enrolment demand due to regional population increases and rising postsecondary participation rates
Goals:
 - *Expand timetable options such as summer, evening and weekend schedules.*
 - *Increase transfer options and collaborative completion options*
 - *Increase the amount of hybrid/blended course delivery*
 - *Maximize the use of facilities*
- Growing student "consumer" orientation as their enrolment choices increase
Goals:
 - *Promote and deliver programs with an academic signature that make Douglas College an institution of first choice*
 - *Establish program review processes that continually assess the quality, currency and relevancy of programs*
 - *Engage in fewer transfer and other partnerships in which Douglas College is a dependent junior partner*
- Rising requirements in certain occupational fields for higher or more specialized credentials
Goals:
 - *Develop advanced diplomas and applied degrees*
 - *Design curriculum to achieve essential skill development and provide credentials that formally recognize these skills*
- Growing numbers of "at risk" students seeking postsecondary education
Goals:
 - *Improve entry assessment practices and provide for individual learning plans*
 - *Increase program options and supports for new students*
 - *Maintain and enhance programs and services for the educationally disadvantaged*

Academic Directions and Program Mix

Overview

Douglas College will strive to become a first choice institution known for its high quality of instruction, clearly providing educational benefits to all its students and meeting societal needs.

To achieve this overarching goal, half a dozen themes will guide the growth and academic development of Douglas College in the coming years. They are briefly introduced here and then some more specific information is presented.

- Establishing Douglas College as a ‘first choice’ institution
- Developing a recognized academic signature
- Increasing student success and persistence
- Building on College strengths within regional collaborations
- Encouraging substantial development of new and existing programs through increased innovation and responsiveness
- Broadening the range of credentials, including four-year degrees and collaborative degrees

Douglas College reaffirms its mandate as a comprehensive college offering a broad range of developmental and university transfer courses, along with academic and career programs at the citation, certificate, diploma and associate degree levels. In addition, Douglas College will be introducing several collaborative baccalaureate degree options with other institutions, and introducing several applied baccalaureate degrees reflective of recent legislative changes to the College and Institute Act. The College also reaffirms its strong commitment to continuing professional education and to contract training.

This expanded mandate will allow Douglas College to retain its strengths as an institution that values access to postsecondary education at many levels, as well as enabling the college to pursue many exciting new opportunities. It will continue to serve local, provincial and global communities, making their educational needs the College’s priority.

A large number of Douglas College students already enroll in programs that lead to a degree. The introduction of degree completion opportunities at Douglas College, rather than requiring all degree students to take their chances in the provincial transfer system, is one of the main changes that will occur at Douglas College. Looking across all programming, however, and not only at program changes, the bulk of instruction will remain at the access/developmental and lower division (first and second year) levels. In terms of enrolment, upper division offerings represent more of a qualitative than a quantitative change for the College.

Historically, a distinctive strength of Douglas College has been providing access and support to students of all cultural, social, special needs and economic backgrounds. It will continue to strengthen access programming for students facing barriers. The College will continue to assist students from all segments of our community to access and succeed in their studies.

The provincial government’s commitment to fund 1500 new FTE spaces at Douglas College by 2010 means that new initiatives do not have to come at the expense of existing programming. More information about the enrolment outlook appears in the Multi Year Enrolment Plan, the highlights of which appear in Appendix F, but the key information for strategic planning is the annual growth in FTEs:

FTE Targets

Fiscal Year	Total Enrolment	Growth
04/05	6,988	99
05/06	7,129	141
06/07	7,460	331
07/08	7,771	311
08/09	8,082	311
09/10	8,389	307

Distinctive Nature of Douglas College Programs: Academic Signature

The development of an explicit “academic signature” for all Douglas College open and limited enrolment programs represents a new commitment to our students and the community. The concepts and educational rationale for the components of the academic signature are drawn from longstanding discussion at Douglas College and elsewhere. So while the components are not new, their intentional embedding across all our offerings and our willingness to hold ourselves accountable for their achievement represents a new approach. It is a distinctive approach that we want to communicate effectively to prospective students to give them another reason to select Douglas College as their postsecondary institution of choice.

The creation of a Douglas College academic signature will be achieved over time as existing programs are reviewed and new programs developed. Program approval and review mechanisms will provide the means for examining and including the signature elements in all programs. Minimization or exclusion of signature elements may, in rare circumstances, be acceptable when a logical argument is presented that provides a strong justification for exclusion or minimization of these elements.

The Douglas College academic signature will be multi faceted. It will be under-girded by a learning-centered environment and core competencies that will be made explicit at Douglas College. All credentials include the skills, knowledge and attitudes essential to students’ further studies or work:

- Independent learning and information literacy
- Oral, interpersonal and written communication skills
- Critical and creative thinking
- Teamwork skills
- Computational and technical skills

Clear statements will identify what courses or components of courses in each credential address these competencies.

The distinctive character of the Douglas College teaching and learning environment will emerge from promoting:

- Socially Responsible Citizenship

Graduates will have the self-awareness and requisite knowledge, skills and abilities to enable them to act in an ethical and socially responsible manner as effective citizens of their community. This includes:

- A personal framework for and appreciation of ethical decision making
- A broad understanding of economic, political and social justice issues that affect humanity and the environment
- Promoting a just and humane society within a sustainable environment
- Engaging with one’s community in a useful and socially responsible manner

- Intercultural and International Perspective
 Graduates will have an intercultural, international and global perspective. This will be developed through:
 - Course content
 - International programs such as exchanges and participation with faculty in scholarship
- Breadth of Learning within Programs
 - Commitment to a substantial general education component within all applied degree curricula. (At least one third of courses credits within a degree should come from associated or interdisciplinary courses.)
 - Provision of appropriate courses to enable students to transfer. (For example, to meet SFU writing, quantitative and breadth requirements.)
 - Clear statement of the purpose and benefits of interdisciplinary programming
- Learning-Centred Environment
 - Individual contact with faculty in classes
 - High quality services for students with special needs
 - Student-centred, friendly approach to recruitment, registration, orientation and advising.
 - Balanced and varied learning modes and methods
 - Student success initiatives such as Foundation Semester programming
- Application of Learning
 - Graduates will be able to apply knowledge as effective practitioners as well as simply to acquire it.
 - Graduates will use information literacy skills to further their knowledge through research and the validation of information.
- Academic Excellence
 - Curriculum will be grounded in good research and theory, and marked by intellectual rigour.

More information about the Douglas College academic signature appears in Appendix C.

Foundation Experience

The College will take proactive and explicit steps that will encourage all students to make educational plans and to take steps that build foundational academic and personal planning strategies early in their educational program. The academic success of new students will be raised by presenting them with learning strategies and personal support that are appropriate for success in an urban, commuter college environment. Not only will this result in higher rates of student achievement and persistence, but the College's ability to attract new students will be strengthened by emphasizing the vitality and benefits of the Douglas College student experience.

A strategy of incentives will be used to engender students' engaged participation in the foundation experience. The goal is to encourage student excitement and commitment to learning how to learn.

The conceptual framework for enhancing students' foundation experience has six dimensions:

- **Coordinated Assessment and Advising**
Using an incentives approach and focusing on open enrolment areas, a number of current skills assessments will be reduced into a single College-wide assessment that provides students with advice on what courses they are cleared to take.
- **Student Education Plan**
All new students will be supported and guided in the development of an educational plan that includes topics concerning academic, career and personal preparation. This initiative will coordinate with orientation sessions for all new students. The plan could take many forms, e.g. specific prerequisites leading to a degree or a "Start with Arts" exploration plan. It will facilitate tracking and provision of more appropriate supports to particular types of students.
- **Revised Admission Categories**
Building on the work of the Student Success Task Force, provisional and restricted admission categories will be developed for open enrolment students who are at risk academically. Such students might, for example, be restricted to one of the following:
 - a one-semester exploratory program, Academic Foundations, with priority registration
 - a two-semester period to take courses in which pre-requisites are met
 - Developmental Education courses.
- **Office for New Students**
Such an office will facilitate the transition of all new students into college and their retention into second year and beyond.
- **Foundations Programming**
Building on existing strengths and using a learning communities approach where feasible, revised preparatory programming will work towards seamless transitions between Developmental Education courses and courses offered by the Instructional Division. A new interdisciplinary academic foundations program would lead to a credential in Academic Foundations.
- **Innovative Learning Models**
Examples of models that have been used successfully in some areas of Douglas College and elsewhere include:
 - Learning communities
 - Interdisciplinary programming
 - Adjunct and supplemental learning
 - Service-learning
 - Problem-based learning.

In order to promote the Foundation Experience as a competitive advantage, Douglas College will state explicitly the features of Douglas College programming that will provide students with a first-rate foundational experience, and then ensure that students do receive the promised experience. The key outcomes for students of the Foundation Experience are:

- Integration into a community of faculty and students
- Creation and implementation of learning plans
- Development of general academic skills that are foundational for success in subsequent courses
- Awareness of fundamental concepts related to knowledge and beliefs, and that the emphases vary among particular fields of inquiry.

Additional thoughts about the Foundation Experience are presented in the *Learning First* paper in Appendix D.

Continuing Education

The term “continuing education” is used in this section to describe a function that includes such activities as the offering of continuing education programs, courses and specific contract training within Faculties, contract training offered by the Training Group, and some international cost-recovery projects. Boundaries among organizational units involved in the continuing education function will continue to blur, as indeed will the boundaries between credit and non-credit offerings (as evidenced by the Ministry of Advanced Education’s growing willingness to include continuing education in FTE enrolment reporting).

Continuing education will be the primary way in which Douglas College responds rapidly to short term labour market needs such as skill gaps or upgrading requirements arising from changes in scope of practice or technological change. It will also be a vehicle for responding to temporary needs that do not merit ongoing, credit programming.

The College will continue to focus on continuing professional education, providing courses that are often derived from existing curricula. It will increasingly concentrate on courses and sequences of courses that lead to a credential either from the College or from professional organizations and other external bodies. In some instances, continuing education courses will enable Douglas College graduates to top up their learning and fill gaps so that they become eligible for professional certification.

As well as being a service to the community, continuing education will benefit the College. It will occasionally serve as an incubator for offerings that eventually become credit programs, allowing the College to develop curriculum and test the market in ways that are not costly to the institution. Continuing education will also provide some professional development for faculty, providing them with another way of enhancing their skills and remaining current, and allowing them to use their expertise in fields in which there are no credit courses at Douglas College.

Several areas of the College no longer offer, or have never offered, continuing education. The feasibility of introducing courses in these areas will be assessed regularly, looking not only at the local market but, in some cases, right across Canada.

Curriculum

This section of the *Academic Plan* considers changes in the fields of study and the level of study. It addresses the question of “what” will students learn. A subsequent section considers questions of “how” the College will facilitate that learning.

Some programming ideas are more fully developed and closer to implementation than others. To distinguish the probable offerings from the possible ones, each is classified using three approval stages:

- **Implementation**
The needs analyses and curriculum have been completed. These are serious, viable proposals that the College fully intends to launch once the necessary approvals and funding are in place.
- **Developmental**
These proposals appear to be needed and viable. Feasibility studies or curriculum development may currently be underway. Not all proposals will make it to the implementation stage, but each has good potential.
- **Conceptual**
These proposals have face validity, comprising a pool of candidates for potential future development.

As Douglas College offers more third year courses – the Advanced Diploma in Psychiatric Nursing is well established – and introduces a limited number of fourth year courses, a number of pathways to a degree will be available to students. In a few programs, such as Nursing, Douglas College will confer the degree in its own name. In a number of programs, it will enter collaborative arrangements in which Douglas College students will be guaranteed a place in degree completion courses leading to a degree from another institution. In yet another type of collaborative arrangement, one or more institutions will join with Douglas College in sharing upper level courses towards a joint degree.

New Offerings

Citation

Citations are awarded in half year programs (normally one semester).

Implementation Stage:

- **Light Warehouse Training** – This program for people with disabilities and barriers to employment prepares students for entry-level positions in warehouse and distribution centers. The program has already been offered successfully using project funds.
- **Customer Service and Cashier Training** – An Adult Special Education program providing vocational training for work in customer service and cashiering positions. This program has already been offered successfully using project funds.
- **College Foundations** – As part of enhancing the foundation experience at Douglas College, an interdisciplinary program of new college-level courses will be created with a focus on building academic skills for new students who already meet the general college admission standard but whose academic skills are under-developed.

Conceptual Stage:

- ESL for Foreign-Trained Professionals – Language skills upgrading for recent immigrants with foreign credentials whose lack of knowledge and proficiency using English prevents these immigrants from securing suitable employment.

Certificate

Certificates are awarded in one year programs (normally two semesters or 30 credits).

Implementation Stage:

- Building Environment Systems – Trains the operators and managers of large building complexes in energy efficiency and waste material handling. This would be the first program of its kind in British Columbia and supports the theme of urban sustainability. After examining a long standing and successful program at Seneca College, Douglas College recently acquired curriculum delivery rights.
- Performing and Fine Arts – Open enrolment students who took a required number of courses in these areas, some of which are still under development, would have the opportunity to earn a certificate.

Developmental Stage:

- Community Health Worker – This would move from an existing CE offering to a one year certificate. The re-configured program will add Home Support/Resident Care Attendant curriculum to the existing Community Mental Health citation program.

Conceptual Stage:

- Essential Abilities – This certificate would enable Arts students to select courses which are designed to develop their profile of essential skills and abilities and to provide evidence of this profile to employers.

Diploma

Diplomas are awarded in two year programs (normally four semesters or 60 credits).

Developmental Stage:

- Animal Health Technician – Trains technical assistants to work in veterinary practices, particularly small animal practices. It will meet the accreditation requirements of the Canadian Veterinary Medical Association, enabling graduates to work across Canada.

Conceptual Stage:

- Legal Studies – Provides broad knowledge for students interested in the law, legal processes and legal structures in the Canadian and international contexts.

Advanced Diploma

Advanced Diplomas are awarded for completion of one or two years of study in programs that require at least two years of postsecondary study for entry to the program.

Developmental Stage:

- Concurrent Disorders – Applied skills for graduates of social science programs to enable them to work in the field of addictions and concurrent disorder counseling.

- Family Counselling – Applied skills for graduates of social science programs to enable them to work as family counselors. This programs will be offered in partnership with the Satir Institute of the Pacific.
- Physical Education – Many school teachers, particularly elementary teachers, are required to teach physical education yet have little or no training in the field. The Douglas College program would be a 30 credit program designed as an in-service professional development opportunity for teachers.
- Management Communications – This one year program would provide advanced oral, written and interpersonal communications skills essential to entry-level management positions.

Conceptual Stage:

- Performing Arts – Possibilities are being considered in Theatre, Stagecraft, Music, and Film. Priorities for further development will be set by Fall 2004.
- Arts and Events Management – This one year program would be targeted to graduates of such programs as Performing Arts, Therapeutic Recreation, Business, and Sports Science. It would add to the curriculum available to students taking the proposed collaborative degree in the Performing Arts.

Degree

Degrees normally require three to five years of study. They are distinct from the two-year Associate Degree credential. Breadth and depth requirements are specified in both the lower division (first and second years) and the upper division.

Collaborative Degree

Implementation Stage

- BA in Psychology (University College of the Fraser Valley) – Arrangements have been made for students to take third year Arts at Douglas College and to complete a BA from UCFV on the Douglas College campus.
- BA in Child and Youth Care Counselling (University College of the Fraser Valley) – UCFV will begin offering third year courses at the New Westminster campus in September 2004. UCFV has agreed to assist Douglas College to achieve degree status for this program by September 2007.
- Community Rehabilitation (University of Calgary) – Douglas College currently serves as the Vancouver regional campus for the upper division courses that enable working professionals who hold a diploma to complete a degree in 2.5 to 3 years. A five year degree with a double major in Therapeutic Recreation and Community Rehabilitation will be developed once a Douglas College Bachelor of Recreation in Therapeutic Recreation degree is established.

Developmental Stage:

- Criminal Justice BA (University College of the Fraser Valley) – Arrangements are being made for students to take third year of Arts at Douglas College and to complete a BA from UCFV.
- Public Safety (Justice Institute) – Discussion about a joint baccalaureate program has been geared towards the fields of policing, customs and corrections.
- Logistics and Transportation (Royal Melbourne Institute of Technology) – Active in the Asia Pacific region using a variety of delivery methods, the RMIT is willing to mentor Douglas College in a diploma and degree in this field. Vancouver Community College and BCIT offer a certificate in this field, and UBC offers a degree.

- Performing Arts (Capilano College, Vancouver Community College, Langara College) – Drawing primarily on existing programming, students would access curriculum from a variety of performing arts disciplines. Students with employment goals, e.g. as teachers in the K – 12 school system, as well as those intending to continue their studies would be served.

Conceptual Stage:

- Hotel and Restaurant Management (Vancouver Community College) – VCC has developed a degree and is seeking approval to implement it. Douglas College supports VCC's degree proposal and is discussing opportunities to both support and work with VCC in delivering the degree.
- BA (Kwantlen University College) – Discussions are underway in several program areas, e.g. a General BA with a double minor that would serve students seeking to become school teachers. Douglas College would offer third year Arts and then students would complete the BA from Kwantlen.
- Music – Plans for developing third and fourth year curriculum in conjunction with a university are being revisited in the new context of applied degrees planned or implemented by other colleges.

Conferred by Douglas College

Implementation Stage:

- General Nursing – A baccalaureate degree has emerged as the standard for entry to practice in the nursing profession. Douglas College has been involved in a collaborative Bachelor of Science in Nursing program for a number of years. In the future, all the courses and the degree will be provided by Douglas College for its own students.
- Psychiatric Nursing – With the only Psychiatric Nursing program in the province, Douglas College offers an advanced diploma via distance education. Students may currently complete a more general fourth year at the BC Open University to earn a bachelor's degree in health science. Douglas College will build on this foundation to offer a Bachelor of Science in Psychiatric Nursing.

Developmental Stage:

- Accounting – Changes in the educational requirements for certification by each of the three professional bodies (CA, CGA and CMA) present an opportunity for Douglas College to offer a degree emphasizing practical skills that is delivered in flexible, non-traditional modes.
- Capital Markets – Douglas College's joint diploma/degree in financial markets and investment management with the Shanghai Institute of Foreign Trade will serve as the basis for a finance program that is appropriate for Vancouver. The focus will be on wealth management, building on the Business Management and the revised Financial Services Studies diplomas, and incorporating required industry certification.
- Bachelor of Recreation with Specialization in Therapeutic Recreation – The development of this degree would make Douglas College the only institution in western Canada to offer a degree in the growing field of Therapeutic Recreation.
- Physical Education – UBC is actively considering serving as a mentor to Douglas College for a degree program to train Physical Education teachers at the secondary school level. As UBC moves more towards Human Kinetics, the strong Sports Science program at Douglas College is a natural place to provide teacher training.

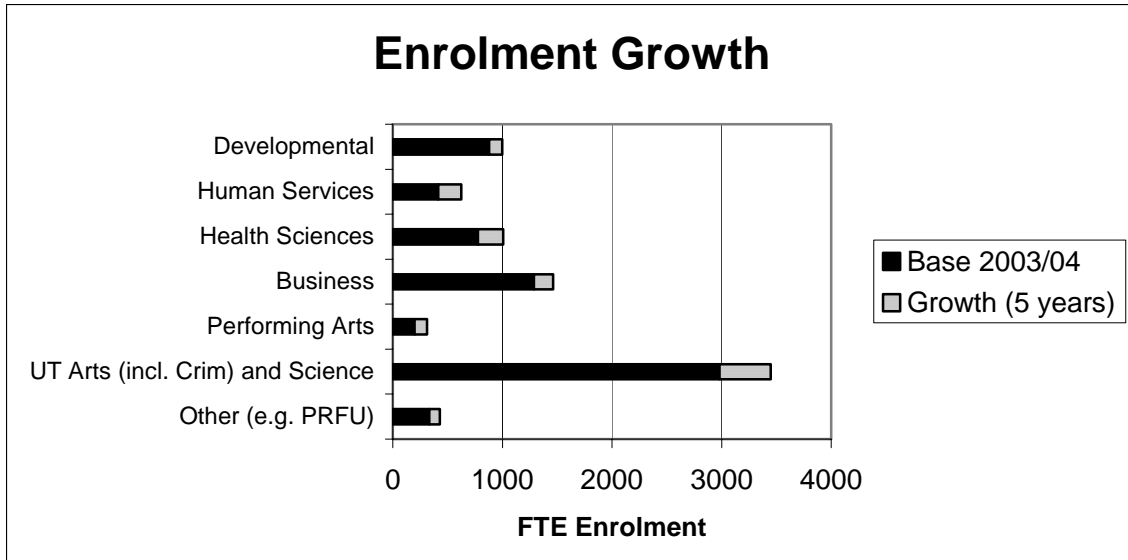
Conceptual Stage:

- Business – a variety of disciplines are exploring possibilities that build upon Douglas College’s strengths
- Music – Specializations in piano, guitar, voice and music technology are being considered. Priorities for further discussion will be established over the Fall 2004 semester.
- Print Futures: Professional Writing – The need and feasibility of expanding the existing diploma to meet market needs regarding workplace writing and to remain competitive with other institutions offering similar programming.
- Biotechnology – The biotechnology industry is expanding rapidly in BC. The college system in the USA has taken a lead role in providing training at both the diploma and degree level. The next step is for Douglas College to conduct a feasibility study as to the role it might play in providing two or more years of training.
- Occupational Trades – The projected critical shortage of skilled trades people is exacerbated by the low prestige of trade qualifications among young people. In addition, many experienced trades people lack formal training in managerial and business skills to become supervisors or self employed. A feasibility study will explore whether supplementing trades qualifications with a variety of academic skills could lead to a degree.

Summary of New Credit Offerings

Credential	Stage		
	Implementation	Development	Concept
Citation	College Foundations Light Warehousing Customer Service/Cashier	--	ESL for Foreign Professionals
Certificate	Building Environ Systems Performing Arts	Community Health Worker	Essential Abilities
Diploma	--	Animal Health Technician	Legal Studies
Advanced Diploma	--	Concurrent Disorders Family Counselling Physical Education Mgmt Communications	Performing Arts Arts & Events Management
Collaborative Degree	Psychology Child /Youth Care Counsel Community Rehabilitation	Criminal Justice Public Safety Logistics and Transportation Performing Arts	Hotel and Restaurant Mgmt Music
Degree	General Nursing Psychiatric Nursing	Accounting Capital Markets Therapeutic Recreation Physical Education	Business Music Print Futures: Prof’l Writing Biotechnology Occupational Trades

The expansion outlined above will meet community needs and build on the expertise and strength of existing programs and faculty. The following graph shows how the enrolment growth will be distributed across the existing curriculum areas offered by Douglas College.



Continuing Education

Where non-credit courses lead to a Continuing Education Certificate of Program Completion, students' learning is formally evaluated. By their very nature, Continuing Education offerings are difficult to predict. The focus of Douglas College Continuing Education offerings will be on professional development and lifelong learning opportunities in curricular areas that relate to Douglas College credit programs.

Implementation Schedule for New Programs

The listing of proposed new programs is a dynamic one, to be reviewed and updated annually. Some proposals at the conceptual and developmental stages will not prove viable, and the implementation dates of other programs may be modified. Plans regarding the next year should be quite solid, but subsequent years will be subject to further analysis and change.

Some programs will be prepared for implementation on short notice, should circumstances present an opportunity to act prior to their planned implementation. Such circumstances might include special funding from government or the need to fill a void arising from the contraction of another program.

Formal procedures have been established to ensure the systematic and thoughtful implementation of new programs. Education Council scrutinizes the educational aspects of proposals, while administrative concerns, including consistency with College-wide plans and priorities, are considered by Senior Management Team (SMT) with advice from the Vice President's Academic Council (VPAC).

Some details about the approval processes appear in Appendix E, but the general approach is that VPAC approves a concept paper before a proposal reaches the developmental stage. After a successful feasibility study, Education Council receives a notice of intent and SMT grants approval for the full development of a program proposal. The full proposal receives both educational and administrative approval before going to the College Board and the Ministry .

As mentioned at the beginning of the *Plan*, the provincial government has committed to fund 1500 new FTE students by 2010. Some 100 of these FTEs are committed for 2004/05, leaving 1400 to be allocated across subsequent years.

The following table presents a rough illustration of how these FTEs might be allocated to support the implementation of new programs and the expansion or modification of some existing offerings. Not every new program concept appears in the table, and some aspects of it are more speculative than others.

By way of context for the 1500 new FTEs, Appendix F presents an overview of the existing enrolment base along with planned expansion.

Illustrative Implementation Schedule

	05/06	06/07	07/08	08/09	09/10	Total
Implementation						
Building Environment Systems Certificate			25	25		50
Physical Education Advanced Diploma	6	12	12			30
BA Psychology – Collaborative	30	30				60
BA Child & Youth Care – Collaborative	6	12				18
Community Rehabilitation Degree – Collab.	6	6	6			18
Bachelor of Science – Nursing	54	129	12			195
Bachelor of Science – Psychiatric Nursing					36	36
Performing Arts Certificate	3	9				12
Summer Institute	12		12		12	36
Customer Service & Cashier Training	18					18
College Foundations	6	6				12
Light Warehouse Training Citation		19				19
Subtotal	141	223	67	25	48	504
Development						
Animal Health Technician Diploma			24	24		48
Physical Education Degree		30	30			60
BA Criminal Justice – Collaborative		30				30
Legal Studies Diploma				30	30	60
BA Child & Youth Care (no longer collaborative)			24	24		48
Community Rehabilitation (no longer collab.)				18	30	48
Concurrent Disorders Advanced Diploma		25				25
Therapeutic Recreation Degree				25	25	50
Family Counselling Advanced Diploma		25				25
Management Communications Advanced Dipl			25			25
Performing Arts Degree – Collaborative		12				12
Accounting Degree		35	35			70
Capital Markets Degree			35	35		70
Subtotal		157	173	156	85	571
Concept						
Public Safety Degree – Collaborative			30	30		60
Foreign Trained Professional (ESL) Citation					25	25
Arts & Events Management Advanced Diploma			30			30
Music Degree				30	30	60
Business specialties and options					30	30
Arts specialties and options		12	31	28	25	96
Developmental education specialties and options				17	25	42
Subtotal		12	91	105	135	343
Total	141	392	331	286	268	1,418
<i>FTEs Available</i>	<i>141</i>	<i>331</i>	<i>311</i>	<i>311</i>	<i>307</i>	<i>1,401</i>

Expansion and Modification of Existing Offerings

Existing curriculum is continually revised and changed. Rather than attempt to list every possibility about future developments, this section of the *Academic Plan* identifies a number of strategies that will be used intentionally in the College's ongoing efforts to maintain high quality offerings and to be responsive to the needs of the communities it serves.

Curriculum Currency and Revision

Douglas College offers an extensive range of high quality courses, but even the best courses and programs have to be updated from time to time. The College therefore needs ongoing, systematic processes to ensure its offerings are reviewed and renewed in a proactive manner.

The current requirement to review courses at least once every three years provides a foundation for the development of a comprehensive, but intermittent, system of program review. This program review will be an important component of a College-wide quality assurance system that builds on past experience with unit reviews and the use of various types of indicators.

The adoption of a Douglas College academic signature illustrates the need to review and focus existing curriculum. For some programs, a review might simply confirm that elements of the signature are already present in the program. In other programs, the elements may only need to be made more explicit or reconfigured. In yet other programs, elements may be missing and substantial curriculum revision may be needed.

Review processes at both the program and course level take time and effort. The College will redeploy resources to facilitate reviews and keep them efficient. Particular attention will be paid to ensuring policy regarding the activity and membership of advisory committees is followed. Program review will also be broadened to include credentialed programs offered through Continuing Education.

Professional and Industry Certification

The recent revisions to the Financial Services Management program to provide graduates not only a Douglas College diploma but also certification from the Canadian Securities Institute and the Institute of Canadian Bankers illustrates a way in which the College can respond to a broader range of student needs. Changes in some fields of employment, especially licensed or regulated occupations, present an opportunity for Douglas College to add value either by incorporating or laddering course content to meet professional or industry certification requirements. Information technology, finance, and health are among the fields in which Douglas College will seek to enable students to achieve external certification along with their academic studies.

Derived Curriculum

Derived curriculum refers to the combining of existing curriculum across a number of areas to offer a new credential, as was done to introduce the Youth Justice Worker program. A number of opportunities of this nature have already been identified, such as the amalgamation of programs into a Residential and Community Health Worker program and a proposed new EASL and Culture Training program for foreign trained professionals. The College will actively seek additional opportunities.

Specialties in Existing Fields

Another strategy for expanding the College's range of offerings is to introduce only a few new courses that allows for new options or specialties in existing programs. Hotel and Restaurant Management, for example, is assessing the viability of an option in Clubs Management. New specialties in the Associate of Arts degree, such as East Asian Studies or Canadian Studies, are being discussed.

At the provincial level, Douglas College will initiate discussions to see if the course breadth requirements in the Associate Degree framework can be expanded to allow for studies in professional fields and not only in Arts and Science.

Embedded Curriculum

Closely related to the concepts of derived curriculum and specialization is the notion of embedding existing curriculum from one program in another program. Information technology, for example, is becoming an essential skill in a number of fields beyond computing. Thus Computing Science and Computing Information Systems courses could be embedded in programs such as Accounting or Science and Technology. In the same vein, some courses developed for new advanced diploma programs in Management Communications or in Arts and Events Management could be used in other programs.

Opening Access to Courses in Limited Enrolment Programs

Practitioners sometimes need to upgrade their skills by taking a single course or two, but those courses may be offered only within the context of a limited enrolment program. Rather than making practitioners enroll in the entire program and take other courses they neither need nor want, the College will build on the experiences of such programs as the advanced diploma in Psychiatric Nursing to facilitate access to particular courses outside the credential program. Where demand is sufficient, sections of courses from limited enrolment programs could be offered on an open enrolment basis to qualified students, perhaps in non-traditional formats.

By improving this type of access to courses from limited enrolment programs, not only are mid career learners served better but the College benefits from filling otherwise empty seats in specialty courses. It can also provide an opportunity for practitioners to share their knowledge and experiences with students seeking to enter the occupation. Child, Family and Community Studies is seeking to expand its initiatives in this area and other programs, such as Print Futures, may explore the possibilities for allowing practitioners to brush up on new techniques in the field.

As access to previously restricted courses is improved, new marketing efforts will be taken to publicize them.

Laddering and Multiple Exits

Douglas College has already made numerous curricular improvements to enable students from a wider range of programs to continue their studies at other institutions. However, it will continue to search for more opportunities, e.g. Early Childhood Education's efforts to articulate with programs at SFU.

Enabling students to take the amount of education at Douglas College that meets their needs can mean offering the first portion of a program that will be completed elsewhere, but it may sometimes also mean making it easier for students to leave Douglas College with a coherent and

credentialed portion of a longer Douglas College program. Stagecraft, for example, finds that some of its students leave after the first year of the diploma program because they are already very employable. Rather than viewing this exit as a failure or retention problem, the program is exploring how it could provide an exit point at the certificate level and still maintain the viability of the second year of the diploma program. Similarly, the appropriateness of offering a new citation or certificate for students who take a coherent set of Arts courses will be determined.

Relevant Content in DVST and EASL

To minimize the decontextualized acquisition of language and mathematical skills, DVST and EASL will expand partnerships with other disciplines so that developmental students can work with content that is pertinent to their educational goals. This is a pedagogically sound way for students to gain skills, and helps students to ease the transition as they leave developmental courses and enter classes in their chosen field of study.

Continuing Education

An earlier section of the *Plan* mentioned that Continuing Education can serve as a test or incubator for new offerings such as Building Environment Services. Continuing Education can also be a vehicle for taking existing credit curriculum to new clientele. Office Administration might be an area where existing curriculum could be modularized and offered in a just-in-time, cost recovery format (in addition to the regular credit course format.) Such multiple pathways to learning provide more choice for students, making existing courses more available to employed individuals through additional delivery channels.

Continuing Education courses can also enable students with appropriate backgrounds to bridge into existing credit programs, rather than requiring them to enter at the beginning of the program. The feasibility of using blended models of credit and non-credit offerings will be examined. For example, entry into second year of some Child, Family and Community Studies programs could be fast tracked for baccalaureate or associate degree holders through a self study Continuing Education package.

Pedagogy, Instructional Delivery and Assessment of Learning

The over-arching strategy in this section of the *Academic Plan* is to build on the many strengths and ongoing innovation that already characterize Douglas College, e.g. service learning, online Prior Learning Assessment and Recognition, and flexible completion options. Although the approaches here are evolutionary in nature, they are nonetheless important because not all students have the same life situations, learn in the same way, or succeed at Douglas College. The goal is to further encourage the culture of exploration and innovation that is present in many educational discussions among Douglas College faculty.

Pedagogical Variety

For Douglas College to be an institution of first choice, the types of learning it fosters and the learning environment it provides will be important contributors to the College's reputation. Students are individuals and one size does not fit all.

Responsiveness to student needs differs from an uncritical acceptance of student wishes. Rather, the College's responsiveness to students infuses life to its value of embracing diversity. Some

students, for example, are more independent than others; blended approaches to course delivery that allow them more flexibility in how and when they learn might be valuable for them. For other students, faculty might judge traditional approaches to be most the appropriate. Responsiveness to learners' needs requires the professional judgment of faculty in determining when and how different pedagogical and delivery systems might best be implemented.

Scholarly Teaching and Learning

Douglas College faculty members do more than share their subject expertise within a disciplinary or multidisciplinary context, but their other educational contributions are not always visible or done in a collaborative way that enables the organization as a whole to advance. Attention will be given in the coming years to making explicit the attributes of scholarly teaching:

- Reflective practice that involves trying out different ways of facilitating student learning, gathering evidence about the outcomes, and then sharing the processes and results with peers
- Teaching not only subject content, but also critical thinking, disciplinary principles regarding persuasive argument, and learning how to learn
- Modeling and connecting students with the wider communities of those who are developing knowledge and evaluating ideas.

Scholarly teaching helps to engage students in first-hand experiences of scholarship through such activities as action research, service-learning, and the submission of articles for publication.

Whereas scholarly teaching at Douglas College to date has often come at the initiative of individual and localized groups of instructors, the College will continue to promote professional development activities through Douglas Development that contribute to organizational learning across broad groups of faculty and staff. Douglas College's participation in the Carnegie Academy for the Scholarship of Teaching and Learning initiative regarding scholarly work in a learning-centred institution is one such activity. Other examples include the introduction of a peer mentoring system for faculty, the formative philosophy embedded in the post-probationary evaluation system, and the fostering of professional learning communities.

Discussion of other forms of scholarship, in addition to scholarly teaching, appears later in the *Plan*.

Student Engagement

Although natural ability and previous education are important factors in student learning, these are beyond the College's ability to influence once it has admitted a student to a program or course. It does, however, have the ability to influence the student's sense of engagement with faculty and other students that research indicates has a powerful influence on learning. Students have a responsibility to become engaged in their learning, but the College also needs to actively engage students in the learning process.

Engaged students are not only more likely to complete courses successfully and to persist to take subsequent courses, but their learning is better – what is sometimes termed “deep learning”. Because Douglas College is a commuter college, the quality of student experiences outside the classroom, and not only those within classes, needs explicit attention in order to foster engagement.

The focus will be on open enrolment students, helping them to gain an experience more like that which students in limited enrolment programs already get. It will involve developing and implementing ideas that were referenced by the Student Success Task Force, but particular

techniques will not be prescribed. Rather, awareness of the possibilities will be promoted and then faculty will be invited to judge which might be appropriate for their students. Examples of the possibilities include:

- **Learning Communities**
Learning communities is an umbrella concept for bringing students and faculty together through such means as:
 - Integrated or linked courses
 - Cohort groups such as those taking the BA in Psychology or those enrolled in the same core courses for a specialization in the Associate of Arts degree
 - Discipline-based groups such as online discussion groups or clubs.
- **Problem Based Learning**
Problem based learning helps students make connections with each other and to work on real world problems. They have to be sufficiently engaged to figure out what they need to know and, with faculty guidance, to take some responsibility for learning how to learn.
- **Simulated Environments**
Developing students' ability to use knowledge, not only to acquire it, can promote engagement. With recently refurbished laboratories and substantial lab, practicum and clinical time included in the curriculum, fostering students' ability to apply theoretical knowledge is a distinctive strength of Douglas College.

Instructors already inform students about the expectations and commitments needed for students to succeed in individual courses. The College will pay more attention in the admissions and orientation stages to inform students about the demands of postsecondary education generally, the type and amount of preparation needed for independent learning, and the need for students to be engaged in their learning.

Assessment of Learning

Educators seek to ensure that they not only convey information effectively to students and that students have opportunities to develop their own knowledge, but also that students are actually acquiring and retaining the intended knowledge, skills, and abilities. Effective assessments of student learning provide feedback for instructors to customize their instruction to the needs of each class and for individual students to take more active responsibility for their learning. Among other purposes, assessment is the means for ensuring the College's academic signature is achieved. Douglas College will encourage and support faculty in continually extending their knowledge of the theory and techniques for assessing student learning in their courses and programs.

Educational Technology

Educational technology supports faculty in the types of teaching they can do, increasing the range of options available to them and allowing for a larger teaching repertoire. Tools such as myDouglas can facilitate communication and student engagement, giving voice to students and better preparing them for the changing work environment. Technology can be a powerful tool for building community within and across class groups, and for providing opportunity for more individualized learning.

Technology usage is a means, not a goal. There has to be a pedagogical rationale for using it, such as helping students come better prepared to class or handling administrative matters outside class time. The judicious use of educational technology in selected areas will be encouraged.

The College's tactical plan for educational technology seeks to make technology accessible, reliable and easy to use for instructors and students. One step towards this goal is the move to a standard classroom technology configuration, including access to internet and LCD projectors. In the trade-offs among innovation, reliability and the cost of technology, priority will be given to the careful selection of reliable technology over the introduction of leading edge technology.

Student services will increasingly be delivered online for such purposes as providing up-to-date, accurate information, booking appointments, contacting people, and so on. In the instructional arena, increasing numbers of course sections will be offered in blended online and face-to-face formats. A judicious selection of courses and programs will be offered entirely online.

Alternative Delivery

Douglas College will augment its current set of course delivery formats to respond to the flexibility needs of students. Some of the changes will simply be to make more use of existing practices, such as evening and weekend offerings, condensed, and intersession formats. Other changes will represent new practices for Douglas College.

In addition to using educational technology to provide more online learning, new (to Douglas College) strategies will include such initiatives as:

- Supplemental strategies
At present, students who do not achieve credit for a course have no option but to re-take the entire course. In certain mastery-graded courses, however, processes will be established to enable students to top-up their learning in order to achieve mastery. In other courses, supplemental exams will be introduced for students who nearly passed the course. Flexible top-up to supplement gaps revealed through Prior Learning Assessment processes will also be developed.
- Variable paced learning
Opportunities for learning that is not rigidly tied to the general college timetable and calendar, e.g. weekend delivery and hybrid courses, will be expanded. In considering what variations would best meet student needs, attention will be paid to the registration and scheduling systems needed to support alternative delivery. Collaboration between faculty who drive instructional innovation and college employees who provide support services to students and other college employees will be encouraged.
- Summer institutes
Summer institutes could offer existing curriculum in new formats, e.g. language and cultural studies, as well as new curriculum that would not be available the rest of the year, e.g. foundational skills for students entering the performing arts. Using a cohort model, they could provide ways of linking or enhancing new or existing courses to create a unique summer experience for students. Advantages include utilizing available space, attracting students in an increasingly competitive summer market, and recruiting students for longer programs commencing in the Fall semester.

Some Implications for Implementation

The development of this *Academic Plan* sets the foundation for the College to develop an educational services plan as well as to make significant changes to the College's strategic plan. The educational services plan will be a strategic document intended to set the direction for the service sector of the college, integrating and complementing the *Academic Plan* and providing further context for the operation of services and other educational activities at Douglas College.

Another step in the planning process will be to develop tactical plans to specify the means of implementing the goals and directions in the *Academic Plan*. These academic tactical plans will in turn guide the development of detailed operational plans each year.

Some of the implementation tactics will be centralized, especially those concerning infrastructure, but many tactics will be developed within Faculties and will vary across Faculties. Significant planning has already occurred, so implementing the *Academic Plan* does not mean starting from scratch. Rather, it will often just be a case of examining the various academic goals and then determining at the local level whether to affirm or revise existing plans .

The following examples illustrate the issues that will need to be addressed in future planning.

Priorities and Sequencing

The implementation of many goals in this *Plan* can proceed immediately and concurrently. Some however, such as the development of new programs, require substantial commitments of time or money and can only be implemented in a phased manner. The new program approval process and the Multi Year Enrolment Plan (see appendices) will be the principal means by which the sequencing of new curriculum will be managed.

A Strategic Development Fund was introduced in the 04/05 College budget. The funds will be allocated to help implement two aspects of the *Academic Plan* in particular:

- Determining the feasibility of new proposals, thus promoting goals of flexibility and innovation
- Developing new curriculum.

Scholarly Activity

Research and scholarship are already evident at Douglas College, but they will assume a higher profile in the contexts of the level of scholarship needed to support degree programs and for achieving external accreditation. The College needs to define the types of scholarship it will support and the infrastructure needed to do so. A plan regarding scholarship and the role of research at Douglas College will therefore be prepared. It will describe the current support for scholarly activity as well as plans for expanding institutional capacity through such activities as coordination of information related to grant applications and assistance with writing proposals.

Whatever the specifics of that future plan, it will embrace a broad conception of scholarship, encompassing knowledge-based activity as well as the discovery or creation of knowledge. Scholarship at Douglas College has to derive from the College's mission and priorities. While this will provide individual faculty with considerable latitude in pursuing their own scholarly interests, both organizational and individual interests will need to be met. Scholarly writing and presentations at professional conferences, and some applied research, are likely to be more prevalent than some other types of research.

Various theoretical models are available to characterize forms of scholarship. One such model, developed by Boyer and Glassick, identifies four kinds of scholarly activity: the Scholarships of Discovery (often termed “pure research” but also including creative works), Teaching, Application, and Integration. Although the Boyer model may not be the model adopted to define scholarship within Douglas College, it provides an overview of the range of activities under consideration.

Any resulting policy on scholarly activity will be inclusive, applying to all faculty members, and enabling. It will support faculty involvement in a broad range of scholarly activities that benefit both the faculty involved and the institution.

Support Services

The development of a student-oriented service model requires collaboration across all divisions of the College, non-instructional as well as instructional. Registration and scheduling systems that support alternative delivery options are obvious examples for collaboration, but services such as the bookstore, cashiering, and the library will also need to be considered. The ability to provide support services to students and employees in flexible manner dictates that educational services planning occur hand-in-hand with curriculum development.

Risk Management

Not everything proposed in this *Plan* will work smoothly. If it did, it would suggest the *Plan* is too conservative and is thwarting a culture of innovation. However, the College also needs to mitigate consequences of failure. Feasibility assessment, contingency planning, checkpoints for monitoring and early intervention, and program review are all techniques for managing risk.

A number of processes to manage risk are already in place, such as curriculum approval processes and the use of advisory committees, but additional ones are needed. Now that the College is entering a period of enrolment growth, an early priority will be to specify the required content and format of feasibility studies for new program proposals, e.g. the nature of required internal and external validation.

The College recognizes that development of an academic signature is an ambitious undertaking but is committed to pursuing this goal proactively so that all Douglas College graduates achieve the skills and standards of the academic signature. It realizes, however, that it cannot guarantee that all graduates will continue to demonstrate these skills and standards after leaving the institution.

Other Examples

Other examples of the implications for implementing this *Plan* include:

- Recruitment and retention of faculty
Faculty recruitment is a human resources issue. The academic decision to expand the College’s mandate to include degrees has personnel implications.
- Infrastructure
In order to achieve the College’s academic goals, more or new positions may be needed or the organization may need restructuring. Nothing specific is envisaged at this point, but the need to consider infrastructure support has been noted.

- Campus configuration
The student catchment area for the David Lam Campus is smaller and has a different set of demographics than the New Westminster Campus. As course offerings and delivery formats are developed, it may be that some are better suited for one campus or the other. With the prospect of government funding for construction of the second phase of the David Lam Campus, campus planning and configuration become more urgent and important.

Caveats

Specific details and the rate of implementation of the *Academic Plan* will depend on the availability of adequate funding from the provincial government. These will be considered annually in the College's budgetary process.

Equipping students to think critically and to act ethically does not guarantee they will choose to do so.

Progress Monitoring

In order to update and report annually on progress in implementing the strategic goals in this *Academic Plan*, key progress indicators will be developed. Simple and few in number (but not necessarily quantitative), they will convey to the casual reader a sense of the extent to which the various goals are being achieved. They address the question of "How will we know if we are achieving in a satisfactory manner what we set out to do?"

Part of the consultation regarding the draft of this *Plan* was to seek advice about the types of measures and indicators the College community would find helpful in monitoring it. Progress measures will have to be ones that can be collected easily and reliably. For example, tactical planning to make the Douglas College academic signature explicit requires a procedure for ensuring the half dozen core competencies are incorporated as appropriate into all new and revised courses and programs. Some sort of progress indicator is needed to summarize the extent each year to which the signature is embedded in the College's offerings.

Similarly, tactical planning will result in a process by which students will develop educational plans. A progress indicator might be the number of such plans that the College has approved. Other progress indicators might track the movement of new program proposals from concept to implementation, or the amounts of particular types of scholarly activity at the College.

In short, the implementation tactics for the *Academic Plan* will include specific objectives with associated timelines and progress indicators. They will be reviewed and updated annually.

Appendices

A separate publication contains the following appendices:

- A. Douglas College Planning Framework
- B. Vision Paper
- C. Signature Paper
- D. Learning First: Enhancing the Foundation Experience
- E. New Program Development Flow Charts
- F. FTE Enrolment