



Vancouver Community College Education Council
 Meeting Agenda
 June 7, 2022
 3:30–5:30 p.m. Videoconference
<https://vcc.zoom.us/j/69026555695>

Topic	Action	Speaker	Time	Attachment	Page
1. CALL TO ORDER		N. Mandryk			
2. ACKNOWLEDGEMENT		S. Kay			
3. ADOPT AGENDA	Approval	N. Mandryk	1 min	✓	1-2
4. APPROVE PAST MINUTES	Approval	N. Mandryk	1 min	✓	3-8
5. ENQUIRIES & CORRESPONDENCE	Info	N. Mandryk	1 min		
6. BUSINESS ARISING					
a. Contract Training Update	Info	M. Yue, P. Khinda	10 min	✓	9-11
b. Program Risk Review/ Cost Analysis	Info	D. Wells	20 min		
c. Academic Plan	Approval	D. Wells	30 min	✓	12-73
d. EdCo Planning Day Debrief	Info	N. Mandryk	15 min		
7. COMMITTEE REPORTS					
a. Curriculum Committee					
i. Program Update: Marketing Technology	Approval	J. White	5 min	✓	74-130
ii. New Program: Certificate in Preparatory Music	Approval	L. Mollerup, D. Morgan	5 min	✓	131-180
iii. Program Update & New Program: Building Manager Certificate & Short Certificate	Approval	S. Khullar	5 min	✓	181-238
iv. Minor Changes Update	Info	T. Rowlatt	2 min	✓	239-240
b. Policy Committee					
i. Update to Committee Terms of Reference	Approval	S. Kay	5 min	✓	241-247
ii. Policies Approved for College Feedback	Info	S. Kay	5 min	✓	248-258
c. Appeals Oversight Committee	Info	N. Mandryk	2 min		
d. Education Quality Committee	Info	T. Rowlatt	2 min		
8. RESEARCH REPORT	Info	E. Ting	2 min		

	Topic	Action	Speaker	Time	Attachment	Page
9.	CHAIR REPORT	Info	N. Mandryk	5 min		
	a. EdCo Annual Report 2021				✓	259-275
10.	STUDENT REPORT	Info	M. Ng	2 min		
11.	NEXT MEETING & ADJOURNMENT	Info	N. Mandryk	1 min		
	Next meeting: September 13, 2022, 3:30–5:30 p.m.					

**ATTENDANCE****Education Council Members**

Natasha Mandryk (Chair)
 Shantel Ivits (Vice-Chair)
 Ali Oliver
 Andy Sellwood
 Dave McMullen
 David Wells
 Heidi Parisotto
 Janita Schappert
 Jessica Yeung
 John Demeulemeester
 Louise Dannhauer
 Lucy Griffith
 Marcus Ng
 Sarah Kay
 Todd Rowlatt
 Vivian Munroe

Regrets

Ishaan Saini
 Jo-Ellen Zakoor

Recording Secretary

Darija Rabadzija

Guests

Adrian Lipsett
 Clay Little
 Dawn Cunningham Hall
 Dennis Innes
 Elle Ting
 Ian Humphreys
 Jennifer Cummins
 Jennifer Gossen
 Jeremy White
 Ken McMorris
 Lorraine Rehnby
 Pervin Fahim
 Reza Nezami
 Sara Yuen
 Shirley Lew
 Svetlana Mitrovic
 Tannis Morgan
 Tanya Cowie
 Taryn Thomson
 Trishna Nazareth
 Valerie Kakurai

1. CALL TO ORDER

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

2. ACKNOWLEDGEMENT

- L. Griffith gave the following land acknowledgement:

I would like to honour the existence of the First Peoples by acknowledging that today's meeting is being held on the traditional land of the unceded traditional territory of the x̱m̱əθḵw̱əŋəm (Musqueam), Sḵw̱x̱w̱ú7mesh (Squamish), and Seḻílwitulh (Tsleil-Waututh) Nations who have been stewards of this land from time immemorial.

Today, I am joining you from traditional land of the unceded traditional territory of the Katzie, Semiahmoo, Kwantlen and other Coast Salish Peoples, known today as Surrey.

My ancestors and I are from the United Kingdom, Welsh and English, and I have lived in Canada since 2006 and have worked at VCC since 2009. My learning journey started around 9 years ago, when I had the pleasure of meeting with colleagues from Nicola Valley Institute of Technology, and I started to explore how trades training is delivered on and around Indigenous lands. Then in 2016 I started a Master's Degree, and in my final research project I explored components and implementation of a framework that outlines what aspects of a trade program should be adapted to meet the needs of an Indigenous cohort, which will allow for greater student success in Indigenous communities.

I appreciate the location I reside in because of its beauty, people and opportunity, and I would like to⁴ take this opportunity to share with you some history of the lands that I am joining you from, and where some of our students and YTIT (Youth Train in Trades) programs are situated.

This region's mountains, oceans, lakes, inlets, beaches, the Fraser River plain and delta, and lands surrounding the Salish Sea (Georgia Strait) make up the traditional territory of the Coast Salish Peoples. The Coast Salish peoples are a vast and diverse network of culturally and linguistically linked individual communities that comprise one of the largest Indigenous cultural groups in British Columbia. My location is nearest to Semiahmoo (meaning "Half Moon").

The Semiahmoo are a proud and determined trans-boundary nation located in both Canada and the United States. While the traditional territories are now divided between the two countries, they remain closely connected to the Lummi and Nooksack who live in the United States. They have inhabited extensive territory across Washington State, the Strait of Georgia (now known as the Salish Sea) and the Lower Mainland of British Columbia for thousands of years and are primarily tied through the common language of North Straits Salish, as well as traditional fishing methods and the use of common lands.

Before the arrival of European settlers, a peaceful way of life was oriented to the sea. While other nations focused more on land hunting and trapping, they were dominantly focused on fishing for sustenance.

The Spanish were the first Europeans to visit their ancestors in 1791, when two ships arrived to examine the Strait of Juan de Fuca. The next year, Captain George Vancouver explored the ancestral waters and reported finding ruins of a fishing camp on Point Roberts that were capable of containing 400 or 500 inhabitants.

They became a trans-boundary nation in 1846, when the Oregon Treaty was signed to define the border between the United States and British North America at the 49th parallel. The waters in the Strait of Juan de Fuca remained open to navigation by both parties. All of Vancouver Island was placed in Canada, but Point Roberts was claimed by the United States, a decision which isolated them from traditional village and fishing sites. After the division, many Semiahmoo members were forced to choose one membership between the Semiahmoo in Canada, and the Nooksack and Lummi in the United States.

The Point Elliot Treaty was signed between the United States government and the Native American tribes of the greater Puget Sound area. The treaty established, amongst others, the Lummi Reservation, and guaranteed fishing rights. The Semiahmoo were not a signatory, and while they existed as an entity prior to the treaty, their name was excluded from the maps after the treaty was signed. It was expected that Semiahmoo and Nooksack would ultimately join the Lummi on their reservation, which some did. Others moved to the Little Campbell River on the Semiahmoo Indian Reserve in British Columbia.

On the Canadian side of the border, they now reside in what is referred to as South Surrey on our Semiahmoo Reserve. Before 1850, winters were primarily spent out at Drayton Harbour, Birch Bay, Crescent Beach and Semiahmoo Bay. Summers were spent in what is now known as Tsawwassen and Point Roberts.

For generations, they have been working towards true economic independence. However, they are faced with challenges to achieving this goal. For example, they are the only community in the Metro Vancouver area without access to clean running water. They also lack adequate sewage services.

As a nation, they have been working towards charting their own economic and social destiny, with a strong desire to be fully autonomous. They simply want to have what their neighbouring communities have already enjoyed for decades – something Canada's Constitution entitles them to.

I am aware of the history of racism in Canada and its impacts on Indigenous and other racialized peoples. As a builder of the future, I am committed to working toward change, reconciliation, and healing. As a learner, I now understand that this place has significance to the First Peoples because of

the connection to the land and sea. I am committed to being honest, respectful and inclusive, and action-focused. 5

3. ADOPT AGENDA

MOTION: THAT Education Council adopt the May 10, 2022 agenda as presented.

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

4. APPROVE PAST MINUTES

MOTION: THAT Education Council approve the April 12, 2022 minutes as presented.

Moved by D. Wells, Seconded & CARRIED (Unanimously)

5. ENQUIRIES & CORRESPONDENCE

- There were none.

6. BUSINESS ARISING

a) Risk Registry

- VP Administration and International Development I. Humphreys presented on VCC's Risk Registry, which was first developed in 2013. A renewal project was undertaken, which identified information technology and data security as critical areas for risk management. Other significant risks relate to operations in the Registrar's Office. Mitigation strategies were developed and are being implemented.
- While many identified issues fall on the operational side, there were questions about risks impacting EdCo's work. One example is the lack of a standardized term structure across VCC programs, which could be one consideration when reviewing curriculum. There was interest in follow-up discussions with a focus on governance and quality assurance.

b) Annual Update - Deans & Directors

- D. McMullen presented the Registrar's Office's accomplishments in 2021/22 and priorities for 2022/23. He commended D. Cunningham Hall on her contributions in the new role of Assistant Registrar, Calendar & Curriculum. Work is underway with an external consultant to review institutional system structures; the final report will be submitted to the President.

c) Academic Year

MOTION: THAT Education Council recommends the Board approve the Academic Year 2022/2023, 2023/2024, and 2024/2025.

Moved by D. McMullen, Seconded & CARRIED (Unanimously)

- D. McMullen presented the Academic Year for approval. With the revision of policy C.3.13 Academic Year, key dates are planned out three years in advance; these include term start and end dates, exam periods, and grade submission deadlines.
- It was noted that not all programs have exam weeks, and there is variability in exam schedules across programs; the provided dates are intended as guidelines to support standardization. There were questions about the possibility of a reading break for students in November; this would require broader discussion and is currently not under consideration.

d) Academic Plan

- D. Wells presented the revised Academic Plan headings, incorporating feedback received after the last meeting. A key consideration was reviewing language from a lens of decolonization and JEDI (justice, equity, diversity and inclusion), particularly terminology related to relationships and partnerships, which needs to reflect the perspectives of all parties.

- Other edits were made to provide a higher-level structure and more clarity around the different categories. Some objectives, such as program renewals, could fit under either Goal 5.1 or Goal 5.3, as they relate both to educational quality and financial sustainability (e.g., tuition changes due to significant revisions following a renewal).
- There were questions about consultation with the College or community to gauge openness to and understanding of JEDI. S. Ivits responded that one of the top priorities for the EDI Advisory Committee is to conduct an environmental scan.
- It was requested to further clarify section 5.3.3 on academic targets/objectives; this heading could subsume, e.g., items related to student progression and completion or course articulation. D. Wells will review department submissions under this goal and clarify wording. 5.1.7 refers to larger organizational changes in school or department structures to better support programs, which may happen only every few years. As not every category of the plan will contain objectives every year, it was suggested to remove these blank areas from the final Academic Plan document each year.
- There were questions about points 5.1.2/5.1.3 (*“Conduct needs assessment and determine sustainability requirements of NEW/EXISTING programs that meet community need, provide pathways, take into consideration the labour market skills gap, and are relevant.”*). This was read as referring to an overarching viability audit, outside the program renewal process, which already incorporates financial sustainability considerations. D. Wells clarified that program renewals may lead to substantive changes and associated re-costing. Goals 5.1.2 and 5.1.3, on the other hand, aim to assess the true cost of running a program so this information can be provided to the province in the context of the funding model review. This includes capturing the complexity not just of programming but also of VCC’s diverse student body and the associated need for supports and services. It was suggested that the current wording may lead to concerns about certain programs being in jeopardy.
- The full Academic Plan will be provided to Education Council before the June meeting, at which EdCo will provide advice to the Board of Governors on its approval.

e) Continuing Studies Non-Credit Course Outlines

- A. Lipsett presented the annual update on Continuing Studies (CS) non-credit courses. Despite a reduction in new courses compared to the previous year, non-credit offerings still present a great opportunity for CS to bring forward innovative ideas and gauge community interest.
- Last year’s highlights included increased uptake in fully asynchronous LERN/UGotClass courses, as well as collaborations with the Music and Nursing departments.

f) EAL Pathways Update

- As noted at the last meeting, N. Mandryk received inquiries from several EdCo members about this topic and a request to add it to the May meeting agenda.
- S. Kay reported that the EAL department was notified of a 30% reduction in course offerings just before registration for the Spring term opened. This came as a surprise to the department, as issues around enrolment and retention were not raised during the recently completed comprehensive program renewal. There were concerns about this last-minute change disrupting students’ access to developmental programming and discouraging them from registering in the program.
- N. Mandryk emphasized that EdCo does not exert oversight over layoffs or the budget; however, EdCo provides oversight in an advisory role to the Board of Governors related to the Enrolment Plan. The question was raised regarding why these cuts were not addressed when the Enrolment Plan was presented to EdCo in March, prior to providing a recommendation for approval to the Board of Governors.
- Members inquired about the consultation process before the Enrolment Plan is presented to Education Council. D. Wells responded that conversations take place between November and February with schools, the Registrar’s Office, and Finance to create realistic projections for the next year. He

noted the importance of not over-projecting numbers, since this could result in a claw-back of provincial funding if registration targets are not met.

- With regards to consistency of the Enrolment Plan with the recent cuts to sections, D. Wells clarified that the Enrolment Plan is presented at the department or program code level, not at the detailed level of course sections. The current Enrolment Plan projects a modest increase in number of registrations compared to actual registrations last year. These registrations could be adequately supported and accommodated in fewer sections, since class sizes in recent terms have been smaller than maximum class capacity, partially due to the pandemic.
- Reducing the number of sections frees up faculty members to undertake the significant amount of curriculum development work arising from the recent program renewal. The renewal identified the need to adjust the program to the needs of a changed and more diverse student body; allocating more faculty resources to this work could move this project forward more quickly, particularly in view of otherwise limited funding available for curriculum development. S. Lew acknowledged that the last-minute timing of the communication was disruptive.
- Members also inquired about challenges for students attempting to register in classes, and how these are being addressed to support registration and enrolment numbers. D. McMullen responded that the Registrar's Office is streamlining processes to better serve students and remove barriers to registration. This includes improved communication between the department and the Registrar's Office, and proactively reaching out to students who were previously enrolled in courses. A challenge during the pandemic was the high volume of inquiries to the Registrar's Office, but this backlog has been cleared, and the office is in a better position to manage incoming communications.

g) EdCo Planning Day

- N. Mandryk reported that EdCo Planning Day will take place on June 6, 9:30 a.m. —12:30 p.m., in a HyFlex format (both in person and online).

7. COMMITTEE REPORTS

a) Curriculum Committee

i) New Course & Program Update: Marketing Technology Diploma

MOTION: THAT Education Council approve, in the form presented at this meeting, the revised program content guide for the Marketing Technology Diploma and one (1) new course MKTG 2077 Data Analytics for Marketing.

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

- T. Rowlatt presented the proposal to replace one course in the Marketing Technology Diploma for both the current and future cohorts. The new courses approaches data analytics from a marketing perspective, rather than an accounting perspective, making it more relevant to marketing students. To facilitate implementation of this change for September, T. Rowlatt agreed, in consultation with Department Head J. White and the Registrar's Office, to bring this proposal straight to Education Council without going through Curriculum Committee. Following EdCo approval, this item will come to Curriculum Committee for information, and any committee feedback regarding the process will be reported to EdCo.

ii) Program Update: Computer Systems Technology Diploma

MOTION: THAT Education Council approve, in the form presented at this meeting, the revised program content guide for the Computer Systems Technology Diploma program, including one new and 23 revised course outlines.

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

- T. Rowlatt presented the proposal for updates to the Computer Systems Technology Diploma program. The curriculum was originally purchased from Saskatchewan Polytechnic and combined network/

systems administration and software development. Since students typically choose to pursue one of these two pathways, systems administration content was taken out of the program, creating a focus on software development. This change reduces the previously high number of program credits to 76, creating a more manageable workload for students.

- It was clarified that while some other IT programs are taught out of Continuing Studies, the Computer Systems Technology Diploma program is housed in the School of Trades, Technology & Design. There were questions about the impact of these changes on tuition; D. Wells responded that this is currently under review.

b) Policy Committee

- S. Kay reported on the agenda of the upcoming meeting on May 11. The committee will discuss updates to its terms of reference based on revisions to policy A.3.2 Policy Development and Management, as well as adjusting the meeting schedule to better align with EdCo meeting dates.
- The committee will discuss revisions to policies D.3.10 Indigenous Education Enrolment, D.4.5 Academic Integrity and C.1.3 Granting of Credentials.

c) Appeals Oversight Committee

- No report.

d) Education Quality Committee

i) Program Renewal Reports & Action Plans: ASL & Deaf Studies; CCA Computer Courses; ESL Pathways; Hospitality Management; Medical Office Assistant

- Renewal reports were included in the meeting package. T. Rowlett commended the outstanding work done on renewals by departments and Instructional Associates in the CTLR over the last year.

8. RESEARCH REPORT

- E. Ting reported that the REB West conference for research ethics boards from BC and other provinces will take place for the first time in 3 years from June 16-17 (online; free [registration](#)).

9. CHAIR REPORT

- N. Mandryk attended the Colleges and Institutes Canada (CICan) conference; highlights were discussions on sustainable development goals from a governance perspective.
- EdCo Planning Day preparations are underway.

10. STUDENT REPORT

- M. Ng reported on Welcome Day activities for the start of the new term. SUVCC is working with Indigenous Education and Community Engagement (IECE) on activities for the [Moose Hide Campaign](#) and National Indigenous Peoples Day on June 21.

11. NEXT MEETING AND ADJOURNMENT

- Education Council Planning Day will take place on June 6, 9:30 a.m. - 12:30 p.m. (HyFlex format; room 5025, BWY-A, or Zoom). The next regular Education Council meeting will take place on June 7, 2022, 3:30-5:30 p.m., via Zoom.
- The meeting was adjourned at 5:43 p.m.

Natasha Mandryk
Chair, VCC Education Council

2021-2022

Contracts Update

Contracts are extensions of VCC's educational activities. They are often:

- Diverse in purpose and design, used to support innovative activities such as piloting new training methods or conducting research.
- Funded by a variety of funding sources beyond base funding.
- Access-focused, offering educational opportunities to learners who otherwise may not be able to access post-secondary education.



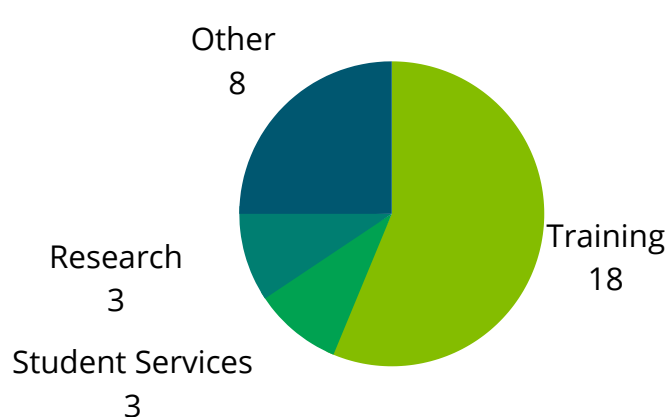
NEW CONTRACTS

32 new contracts started in 2021-22.
(FTE group: 18; non-FTE group: 14)

CONTRACT VALUE

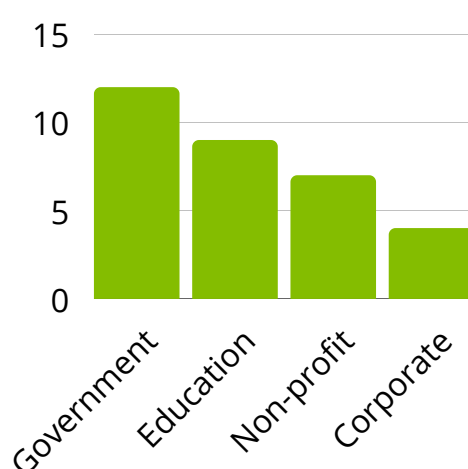
Total value (over multiple years): \$5.1M
(FTE group: \$3.9M, non-FTE group: \$1.2M)

\$5.1 M



CONTRACT TYPES

Contracts were classified as training, student services, research, or other.



FUNDING SOURCES

Funding was received:
Government (12); Education (9);
Non-Profit (7); Corporate (4).

Contract Highlights

PAN-CANADIAN PROJECT

CICan Supportive Care Assistant (SCA) Training

VCC is one of 20 college delivery partners in Canada, and the only one in BC.

PROVINCIAL PROJECT

Health Care Access Program (HCA Pathway)

Continued from 2020-21. VCC is one of the designated training sites.

INTERNATIONAL EDUCATION



Increase the capacity of Kenyan institutions to deliver gender-sensitive skills training programs (NSCC, Saks Polytech, VCC / Kenya Coast National Polytechnic, Coast Institute of Technology, Weru Technical and Vocational College).

VANCOUVER
COMMUNITY
COLLEGE

2021 -22 Fiscal Year - New Contracts (exported from Bonfire - VCC Contract Repository, on May 6, 2022)

Status	Contract Name	Department	Contract Type	Description	Start Date	End Date	School	Delivery Partner (external)	Population Served	Funding Source
A. Contracts without Student FTEs										
Active	Z312 – 2122 BC Campus MHW Capacity	STUDENT ENROLMENT SERVICES	Student Services	Mental Health and Wellness Student Training Capacity-Building Grants for B.C. Post-Secondary Education. BCCampus is offering an \$8000 capacity-building grant to support institutions with offering training to students on foundational mental health and wellness and suicide awareness and response.	18 Jan 2022	31 Mar 2023	Student&Enrolment Services	N/A	General	BCCampus
Active	Z311 2122 – CiCan NSCC – TVET	INTERNATIONAL EDUCATION	Other	A partnership between NSCC, Saks Polytech, and VCC as Canadian Partners; and Kenya Coast National Polytechnic, Coast Institute of Technology, and Weru Technical and Vocational College as the Kenyan partners; with Mastercard Foundation funding through CiCan as the funder. Project Goal: To increase the capacity of the Kenyan partners to deliver gender-sensitive skills training programs that meet the economic and environmental needs of the country.	22 Nov 2021	30 Sep 2024	International Education	N/A	General	Mastercard Foundation funding through CiCan
Active	Z310 2122 WIL Funding	PARTNERSHIP DEVELOPMENT OFFICE	Other	Project will develop employer engagement initiatives such as WIL recruitment training and appreciation activities intended to sustain and add employer hosts for work-integrated learning placements across VCC (such as practicums)	29 Sep 2021	31 Aug 2023	Partnership Development Office	N/A	General	BC Ministry of Advanced Ed & Skills Training
Expired	Z309 2122 Bccampus WeBWork	MATHEMATICS	Other	The project is to install and implement WeBWorks, a math/science learning platform software. Except for \$2K in server costs, all project funds will go to staff and faculty to install, test, and implement. Once fully operational, the software will be used by instructors in program delivery.	04 Aug 2021	31 Mar 2022	School of Arts & Sciences	N/A	N/A	Bccampus
Active	Z308 – 2122 SSHRC Courageous Dialogues	CONTINUING STUDIES	Research	SSHRC funded research project. Andrea Korens from CS is a co-investigator.	13 Jul 2021	31 May 2024	Centre for Continuing Studies	N/A	Other	SSHRC / Selkirk College
Active	Z307 2122 4-College Partnership	PARTNERSHIP DEVELOPMENT OFFICE	Other	This four-college partnership (led by Mohawk College) will investigate the feasibility of a broader adaptation of Mohawk's City School model of education and employment training for marginalized populations, in the communities served by the Vancouver Community College, Red River College and the Nova Scotia Community College.	01 Jun 2021	01 Jun 2024	Partnership Development Office	Mohawk College, Red River College, Nova Scotia Community College	General	Counselling Foundation of Canada
Active	Z306 2122 ESAT Research	PARTNERSHIP DEVELOPMENT OFFICE	Research	Futureworx has received funding from the Canada Future Skills Centre to conduct a national research project on Employability Skills development and assessment. VCC is one of the Program Delivery Partners to contribute to the research via existing training projects implemented by the Partnership Development Office. (see MOU for more details)	22 Jul 2021	30 Apr 2023	Partnership Development Office	N/A	General	Futureworx
Active	Z305 2122 MAY & STANLEY (CACE)	COLLEGE AND CAREER ACCESS	Other	The funding will be used for to add an additional 5 students to the Career Awareness Program cohort and have a part time faculty (as per this contract) to support the additional students. Remaining \$18K will be used for classroom equipment	24 Aug 2021	17 Jun 2022	School of Arts & Sciences	N/A	Other	May and Stanley Charitable Funds
Active	Z304 2122 CALP MPNH	PARTNERSHIP DEVELOPMENT OFFICE	Other	Support for literacy program at Mount Pleasant Neighborhood House (Family Literacy Outreach - FLO). MPHN delivers the program, and VCC is the funding holder.	01 Sep 2021	31 Aug 2022	Partnership Development Office	Mount Pleasant Neighborhood House	Immigrants, Women, Youth	Ministry of Advanced Education and Skill Training
Active	Z303 2122 ASP	INDIGENOUS EDUC & COMMUNITY ENGAGEMENT	Other	Coast Mental Health did not apply for 2020-21 in their funding application for 2021-23. Aboriginal Service Plan is a strategic plan for enhancing the post-secondary educational experiences and outcomes of Indigenous learners.1.Increase access, retention, completion and transition opportunities for Aboriginal learners; 2.Strengthen partnerships and collaboration in Aboriginal post-secondary education; and 3.Increase the receptivity and relevance of post-secondary institutions and programs for Aboriginal learners, including providing support for initiatives that address systemic barriers.	01 Jun 2021	31 May 2022	Indigenous Education and Community Engagem	Coastal Corridor Consortium (CCC)	Indigenous Peoples	Ministry of Advanced Education and Skills Training
Expired	Z302 2122 RSF	CENTRE FOR TEACHING, LEARNING AND RESEARCH	Research		01 Oct 2021	31 Mar 2022	Centre for Teaching Learning and Research	N/A		Government of Canada - Research Support Fund
Active	Z301 2122 UDL ACCESSIBLTY	PARTNERSHIP DEVELOPMENT OFFICE	Other	Disabilities funding to support institutional capacity building. This year, the funding is used for a project to advance the accessibility of blended and online learning courses and programs, as well as open education resources (OER) at VCC.	01 May 2021	31 Jul 2022	Partnership Development Office	N/A	General	Ministry of Advanced Education and Skills Training
Active	Z300 2122 INDIG EMERG ASSISTANCE	INDIGENOUS EDUC & COMMUNITY ENGAGEMENT	Student Services	Funding to support Indigenous students who are facing financial hardship to be used over 2 years (2021/22 & 2022/23).	01 Apr 2021	31 Mar 2023	Indigenous Education and Community Engagement	N/A	Indigenous Peoples	Ministry of AEST
Active	Z299 2122 SEAF FUNDING	FINANCIAL AID	Student Services	One time top-up of Student Emergency Assistance Fund to support students to succeed in the context of Covid 19.	01 Apr 2021	31 Aug 2022	Registrar's Office	N/A	General	Ministry of Advanced Education, Skills & Training
B. Contracts with Student FTEs										
Expired	A310 – 2122 BC Hydro PIDP 3220	SCHOOL OF INSTRUCTOR EDUCATION	Training	Teaching PIDP 3220 to BC Hydro employees	01 Mar 2022	30 Apr 2022	School of Instructor Education	N/A	General	BC Hydro
Active	A307 – 2122 ODG Basic Counselling	CONTINUING STUDIES	Training	Delivery of the Continuing Studies Basic Counselling course to students with disabilities (clients of the Open Door Group)	01 Jan 2022	31 Mar 2023	Centre for Continuing Studies	N/A	People with Disabilities	Open Door Group
Active	A305 2122 CIGAN SCA Training	PARTNERSHIP DEVELOPMENT OFFICE	Training	This is a national program (micro-certificate) developed by CiCan to train Supportive Care Assistants to work in health care facilities. The delivery institution receives \$3,000 per student as tuition funding. There is additional funding to support the student (bursaries) and employers (wage subsidies). We are planning two cohorts, first to start in May and second in Sept 2022. Each cohort will take up to 25 students (projecting 80% completion = 20). Each cohort is about 16 weeks long (6 weeks of blended training + 10 weeks of paid work experience).	20 Dec 2021	16 Dec 2022	Partnership Development Office	BC Care Provider Association	General	Colleges and Institutes Canada (federal funding source)
Active	A304 – 2122 BCMEA	SCHOOL OF INSTRUCTOR EDUCATION	Training	Customized training of BCMEA employees.	04 Jan 2022	31 Mar 2023	School of Instructor Education	N/A	General	BCMEA
Expired	A301 2122 Access to Tech	COMPUTER SYSTEM TECHNOLOGY	Training	Phase 2 of the "Job Readiness Program" for Deaf and Hard of Hearing students at VCC. Phase 2 is the Access to Tech. The program will be delivered by the Computer System Technology department. Two courses will be offered under this Phase: CSTP1004/1006	07 Mar 2022	28 Apr 2022	School of Trades Technology & Design	Vancouver Foundation	People with Disabilities	Vancouver Foundation
Active	A300 2122 AAAB-CWRG	PARTNERSHIP DEVELOPMENT OFFICE	Training	Administrative Accounting and Bookkeeping (AAAB) Training Project is a 20 week long comprehensive training program designed to enhance participants employability and occupational skills through a combination of classroom training and practicum placement/work experience in authentic work place settings.	04 Jan 2022	30 Aug 2022	Partnership Development Office	Progressive Intercultural Community Services Society (PICS)	General	Ministry of Advanced Education and Skills Training (AEST)
Expired	A299 2122 AST SD41	AUTOMOTIVE SERVICE TECHNICIAN	Training	Agreement for the selection and delivery of training and support for students, leading to a post-secondary credential awarded by Vancouver Community College. Program: Automotive Service Technician- Foundation Dates: September 7th, 2021 and will end December 21st, 2021.	07 Sep 2021	27 Feb 2022	School of Trades Technology & Design	Burnaby School District SD41	General	SD41
Expired	A298 2122 AST SD46	AUTOMOTIVE SERVICE TECHNICIAN	Training	Program: Automotive Service Technician- Foundation from September 7th, 2021 and will end December 21st, 2021. The program will be delivered by the School District with the support of VCC. SD46: will provide: location, instructor, and equipment. VCC: will provide curriculum, support, registration, credentials	07 Sep 2021	28 Jan 2022	School of Trades Technology & Design	School District 46	Other	SD46
Expired	A297 2122 BC FERRIES	SCHOOL OF INSTRUCTOR EDUCATION	Training	VCC will provide a 2-Day course and a customized version of PIDP 3220: Delivery of Instruction course of the BC Provincial Instructor Diploma Program (PIDP) to employees of BC Ferries.	01 Sep 2021	31 Mar 2022	School of Instructor Education	N/A	Other	BC Ferries
Expired	A296 2122 CEWIL	PARTNERSHIP DEVELOPMENT OFFICE	Training	This project will provide up to 15 students from LINC or EAL with basic Employment Readiness training and a WIL placement that supports DIVERSEcity's entrepreneur clients with business start-up. Students will also earn VCC micro-credentials for demonstrating employment readiness competencies. Funds for this contract will flow through to the students (\$1000/student to a maximum of 15 students) and to DIVERSEcity (\$12,000) to facilitate placements.	24 Aug 2021	31 Jan 2022	Partnership Development Office	DIVERSEcity	Other	CEWIL Canada

Active	A295 2122 MOHAWK MATERIAL HANDLING 4.0	PARTNERSHIP DEVELOPMENT OFFICE	Training	Deliver logistics technician training to eligible participants. Mohawk College has received funding from the Future Skills Centre to partner with 3 colleges across the country in testing the project model.	25 Jun 2021	31 Jan 2023	Partnership Development Office	Mohawk College, Red River College, Nova Scotia Community College		Future Skills Centre (via Mohawk College)
Expired	A294 2122 GCT CANADA	SCHOOL OF INSTRUCTOR EDUCATION	Training	Provide customized two day training session to employees of GCT for max 12 participants.	01 Jun 2021	31 Mar 2022	School of Instructor Education	N/A	Other	GCT Canada Limited Partnership
Expired	A293 2122 SOURCES BSW	PARTNERSHIP DEVELOPMENT OFFICE	Training	Provide 72 hours of BSW training, 24 hours of Customer Service training and 6 hours of SuperHost certificate training for each cohort for up to 16 students/cohort for total 4 cohorts during 2021-2022 fiscal year.	01 Apr 2021	31 Mar 2022	Partnership Development Office	N/A	Other	Sources BC
Active	A292 2122 SOURCES AAST	CS TRADES & TECHNOLOGY	Training	This training covers the following 3 courses for Sources Empowered for Employment program participants; Word & Excel, Intro to Bookkeeping, and Quick Books	01 Apr 2021	30 Apr 2023	Centre for Continuing Studies	N/A	Other	Sources Community Resources Society
Expired	A291 2122 BUILDING SERVICE WORKER	PARTNERSHIP DEVELOPMENT OFFICE	Training	3 cohorts of a 12-week program designed to service new immigrants/visible minority clients gain the necessary skills, training, experience and certification to secure employment in the field.	05 Apr 2021	31 Mar 2022	Partnership Development Office	N/A		Ministry of Advanced Education, Skills & Training
Active	A288 2021 HCA PATHWAY1	CONTINUING CARE	Training	Based funding for 4 HCA cohorts (MAEST). Tuition and other fees will be covered by Ministry of Health.	04 Apr 2021	13 Mar 2023	School of Health Sciences	N/A	General	Ministry of Advanced Education and Skills Training, Ministry of Health
Expired	A279 2021 HCA PT	CONTINUING CARE	Training	Provide a part-time Health Care Assistant program to eligible participants.	01 Apr 2020	31 Mar 2022	School of Health Sciences	N/A	General	Ministry of Advanced Education, Skills and Training
Expired	A276 2122 PBLMT MOA	PARTNERSHIP DEVELOPMENT OFFICE	Training	15 EI Eligible diverse participants to be trained as MOA during a 10 month period, training includes in-class and experiential learning, students receive VCC Certificate.	05 Apr 2021	13 Mar 2022	Partnership Development Office	N/A	General	Ministry of Social Development and Poverty Reduction

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
INDIGENIZATION BY DECOLONIZATION & RECONCILIATION				
Reflect and respect Indigenous knowledge, culture and history in academic planning and delivery.				
Goal 1.1 Retain and maintain sufficient qualified and appropriate Indigenous leadership, knowledge holders, and allies to direct and support process of Indigenization				
1.1.1 Build and support the capacity of VCC knowledge holders required for indigenization and decolonization	VP Admin & VP Academic & Applied Research, IECE	Engage Indigenous knowledge holders (Ginger Gosnell-Myers & Cory Douglas) to build institutional capacity to properly and effectively engage with local First Nations towards collaborative and cooperative decision-making at the College	Engage Indigenous knowledge holders (Ginger Gosnell-Myers & Cory Douglas) to build institutional capacity to properly and effectively engage with local First Nations towards collaborative and cooperative decision-making at the College	Engage Indigenous knowledge holders (Ginger Gosnell-Myers & Cory Douglas) to build institutional capacity to properly and effectively engage with local First Nations towards collaborative and cooperative decision-making at the College
	Academic Innovation – Library, Teaching & Learning	contract Lindsay Heller to develop job description for an Indigenous position in CTRLR based on her scoping. Post position for Indigenous Education Specialist		
1.1.2 Develop our institutional capacity to respect and protect Indigenous knowledge, intellectual property, and creations	Academic Innovation – Library, Teaching & Learning	Post position for Indigenous Librarian - Coordinator Apply for external funding to expand Indigenous Collection Leverage capital print budget to expand Indigenous print collection		
	Library, Teaching & Learning	Initiate the process of replacing inappropriate/outdated LC subject headings (SIEF)	Begin researching how to acquire materials for an Indigenous languages collection	

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
1.1.3 Develop Indigenous faculty and staff capacity within academic and student service areas				
	Trades, Tech & Design	JAD: <ul style="list-style-type: none"> Retain Indigenous instructor to teach traditional indigenous jewellery techniques and design to all students. 	JAD: Continue to have her on a regular basis.	
	Hospitality, Food Studies & Applied Business	MT Hire Indigenous faculty for Marketing Technology		
Goal 1.2 Increase our institutional capacity to support reconciliation, indigenization & decolonization				
1.2.1 Reflect on our overall institutional understanding and openness for indigenization and decolonization	VP Admin & VP Academic & Applied Research, & IECE	Present Institutional Indigenization readiness assessment to Board of Governors		
		MATH: At department level, use output of readiness assessment to outline a plan to Indigenize curriculum and processes		
		MUSIC: At department level, use output of readiness assessment to outline a plan to Indigenize curriculum and processes in the fall term		
1.2.2 Plan for the institutional change needed to better support indigenization and decolonization	IECE	Using the findings from the institutional Indigenization readiness assessment, form a pan-institutional Indigenization Planning Council responsible for guiding the College's actions towards meaningful progress on indigenization and reconciliation.	Guided by the Indigenization Planning Council, develop an Indigenization Framework with short term and long-term measurable outcomes.	Support College members in their planning and implementation of the outcomes set forth in the Framework.

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		CF SCIENCE: Research decolonization and Indigenization efforts in science departments at other PSEs		
1.2.3 Develop institutional capacity for the provision of decolonized programs and services	Hospitality, Food Studies & Applied Business	Engage IECE in meetings at school level including staff in regards to approaches relating to Indigenization Framework		
	Trades, Tech & Design	Engage IECE in meetings at school level including staff in regards to approaches relating to Indigenization Framework		
	Health Sciences	<ul style="list-style-type: none"> • Continue to respond to the recommendations in the Truth and Reconciliation Calls to Action report and the In-Plain Sight report • Incorporate BC College of Nurses and Midwives (BCCNM) new practice standard on Indigenous cultural safety, cultural humility, and anti-racism across the Bachelor of Science in Nursing and Practical Nursing curriculum • Health Care Assistant developing a new course entitled Impacts of Colonization on the Health and Wellbeing of Indigenous People 	Implement the new Indigenous course Impacts of Colonization on the Health and Wellbeing of Indigenous People	
		<ul style="list-style-type: none"> • Engage IECE in meetings at school level including staff in 		

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		regards to approaches relating to Indigenization Framework		
	Arts & Sciences	Engage IECE in meetings at school level including staff in regards to approaches relating to Indigenization Framework		
		DHH: Invite speakers to come and share approaches to indigenized curriculum development		
		DHH: Seek materials that speak to Truth and Reconciliation, effects of colonization, application of past to present and issues around reconciliation, healing and sustainable curriculum. Using LibGuide for tools and curriculum design guides for decolonization		
		ABE Youth: Build a 'mini' library and continuing to research BIPOC authors and works to share with students and incorporate into learning activities		
		DHH: Using Lib Guide and other tutorials to gain assessment and recommendation tools		
		DHH: <ul style="list-style-type: none"> • Ensure that students have the knowledge and skills necessary to work with and build 		

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		relationships with Indigenous Peoples and communities		
Goal 1.3 Build appropriate and mutually beneficial relationships with Indigenous communities to honour and respect our obligations and responsibilities				
1.3.1 Reflect on VCC's current approach and state of our relationships with Indigenous communities and understand how interested/affected Indigenous communities see our relationship and what is should be	VP Admin & VP Academic & Applied Research, Dean of Indigenous Education & Community Engagement	Engage Indigenous knowledge holders (Ginger Gosnell-Myers & Cory Douglas) to build institutional capacity to engage with local First Nations towards collaborative and cooperative campus planning and revitalization	Engage Indigenous knowledge holders (Ginger Gosnell-Myers & Cory Douglas) to build institutional capacity to engage with local First Nations towards collaborative and cooperative campus planning and revitalization	Engage Indigenous knowledge holders (Ginger Gosnell-Myers & Cory Douglas) to build institutional capacity to engage with local First Nations towards collaborative and cooperative campus planning and revitalization
1.3.2 Plan our institutional approach to developing new and improved relationships with Indigenous communities and partners	VP Admin & VP Academic & Applied Research, Dean of Indigenous Education & Community Engagement	Engage Indigenous knowledge holders (Ginger Gosnell-Myers & Cory Douglas) to build institutional capacity to engage with local First Nations towards collaborative and cooperative campus planning and revitalization	Engage Indigenous knowledge holders (Ginger Gosnell-Myers & Cory Douglas) to build institutional capacity to engage with local First Nations towards collaborative and cooperative campus planning and revitalization	Engage Indigenous knowledge holders (Ginger Gosnell-Myers & Cory Douglas) to build institutional capacity to engage with local First Nations towards collaborative and cooperative campus planning and revitalization
	Arts & Sciences	CCA: Complete interviews with VCC elders and follow-up with a report		
		EAL: <ul style="list-style-type: none"> • Make structured connections with IECE • Identify points in the curriculum to integrate Indigenous-related topics and Indigenous ways of knowing and learning • Encourage faculty, staff & students to participate in 	EAL: <ul style="list-style-type: none"> • Indigenize curriculum and integrate Indigenous ways of knowing and learning • Encourage faculty, staff & students to participate in college & community initiatives related to 	EAL: <ul style="list-style-type: none"> • Continue indigenization & decolonization of curriculum • Encourage faculty, staff & students to participate in initiatives related to indigenization and decolonization

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		initiatives related to indigenization & decolonization	indigenization and decolonization	
1.3.3 1.3.3 Build mutually beneficial relationships with interested/affected Indigenous communities				
	Trades, Tech & Design	JAD: Complete transfer agreements with Coast Mountain College's Indigenous Fine Arts Program.	JAD: Explore options for delivering our first semester metal techniques classes at Coast Mountain College in Terrace. Students could then transfer to our program in Vancouver if they want to continue.	
		BASIC ED: Develop learner-led, culturally relevant video series at Ray Cam on student-identified topics, in collaboration with Elders and knowledge keepers		
		MUSIC: Expand relationships formed through Indigenous Vocal ensemble director and members		
		ABE Youth: <ul style="list-style-type: none"> • Build relationship with Elder at BYRC 	ABE Youth: Seek out hiring opportunities to incorporate Indigenous faculty (or non-Indigenous faculty with specific experience teaching Indigenous curricula and/or students) into the ABE Youth program	

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
	SHP	Building partnership relationships with Musqueam, Heiltsuk, T'sil for Food Studies delivery		
	SHS	Partnership with ACCESS for delivery of Health Unit Coordinator		
JUSTICE, EQUITY, DIVERSITY & INCLUSION				
Review and renew curricula and teaching practices for greater inclusion of diverse ways of knowing and being				
Goal 2.1 Retain and maintain leaders, planners, and doers to direct and support the process of ensuring justice, equity, diversity & inclusion within the College				
2.1.1 Build and support the capacity of VCC knowledge holders required to enable equity, diversity & inclusion	VP Students & Community Development	Completed. Institutional lead for EDI established in August 2020 and EDI advisory committee formed in Jan 2021. EDI asset map for the College established and guiding the activities of the subgroups.	Work with EdCo and affiliated committees to provide direction and professional development opportunities that build capacity for ensuring an EDI lens is implemented in the curriculum planning process.	Work with EdCo and affiliated committees to ensure that EDI has been a consideration in curricula development or renewal.
2.1.2 Develop our institutional capacity to respect and value diverse knowledges and ways of being	Arts & Sciences	CCA: Department Leaders committed to participating in a committee.		
		MUSIC: Find a music faculty member for this committee		
		ABE Youth: Will participate in the committee		
	STTD	Incorporation of EDI courses to Digital Graphic Design/IU/UX Program		
Goal 2.2 Develop our institutional capacity to support equity, diversity & inclusion				
2.2.1 Reflect on our overall institutional understanding and openness to recognize, value, and support equity, diversity & inclusion				

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
	VP Admin & VP Academic & Applied Research	Review and revise all VCC policies to include gender neutral indicators	Create a standard for gender neutral language and terminology in institutional materials	
	Library, Teaching & Learning	Review through the lens of JEDI and decolonization the following policies and send to governance: D.1.3 Copyright policy and procedures D.6.1 Lending and Borrowing College Equipment policy and procedures D.1.2 Selection of Library Materials policy and procedures LLC guidelines and update as needed (e.g. noise, food & drink)	Review through the lens of JEDI and decolonization the following policies and send to governance: A.3.9 Records Management policy and procedures B.6.1 Archives policy and procedures	
2.2.2 Plan for the institutional change needed to better support equity, diversity & inclusion				
	VP Students & Community Development	Determine, in collaboration with Senior Leadership and the Board, the College's approach to an EDI policy, EDI policy statement or an EDI Framework.	Create an EDI Framework for the College with measurable goals and outcomes.	Support College members in their planning and implementation of the outcomes set forth in the EDI Framework.
	Health Sciences	<ul style="list-style-type: none"> School of Health Sciences programs working towards incorporating UDL principles into curriculum Bachelor of Science in Nursing: collaborate with VCC Disabilities department to develop student accommodation in clinical setting 	Continue to work towards incorporating UDL principles into curriculum	Continue to work towards incorporating UDL principles into curriculum
	Arts & Sciences	EAL:	EAL:	EAL:

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		<ul style="list-style-type: none"> • Finalize dept EDI & anti-racism guidelines • Develop training documents & seek opportunities for instructors to learn about EDI & anti-racism and utilize guidelines • Support dept internal JEDI committee to recommend initiatives 	<ul style="list-style-type: none"> • Continue to develop training documents for instructors to learn about EDI & anti-racism and utilize guidelines • Support dept internal JEDI committee to recommend initiatives 	<ul style="list-style-type: none"> • Continue to develop training documents for instructors to learn about EDI & anti-racism and utilize guidelines • Support dept internal JEDI committee to recommend initiatives
		LINC: Invite speakers from diverse backgrounds to speak to LINC classes		
		CCA: Making materials accessible following UDL guidelines		
	Library, Teaching & Learning	<ul style="list-style-type: none"> • Begin training LC staff who create public-facing materials on basics of accessibility in terms of font choice, colour choice, contrast, etc and work to improve print and online materials • Develop captioned recordings of learning strategies workshops with transcripts to post on LC website (online learning strategies, time management, active reading/note-taking, studying smarter and test-preparation/test-taking) 		

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
2.2.3 Develop institutional capacity for the pursuit of equity, diversity & inclusion	Academic Innovation – Library, Teaching & Learning	<ul style="list-style-type: none"> • Re-establish the OER working group • Leverage external funding opportunities to grow use of OER at VCC 		
	Hospitality, Food Studies & Applied Business	Have the library and faculty who have adopted or created OER support faculty in adopting or creating OER for their courses. Focus on Business and Hospitality programs.	Continue adopting or creating OER for their courses. Focus on Business and Hospitality programs.	Continue adopting or creating OER for their courses. Focus on Business and Hospitality programs.
			DPM: Create at least one course material based on the OER concepts	
	Health Sciences	Continue to develop, and adopt and make OER resources available to students and faculty	Continue to develop, and adopt and make OER resources available to students and faculty	Continue to develop, and adopt and make OER resources available to students and faculty
	Arts & Sciences	<p>Identify opportunities and resources to adopt OER in programs, particularly where cost is a known barrier to student access.</p> <p>Monitor the use and maintenance of WebWorks open homework platform to assess scalability of such solutions.</p>		
		ABE Youth: Using OER in math courses and science		

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		DHH: <ul style="list-style-type: none"> • Access resources through BC Campus and open textbooks for Moodle upload tutorials, H5P • Use of Kultura and Media gallery on Moodle for video content 		
		MATH: <ul style="list-style-type: none"> • Expand use of WebWorK to UT classes • Finalize adoption of OER texts for Math 1111, 1100/1200 	MATH: Identify OER for 2 nd year math classes to support Associate of Science degree	
		CF SCIENCE: Review textbooks used in ABE and UT courses to identify potential areas for OER adoption		
		CCA: New activities for Moodle shells will be developed.		
	STTD	Continue to develop, and adopt and make OER resources available to students and faculty		
	Library, Learning & Teaching		Launch and OER website – VCC subdomain, connect with marketing	
Goal 2.3 Build appropriate and mutually beneficial relationships with diverse and equity-seeking communities to honour and respect our obligations and responsibilities				
2.3.1 Reflect on the current state of our relationships with diverse and equity-seeking communities and understand how interested/ affected communities and partners see us				
2.3.2 Plan our institutional approach to developing new and improved relationships with interested/affected diverse communities to support EDI		•		

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2022-2025 ACADEMIC PLAN

OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
2.3.3 Build mutually beneficial relationships with diverse communities and stakeholders to support EDI				
STUDENT EXPERIENCE				
Create, embed, and improve workflows and resources that support a student-centred experience				
Goal 3.1 Improve and maintain services and supports that promote student safety, wellbeing & engagement				
3.1.1 Increase our institutional capacity to support the social, emotional, and physical safety and wellbeing of students	Student & Enrollment Services	Launch and promote framework in conjunction with related new resources and materials including digital assets		
	Arts & Sciences	LINC: <ul style="list-style-type: none"> The LINC DLs and one of the teachers have recently become Ambassadors for the Not Myself Today initiative and will use the coming months to help build a safe and supportive work environment. LINC and EAL collaborate to put on Lunch & Learns for students. Various support service departments are invited to these events. 		
		MUSIC: Emily Logan's seminar on Musician's Health and Injury prevention. Make this a new course		
		ABE Youth: <ul style="list-style-type: none"> ABE Youth faculty will participate and contribute in this framework 	<ul style="list-style-type: none"> ABE Youth: Continue talking about and supporting positive mental 	<ul style="list-style-type: none"> ABE Youth: Continue talking about and supporting positive mental

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		<ul style="list-style-type: none"> Engage in 'Not My Day' modules as presented by VCC 	health and well-being at work <ul style="list-style-type: none"> Explore the possibility of having specific counsellor attached to our program to better support mental and emotional needs of our students 	health and well-being at work <ul style="list-style-type: none"> Pursue implementation of previous years' project to have a specific counsellor attached to our program, or, if that is not viable, simply maintain connections to adjacent, youth-oriented counselling services
3.1.2 Increase our institutional capacity to facilitate and support student engagement in their post-secondary experience	Arts & Sciences	DHH: <ul style="list-style-type: none"> Working on a joint proposal for a college-readiness program with Student Services, Disability Services and Arbiter of Student issues 		
Goal 3.2 Improve and sustain the systems and processes that support accessible and transparent student admission, enrolment, retention and completion				
3.2.1 Improve the accessibility and availability of information to prospective students as they apply to VCC programming	Registrar's Office	Complete online catalogue		Publish calendar with the following features: comprehensive admissions information, graduation process information, registration info & guides, tuition fee payment info, refund rule info, comprehensive policy info, add/drop class info, complete listing of courses with descriptions, list of support services

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
	Hospitality, Food Studies & Applied Business		DPM: Create an online academic calendar for our certificate program	
	Trades, Tech & Design			
	Health Sciences	Explore ways to address enrolment, attrition challenges, review admission standards, and increase student access to Counselling and other learning supports		
	Arts & Sciences	DHH: Have designed some courses to have a formalized schedule for online delivery		
		ABE Youth: Continue to work with RO and marketing to ensure accuracy of program information is up to date on VCC website		
	International Education	<ul style="list-style-type: none"> ■ Provide online weekly information sessions for prospective students ■ Investigate scholarship options for international applicants ■ Grow social media presence to attract potential students ■ Obtain student testimonials to share on social media channels ■ Engage with local high schools to recruit into VCC programs ■ Increase number of articulation agreements 		

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		<ul style="list-style-type: none"> ■ Connect with and support agents and business partners to promote new VCC programs ■ Visit overseas agents to provide training, enhance relationships and build capacity for marketing and recruiting ■ Build and maintain relationships with Education Marketing Managers, Visa Managers and Trade Commission Service in key markets ■ Expand diversification pilot project ■ Support in-country representatives to train agents and carry out marketing/recruiting activities in key markets ■ Strengthen alumni network to support recruitment in key markets ■ Advocate for IRCC systems improvements 		
<p>3.2.2 Improve the accessibility of the enrolment process for applicants and students</p>	<p>Registrar’s Office</p>	<p>Develop a model for consistent credit structure and its related benefits</p>	<p>Audit existing programs against the model</p>	
	<p>VP Academic & Applied Research</p>	<p>Develop a program audit process to assess/evaluate programs against risk and enrolment strategy requirements and propose suitable</p>		

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		resolutions (including articulation of resources required for proposed resolutions)		
	Hospitality, Food Studies & Applied Business	Review Baking and Pastry Arts – International Diploma HM Diploma	Review Culinary Arts – International Diploma HM Degree	Review Asian Culinary Arts Applied Business
	Trades, Tech & Design	Utilize new structure for program development related to CMP and School	Utilize new structure for program development related to CMP and School	
		Review Digital Media Design, Computer Systems Technology	Review Hair & Esthetics, and Auto Service Technology	Review Auto Collision Repair, and CAD/BIM
		Utilize new program structure related to CMP and School		
	Health Sciences	MLA CDA DH Pharm Tech	CDA DH MLA	PN BSN
	Arts & Sciences	Continue this process for EAL Pathways, LINC, and DHH & ASL, VR/AR. Apply the program audit process across the school and identify other programs/courses that had the most capacity for standardization and simplification.	Review ASL & Deaf Studies, Visually Impaired.	Review ABE Programs, CACE, Associate Degrees.
		BASIC ED: Co-create ABE-wide consensus around concept of an ABE Hub for standardized intake		
		ABE Youth:		

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		<ul style="list-style-type: none"> • Ongoing. Registration access has improved with students being able to access Banner registration after the 1st of the month • Continue to collaborate with RO to ensure registration processes are transparent and simplified for students 		
	Student & Enrollment Services	Confirm and procure solution (Spring 2022). Plan (Summer 2022) and Pilot (including training) the new solution (Fall 2022) for full rollout (Winter 2023)	Monitor and assess solution and scoring, and make adjustments as needed	Monitor and assess solution and scoring, and make adjustments as needed
	Hospitality, Food Studies & Applied Business	ASIAN CULINARY: Assess prospective students through interview to determine functional language ability for enrollment		
	Arts & Sciences	Implement and roll out new assessment platform for ABE and EAL placement assessment.	Expand use of the assessment platform for math.	
	Academic Innovation – Library, Teaching & Learning	Scope current VCC PLAR activity		
	Arts & Sciences	DHH: <ul style="list-style-type: none"> • Explore option of this as possible part of the 2-month JRP whereby people may come for the last 2-months of program provided they have met criteria 	PLAR may be establish for stand alone 2-month JRP extension	
		MATH:		

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		Our department has well-established PLAR practices; revisit these with faculty to see if they can be expanded to recognize additional ways of knowing		
		ABE Youth: <ul style="list-style-type: none"> • Begin consultations with relevant parties to better understand how to initiate this process • Continue pursuing creative/alternative ways to meet graduation requirements for students 	ABE Youth: Continue to develop and promote PLAR	
3.2.3 Increase our institutional capacity and supports for student retention and progression	Registrar's Office	Implement additional self-service functionality for students within the enterprise resource planning (ERP) system.		
	Trades, Tech & Design	Investigate increase proportion of enrolments coming in through Destiny One	Investigate increase proportion of enrolments coming in through Destiny One	
	Arts & Sciences	DHH: Implement self-assessment – Am I ready for college?		
		MUSIC: Moodle Program Hub for information		
	Continuing Studies	<ul style="list-style-type: none"> • Increase proportion of online enrollments through Destiny One registration system 	<ul style="list-style-type: none"> • Increase proportion of online enrollments through 	

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2022-2025 ACADEMIC PLAN

OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		<ul style="list-style-type: none"> • Refine and improve processes and workflows in Destiny One 	Destiny One registration system <ul style="list-style-type: none"> • Implement Corporate Training Portal in Destiny One 	
	SHP	Investigate increase proportion of enrolments coming in through Destiny One		
	Student & Enrollment Services	Services reviews and scheduled to take place for Library, Registrar's Office (scheduling/systems), Student Services Centre & Disability Services.	Services reviews are scheduled to take place for the Assessment Services, the Registrar's Office (admissions/registration), International Education, Continuing Studies, Academic Advising.	TBC
	International Education	<ul style="list-style-type: none"> • Implement EPBC for international applications • Implement international student ambassador/mentorship program • Provide immigration advising and support for international students • Work closely with departments to support students who are at risk and create strategies for intervention/support • Ensure new programs are designed to enable student success with scheduling and workload • Engage with broader student services areas to plan events and activities for students on campus 		

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		<ul style="list-style-type: none"> • EDI and ART training for international education team members • Track reasons for non-converting students and implement strategies to increase conversion rates • Maintain two-week application processing timeline 		
	Library, Teaching & Learning	<ul style="list-style-type: none"> • Explore proposal and budget for student ambassador role at Broadway campus. Assess options for administrative support for Learning Centre department 		
	Arts & Sciences - LINC	<ul style="list-style-type: none"> • With having to move to online teaching / learning, we are investigating best practices for doing lessons but particularly assessments online • Creating mini courses, like the Avenue Moodle course we created to help LINC students navigate avenue 		
	International Education	<ul style="list-style-type: none"> ■ Provide a blend of virtual and face-to-face advising for students at Downtown and Broadway campuses ■ Increase immigration advising opportunities for international students 	<ul style="list-style-type: none"> ■ Evaluate student services model to ensure timely and relevant international student support based on a student-centered model. 	<ul style="list-style-type: none"> ■ Evaluate processes and implement strategies to increase efficiencies in international student support in relation to admissions and advising

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		<ul style="list-style-type: none"> ■ Ensure student-centered model of student services is followed ■ Implement additional auto- emails for admissions and enrolment communications ■ Hire additional International Student Services Assistant to provide timely and relevant student support 		
<p>3.2.4 Increase our institutional capacity to support successful student completion and to students in achieving their educational and employment goals</p>				
	International Education		Examine processes and initiate strategies that will increase student success and retention based on a student-centered model, throughout the life cycle of the academic plan	Examine processes and initiate strategies that will increase student success and retention throughout the life cycle of the academic plan
	Library, Teaching & Learning	<ul style="list-style-type: none"> ● Pilot drop-in academic coaching in Gathering Space at each campus Jan-Dec 2022. Explore piloting tutoring in Gathering Space ● 		
	International Education	<ul style="list-style-type: none"> ■ 	<ul style="list-style-type: none"> ■ Identify and operationalize student service projects to enhance the academic and personal success of international students 	<ul style="list-style-type: none"> ■ Identify and operationalize projects to enhance the academic and personal success of international students
<p>EDUCATIONAL DELIVERY</p>				

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
Build a diverse educational delivery model that supports lifelong learning and responds to evolving student, community, and labour market needs.				
Goal 4.1 Develop & maintain an institutional framework that supports a variety of credentials and other forms of learning recognition that meet diverse student needs				
4.1.1 Develop & maintain options for educational completion below the certificate level recognition (micro-credentials)	Academic Innovation – Library, Teaching & Learning	Conduct and evaluate micro credential pilots to establish processes, identify sustainable business models until provincial framework is completed		
	Hospitality, Food Studies & Applied Business	Deliver MC in Hospitality Management	Expand MC offerings in Marketing Technology, Project Management, Culinary Arts and Baking & Pastry Arts.	Expand MC offerings in Marketing Technology, Project Management, Culinary Arts and Baking & Pastry Arts
		•	ASIAN CULINARY •Discuss with industry stakeholder about micro-credentials •Create and start a course in fall	
		HOSP MGMT: Establish a micro-credential framework		
	Trades, Tech & Design	JAD: We are still working on a plan to develop a 1-year jewellery certificate. Development of a suite Red Seal Refresher micro credentials for STC Micro credentials for journey person upgrading	Development of a suite Red Seal Refresher micro credentials for STC Micro credentials for journey person upgrading	
	Health Sciences	Explore micro credentials opportunities within the School of Health Sciences e.g., Dental	Develop and offer micro credentials opportunities within the School of Health Sciences	

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		Reception Coordinator, Dental Technology		
	Arts & Sciences	Explore micro-credential opportunities in DHH & ASL, Visually Impaired, and Computer Skills.	Apply micro-credential framework to relevant programs in the school.	Apply micro-credential framework to relevant programs in the school.
		BASIC ED: Create a mid-program capstone for students with intellectual disabilities	BASIC ED: Create a formal certificate of achievement recognizing completion of Level 6 English and Math	
		MUSIC: Preparatory music as a certificate		
		ABE Youth: Faculty will engage in relevant training and information to learn more about micro-credentials and how they can benefit students at ABE Youth		
	Continuing Studies	<ul style="list-style-type: none"> • Launch Applied Leadership and Business Management Certificate incorporating stackable micro credentials • Support micro credential implementation through Destiny One registration system • Collaborate with Marketing and Communications build landing page on vcc.ca for micro credential content • Pursue funded development opportunities for new micro credentials with industry 	<ul style="list-style-type: none"> • Refine tools and processes related to supporting Academic micro credentials run through CS 	

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
4.1.2 Recognize and expand non-credit programming that meets student, industry and community needs				
	Continuing Studies	Investigate opportunities for industry-relevant Awards of Achievement	Investigate opportunities for industry-relevant Awards of Achievement	Investigate opportunities for industry-relevant Awards of Achievement
4.1.3 Develop our institutional capacity to recognize and value lived, experiential learning towards the completion of a credential (PLAR; Prior Learning Assessment & Recognition)	Academic Innovation – Library, Teaching & Learning			
	Arts & Sciences	DHH: Perhaps badges		
		MATHS: Review existing PLAR process with an eye to building in assessment of artifacts		
			ABE Youth: Look at the value of students developing an E-Portfolio	
Goal 4.2 Manage and maintain the use of effective online, blended and other flexible delivery formats to reach learners				
4.2.1 Develop and maintain our institutional capacity to effectively deliver programming through online and blended formats	Academic Innovation – Library, Teaching & Learning	Complete the OL strategy 2.0 and pilot with a couple of departments (SIP Goal: Online Learning Strategy Part 1: Develop plan to recreate the online digital learning strategy and expand digital learning opportunities)		
	Library, Teaching & Learning	Revise Collection Development budget in view of providing online resources		

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
	Hospitality, Food Studies & Applied Business	Determine how to utilize the material developed during the pandemic to create high quality blended offerings in Hospitality Management, Business Management, Project Management and Applied Business.	Launch renewed blended delivery of the Hospitality Management Diploma.	Launch renewed blended delivery year two of the Hospitality Management Degree.
		DBM: Create more online material and incorporating new technologies in their classes. Applying for SIEF funds to develop material.	DBM: Ongoing	DBM: Ongoing
	Trades, Tech & Design	JAD: New curriculum that launches Sept. 2022 will include 2 fully online courses, plus blended learning for other courses		
	Trades, Tech & Design	Expand e-pprentce model offerings for trades Explore blended and flexible program delivery options for all departments	Expand e-pprentce model offerings for trades Explore blended and flexible program delivery options for all departments	
	Health Sciences	Explore ways to evaluate success of online learning to influence post Pandemic course delivery for all Health Sciences programs i.e., blended, face-to-face		
	Arts & Sciences	Develop Online Learning Strategy for Visually Impaired. Collaborative approach for shared ABE curriculum.		
		EAL:	EAL:	EAL:

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		<ul style="list-style-type: none"> • Finalize blended courses for levels 5 and 9 • Review fully online course offerings • Explore blended options for non-core courses (Grammar, CELBAN Prep, IELTS Prep) • Identify courses to be offered fully online (such as IELTS Prep and CELBAN Prep) Review “EAL Dept. Strategy for Blended Learning” and “Strategy for Moodle in EAL”	<ul style="list-style-type: none"> • Offer several online courses • Develop and implement blended options for non-core courses Continue to revise “EAL Department Strategy for Blended Learning” and “Strategy for Moodle in EAL”	<ul style="list-style-type: none"> • Review feedback on online courses Continue to revise “EAL Department Strategy for Blended Learning” and “Strategy for Moodle in EAL”
	Arts & Sciences	EAL: <ul style="list-style-type: none"> • Review & revise current department online learning strategy to align with college OLS • Review blended & online courses to align with OLS • Develop tool for instructors to assess best practices for OLS 	EAL: <ul style="list-style-type: none"> • Continue to assess best practices for OLS • Seek opportunities for instructors to improve practices for OLS 	
		BASIC ED: Expand online digital learning curricula for Fundamental Math		
		CCA: Indigenous 12, Technical & Professional English, and Grade 11 grammar skills in process of being developed for online delivery		
		MUSIC:		

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		Assess effectiveness of online teaching used during pandemic. Carry some elements forward		
		ABE Youth: <ul style="list-style-type: none"> • Ongoing. All Youth courses are on Moodle and faculty are taking steps to improve skills and knowledge around digital learning strategies. Faculty participates in relevant training as able and will work with EL support/CTLR to develop online educational strategy • Created an ABE Youth Program Hub in Moodle and will continue to utilize this to the benefit of the students to relay program information • Continue to develop and implement online Advanced Social Science 	ABE Youth: <ul style="list-style-type: none"> • Continue to build and implement online learning strategy • Work with Alison Schubert to develop online Work Experience 12 	ABE Youth: Continue to build and refine online presence and online learning strategy
		MATH: <ul style="list-style-type: none"> • Identify what we've learned from two years of remote/online and blended delivery • Strategize for sustainable future delivery 		
		CF SCIENCE: <ul style="list-style-type: none"> • Offer BIOL 1602 in blended format Evaluate delivery format of existing UT courses	CF SCIENCE: Evaluate student outcomes and feedback from blended and online courses vs face-to-face courses	

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		MUSIC: Examine course delivery during pandemic and adjust course hours online/in person		
	Continuing Studies	Increase the number of online offerings in Continuing Studies and improve quality of existing offerings	Increase the number of blended offerings in Continuing Studies and improve quality of existing offerings	
	International Education	<ul style="list-style-type: none"> Develop online teaching training modules that can be delivered internationally to TVET trainers Develop COIL opportunities for virtual exchange and international collaboration in teaching and learning 		
4.2.2 Improve our institutional capacity for flexible delivery of programming to better support our diverse student needs (e.g. HyFlex, asynchronous, rolling intakes)		<ul style="list-style-type: none"> 		
Goal 4.3 Create a planning framework for the technology necessary for effective educational delivery				
4.3.1 Develop criteria for incorporating new educational technology into programming	Academic Innovation – Library, Teaching & Learning	Start inventory of ed tech in use at VCC, hidden and visible	Complete inventory of ed tech in use at VCC, hidden and visible	
	Hospitality, Food Studies & Applied Business	Investigate and implement expanded use of educational technology in the Food Studies are.		
		DBM: Online course material was integrated during the pandemic. Now, moving to blended model.	DBM: Ongoing	DBM: Ongoing

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
	Arts & Sciences		Continue to develop and improve online learning delivery across the school. Implement UDL best practices.	Continue to develop and improve online learning delivery across the school. Implement UDL best practices.
		DHH: Developing more sophisticated aspects to Moodle-based courses and programs by adding self-based H5P and other digital -based assessment and assignment tools		
		LINC: <ul style="list-style-type: none"> • More instructors take advantage of later stages of training giving them the knowledge and experience to create their own H5P content, such as interactive videos, quizzes and presentations • Review the viability, applicability and development of the LINC Moodle, avenue.ca for our program We received funding in the 21/22 fiscal to develop a Moodle course to help students in levels 3 – 5 navigate the LINC Moodle: avenue. As we found it to be a success, we plan to try and secure more funding to further develop this Moodle for other levels, higher and lower.		
	Continuing Studies	Experiment with videography and learning design	Experiment with videography and learning design	Implement videography and learning design in targeted offerings

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
4.3.2 Establish and sustain a process for identifying and maintaining new educational technology	Academic Innovation – Library, Teaching & Learning			
	Hospitality, Food Studies & Applied Business	Pilot use of AR/VR in Culinary Arts and conduct follow up research to evaluate the use of this technology.	Continue to develop technology based on previous pilot.	
	Trades, Tech & Design	Evaluate and explore the use of VR and AR for the delivery of vocational programs.	Evaluate and explore the use of VR and AR for the delivery of vocational programs.	
	Arts & Sciences	Continue exploration and practice of Hyflex delivery in ASL & DS, Science, Math in collaboration with RO and AVP, Academic Innovation.	Determine the future of Hyflex and implications for RO, educational policies, and accommodation.	
		DHH: Plan to embed in curriculum development	DHH: Develop assessment	
		EAL: Use experience of SIEF-funded project on VR/AI software to outline steps to identify/evaluate educational technologies	EAL: Review and revise steps to identify/evaluate educational technologies	
		ABE Youth: Participate in workshops, training, and use PD time		
	Continuing Studies		Regularly evaluate student experience in F2F vs online vs hybrid offerings	
4.3.3 Investigate, Acquire and incorporate new educational technologies and software in a supported and resourced manner	Hospitality, Food Studies & Applied Business	DBM: Partnership with CTRL to incorporate new methods and technologies in our online/blended initiatives.	DBM: Ongoing	DBM: Ongoing

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
	Health Sciences	<ul style="list-style-type: none"> • Dental Reception Coordinator: research and implement new simulation office software • Explore and implement simulation opportunities for electronic health record (EHR) for relevant health programs e.g., CERNER • Dental Technology: Continue to increase the use of 3D technology such as printers, milling and digital monitors, intra-oral scanners 	Research AR/VR opportunities for health programs	
	Arts & Sciences	Monitor the use and resources required to maintain WebWorks, open-source homework platform. Explore specialized assistive technology appropriate for blended or online delivery.	Explore VR/AR for scenario based experiential learning.	
		DHH: Source materials and resources for our specialized population. Many times, we develop original lessons (pressbooks?)		•
		EAL: <ul style="list-style-type: none"> • Advocate for replacement of audio labs with new Sanako software (Capital Request Process) • Explore plagiarism detection software (e.g., TurnItIn or 	EAL: <ul style="list-style-type: none"> • Replacement of audio labs with new Sanako software (Capital Request Process) if not completed in current fiscal year 	EAL: <ul style="list-style-type: none"> • Continue to advocate for replacement of audio labs with new Sanako software (Capital Request Process) if not completed in current fiscal year

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		SafeAssign) to reduce burden on instructors <ul style="list-style-type: none"> • Use recommendations of VR/AI research to introduce software 	<ul style="list-style-type: none"> • Continue to explore new software and training opportunities 	Continue to explore new software and training opportunities
		LINC: <ul style="list-style-type: none"> • We requested/ had approved a new Sanako unit which will perform as both an audio and computer lab. When it has been fully installed, we will work with teachers to train them to use this new technology • As well, we requested/ received two SMART boards and will support teachers as they train to use this new-for-us technology • We will look into software that could be purchased to promote computer-assisted language learning. 		
		CCA: English faculty will be trying out a Moodle block that ensures there are no missed student assignments	CCA: Ongoing exploration	CCA: Ongoing
		MUSIC: Faculty meeting to discuss new apps and software for Music		
		ABE Youth: <ul style="list-style-type: none"> • Implementing WebWork for Math courses in Moodle 	ABE Youth: Explore and request new technologies as needed and	ABE Youth: Explore and request new technologies as needed and

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		<ul style="list-style-type: none"> Exploring funding opportunities to enhance our ability to identify and work with new technologies (e.g., SIEF) 	undergo training/PD to get more experience	undergo training/PD to get more experience
	Continuing Studies	<ul style="list-style-type: none"> Experiment with alternate delivery platforms for use in micro credentials Ensure adequate lab space and resources are present to support tech-related programming and enrolment needs 	Assess impact of delivery platforms for use in micro credentials	
Goal 4.4 Design & maintain experiential learning strategies and outcomes to inform all programming priorities, objective, and design.				
4.4.1 Establish criteria for incorporating new experiential learning opportunities into programming				
		DBM: Multiple initiatives incorporated in the program (online delivery of classes, re-design of courses with more active learning opportunities, incorporating UDL principles).	DBM: Ongoing	DBM: Ongoing
		DHH: <ul style="list-style-type: none"> Development of applying theory to hands-on, real-world situations 		
4.4.2 Develop experiential learning opportunities that support program learning outcomes	Hospitality, Food Studies & Applied Business	Develop Co-op in Hospitality management diploma	Launch Co-op and assess outcomes.	
	Trades, Tech & Design	JAD:		

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		In our new curriculum, capstone projects could be completed as practicums with local jewellers.		
	Health Sciences	<ul style="list-style-type: none"> • Seek and implement inter-professional education (IPE) activities within the School of Health • Dental programs: continue with development of dental simulation lab • Nursing programs: pilot new simulation lab technologist position to optimize use of new simulation manikins and audio-visual recording system 		
	Arts & Sciences	Support the full return of practicum in CACE and JRP.	Continue to apply applied learning in curriculum and assessment practices across the school.	Continue to apply applied learning in curriculum and assessment practices across the school.
		EAL: <ul style="list-style-type: none"> • Use program renewal recommendations to integrate experiential learning throughout each course • Implement prog. renewal recommendation to articulate Experiential Learning courses 	EAL: <ul style="list-style-type: none"> Use program renewal recommendations to integrate experiential learning throughout each course 	
		LINC: <ul style="list-style-type: none"> • Work with teachers to train them to use this new Sanako technology which will perform as both an 		

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		audio and computer lab when installed <ul style="list-style-type: none"> • Support teachers as they train to use this new-for-us SMART board technology • Look into software that could be purchased to promote computer-assisted language learning. 		
		MATH: In UT program renewal, give weight to experiential learning and authentic assessments		
		BASIC ED: Develop an experiential grammar course for students at the intersection of literacy and EAL learning.		
		CCA: There is an opportunity to explore WIL in the new course offerings.		
		MUSIC: Practicum and career opportunities classes to align with WIL initiatives		
		ABE Youth: <ul style="list-style-type: none"> • Explore ideas for interactive activities that bring diverse groups together in shared activities • Explore opportunities for more land-based experiences 	ABE Youth: <ul style="list-style-type: none"> • Explore ideas for interactive activities that bring diverse groups together in shared activities 	

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
			<ul style="list-style-type: none"> • Explore opportunities for more land-based experiences • Build community relationships where students can get into “the field” to experience how what they are learning in courses plays out in society (Indigenous communities, career sectors, diverse demographic situations) 	
Goal 4.5 Coordinate an applied research strategy aligned with the educational priorities and obligations of the College				
4.5.1 Develop a Scholarship and Research Initiatives Plan	Vice President Academic & Applied Research	Research Advisory Council:		
	Arts & Sciences	EAL: <ul style="list-style-type: none"> • Develop a process with faculty to explore and propose scholarship and research initiatives, individually and cooperatively 		
4.5.2 Increase the amount of applied research conducted in support of the College’s mandate and programs	Hospitality, Food Studies & Applied Business	Apply for funding for research into Food Waste in Food Studies		
	Health Sciences	Expand existing scholarship to incorporate opportunities across the School of Health Sciences		
	Arts & Sciences	Identify and capture our unique teaching and learning experience as research opportunities.		
		EAL:	EAL:	EAL:

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		<ul style="list-style-type: none"> • Develop a process with faculty to explore and propose scholarship and research initiatives, individually and cooperatively • Complete 2019-20 research study on class size, which was interrupted due to COVID measures 	<ul style="list-style-type: none"> • Explore internal & external research funding options • Support faculty research initiatives • Implement report recommendations on class size 	<ul style="list-style-type: none"> • Continue to explore internal & external research funding options • Support faculty research initiatives
		<p>LINC:</p> <ul style="list-style-type: none"> • Will develop a plan for any action research that instructors might like to do that they need funding for • Will discuss what research needs to be done around best practices for online / blended learning especially as it concerns assessments and their relevance and accessibility. 		
		<p>MATH:</p> <p>Connect existing research efforts with College initiatives</p>		
		<p>ABE Youth:</p> <ul style="list-style-type: none"> • Completed end of course survey and have included it in each Moodle course for students to complete. Will continue to review feedback on a regular basis to inform future decisions at the course level 	<p>ABE Youth:</p> <ul style="list-style-type: none"> • Apply for research projects that would engage students. <p>Continue to engage in professional development opportunities around current research in educational topics, such as PLAR, cross-credit</p>	<p>ABE Youth:</p> <ul style="list-style-type: none"> • Continue to engage in professional development opportunities around current research in educational topics, such as PLAR, cross-credit courses, etc.

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
			courses, etc. and project-based learning	<ul style="list-style-type: none"> Proceed with previous years' research into best practices in student engagement
	Library, Teaching & Learning	Create a platform for a virtual poster fair for student research, 2022. Expand participation across other disciplines/trades		
FISCAL SUSTAINABILITY				
Deliver sustainable programming and student services that align with our institutional values, community, and labour market demands.				
Goal 5.1 Maintain a financially sustainable program mix and enrolment plan that satisfies the college mandate and operating obligations				
5.1.1 Develop a financial costing framework and implementation plan/process to analyze program sustainability, including the priorities and parameters guiding resultant actions	VP Academic & Applied Research	Establish cost categories, allocation ratios and associated rationale, for determining cost of operation of existing programs (at both primary and secondary levels)		
	VP Academic & Applied Research	Create templates and associated processes necessary for schools and programs to conduct costing audit for new and existing programs		
	Hospitality, Food Studies & Applied Business	Baking & Pastry Arts Diploma Culinary Arts Diploma	Applied Business programs	
	Trades, Tech & Design			
	Health Sciences	Dental Hygiene Diploma Certified Dental Assistant Certificate	Medical Laboratory Assistant	
	Arts & Sciences	EAL and LINC	UT/Associate Degrees; Music	ABE programs
	Deaf & Hard of Hearing	<ul style="list-style-type: none"> Partner with organizations in terms of co-op ventures or target wage subsidy for the workplace 		

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
5.1.2 Conduct needs assessment and determine sustainability requirements of NEW programs that meet community need, provide pathways, take into consideration the labour market skills gap, and are relevant	Hospitality, Food Studies & Applied Business	Culinary Management diploma Baking Management diploma Domestic Certificate in Project Management Supply Chain and Logistics Management PDD	Expanded diplomas in the business area (could include): - Finance - HR - Administration	
			DPM: Conduct a needs assessment for more certificate and diploma programs	
	Trades, Tech & Design	JAD: <ul style="list-style-type: none"> • A need has been identified to offer jewellery design training for students who are not interested in the handcrafting side of the industry. Apply for curriculum development funds for a new online jewellery design certificate. • We continue working on establish an optional 3rd year for our students. 	JAD: <ul style="list-style-type: none"> • Curriculum development of new online Certificate in Jewellery Design • Develop curriculum, for optional 3rd year. 	JAD: Implement new Third Year Advanced Diploma program (currently completing development)
	Health Sciences	<ul style="list-style-type: none"> • Dental Hygiene: pursue a degree completion • Practical Nursing: explore new program opportunities i.e., internationally educated graduate nurses; nursing refresher program; part time program 		
	Arts & Sciences	UT/Associate Degree for international students.	Explore viability of teacher training credential for teachers of Deaf and Hard of	

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OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
			Hearing and of ASL adult learners.	
		EAL: <ul style="list-style-type: none"> • Create dept process to propose and plan new courses (Improve Your Vocabulary, Improve Your Intercultural Communication) • Assess recently introduced courses (Improve Your Writing, Online Communication Skills) 	EAL: <ul style="list-style-type: none"> • Develop course outline for one elective based on needs assessment, and field test course • Review other electives to ensure they meet the needs of students. 	EAL: <ul style="list-style-type: none"> • Develop course outline for one elective based on needs assessment, and field test course • Review other electives to ensure they meet the needs of students.
		LINC: <ul style="list-style-type: none"> • IRCC would like us to continue offering general Settlement Language classes • 		
		CF SCIENCE: Conduct market research for potential new Associate of Science degree pathways or other diploma programs	CF SCIENCE: Offer one additional new pathway; continue to seek funding for renovations that will allow Associate of Science in Biology courses to run	CF SCIENCE: Offer Associate of Science in Biology, if necessary, renovations are complete
		MUSIC: Prep Music Certificate, investigate summer offerings in Music		
		ABE Youth: <ul style="list-style-type: none"> • Consulted with BYRC management to inform them of increase to student age we can support (to age 24) • Begin to conduct needs assessments by surveying users 	ABE Youth: <ul style="list-style-type: none"> • Consult with Indigenous experts in the community and within VCC to work on Indigenizing plan for the program 	ABE Youth: <ul style="list-style-type: none"> • Increase number of staff to explore and advise creation of new courses that arise from prior year's needs assessments

VANCOUVER COMMUNITY COLLEGE

2022-2025 ACADEMIC PLAN

OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		<p>of BYRC and other community members regarding their educational needs and goals</p> <ul style="list-style-type: none"> • Explore Indigenizing course content and begin to consult with Indigenous experts in the community and within VCC to work on Indigenizing plan for the program (ongoing) • Continue to collect anecdotal evidence from VSB counsellors and students as to their evolving educational needs and goals • Continue to explore options and possibilities to add grad level courses to meet need for adult graduation (Work Experience 12, Advanced Socials, Math 12, Law, etc.) 	<ul style="list-style-type: none"> • Continue to explore options and possibilities to add grad level courses to meet need for adult graduation (Work Experience 12, Advanced Socials, Math 12, Law, etc.) 	<ul style="list-style-type: none"> • Explore space requirements needed for expanded outreach programming • Continue to consult with Indigenous experts in the community and within VCC to implement Indigenizing plan for the program
	International Education	Work with deans and departments to ensure that new programs are designed and scheduled to attract international enrolment.		
5.1.3 Conduct review of individual program operations to understand cost of operation relative to industry peer programming and understanding requirements to specifically support sustainable VCC delivery of existing programs	Hospitality, Food Studies & Applied Business	MOA and MT Executive Assistant	LAA Asian Culinary	
		DBM: CBM program will change its name to Business Management Post-		

VANCOUVER COMMUNITY COLLEGE**2022-2025 ACADEMIC PLAN**

OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		Degree Diploma to cater to a broader audience. Change will be in effect in September 2022.		
	Trades, Tech & Design		JAD: Survey industry to get feedback on new curriculum	
	Health Sciences	Medical Laboratory Assistant		
	Arts & Sciences	ASL & Deaf Studies as part of program redesign from renewal	New courses and pathways in UT/Associate Degrees	CACE and Visually Impaired as part of program renewal
		DHH: <ul style="list-style-type: none"> Assessing gaps to see how we can expand our program while meeting the areas that are lacking 		
		EAL: Use program renewal recommendations to update employability skills in curricula		
		LINC: <ul style="list-style-type: none"> Refreshing training in the PBLA program as per IRCC 		
		MATH: <ul style="list-style-type: none"> Deliver first offering of new course Math 2120 to support Associate of Science degree Identify potential new courses to support AS pathways 		
		CF SCIENCE: Research viability of “distance model” for high-demand lab courses	CF SCIENCE: Offer one course in “distance model” if deemed advisable following research phase	CF SCIENCE: Evaluate outcomes and feedback from pilot project

VANCOUVER COMMUNITY COLLEGE

2022-2025 ACADEMIC PLAN

OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
				and plan any expansion accordingly
			MUSIC: Begin renewal of Music Diploma program	
	Continuing Studies	Analyze existing program performance for non-credit program areas and sunset underperforming areas		
	International Education	Work with deans and departments to ensure that existing programs are designed and scheduled to attract international enrolment.		
5.1.4 Develop new programs and build capacity in existing programs for international students.	Hospitality, Food Studies & Applied Business	Culinary Management diploma Baking Management diploma Domestic Certificate in Project Management Supply Chain and Logistics Management PDD	Expanded diplomas in the business area (could include): - Finance - HR - Administration	
		ASIAN CULINARY: Build the new Level 2 program pending financial department approval		
		DBM: Continue efforts in hiring process of new instructors.	DBM: Ongoing	DBM: Ongoing
		DPM: Continue developing the CPM program (Certificate in project management)		
	Trades, Tech & Design	JAD:	JAD:	JAD:

VANCOUVER COMMUNITY COLLEGE

2022-2025 ACADEMIC PLAN

OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		<ul style="list-style-type: none"> Explore potential for jewellery design certificate will be very appealing to international students and could bridge into our existing program. Apply for CD funds Development of clean energy programs and new diploma programs centred around automotive innovation 	<ul style="list-style-type: none"> Develop new jewellery design certificate. Development of clean energy programs and new diploma programs centred around automotive innovation 	<ul style="list-style-type: none"> Launch new design certificate, advertise internationally Development of clean energy programs and new diploma programs centred around automotive innovation
	Health Sciences	<p>In collaboration with International Education explore other potential Health Diplomas for international students</p> <ul style="list-style-type: none"> Implement new International Health Care Assistant Diploma 	Develop one new international Health Diploma	
	Arts & Sciences	<p>UT/Associate Degree; DHH & Deaf Studies. Review VR/AR Diploma</p>		
		<p>EAL:</p> <ul style="list-style-type: none"> Meet with IE to determine criteria for programs relevant to international students Begin planning courses 	<p>EAL:</p> <p>Develop and implement new courses for international students</p>	<p>EAL:</p> <p>Review courses and plan for additional programs for international students</p>
		<p>MATH:</p> <p>Liaise with IE to build out AS sustainably for international students</p>		
		<p>CF SCIENCE:</p> <p>Work with International Ed to ensure that Associate of Science</p>		

VANCOUVER COMMUNITY COLLEGE

2022-2025 ACADEMIC PLAN

OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		degree is compatible with international student needs		
		MUSIC: Investigate Prep Music Certificate as pathway for international student		
		ABE Youth: <ul style="list-style-type: none"> • Explore how ABE Youth can connect with refugee families in need of education options 		
	International Education	<ul style="list-style-type: none"> ■ Build capacity in programs where demand exceeds capacity ■ Plan for additional international cohorts in Trades, Tech & Design and Hospitality, Food Studies & Applied Business, Health Sciences and Continuing Studies ■ Develop new international diplomas in Trades, Tech & Design and Hospitality, Food Studies & Applied Business ■ Develop new international post-degree diplomas in Hospitality, Food Studies & Applied Business and Health Sciences and Continuing Studies 	Engage with Deans to find opportunities for developing new programs and building capacity in existing programs	Engage Deans to find opportunities for developing new programs and building capacity in existing programs
	Continuing Studies	<ul style="list-style-type: none"> • Explore possibilities for developing programming geared towards International Students in the following program areas: <ul style="list-style-type: none"> ○ Cyber Security ○ Big Data 	<ul style="list-style-type: none"> • Explore possibilities for developing programming geared towards International Students in the following program areas: <ul style="list-style-type: none"> ○ Paralegal 	<ul style="list-style-type: none"> • Explore possibilities for developing programming geared towards International Students based on labour market trends

VANCOUVER COMMUNITY COLLEGE

2022-2025 ACADEMIC PLAN

OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		<ul style="list-style-type: none"> • Sustainably increase intakes in current international programs: <ul style="list-style-type: none"> ○ ECCE ○ Network Technology Administration and Security 	<ul style="list-style-type: none"> ○ Building Manager 	
		■		
5.1.5 Renew programs that have not gone through renewal in the past 5 years.	Hospitality, Food Studies & Applied Business	Year 1 of LAA renewal Year 1 of Asian Culinary Complete HM diploma renewal Year 2 of MOA and MT renewal Develop Baking & Pastry Arts diploma (remove dual certificate)	Year 1 of Business Management renewal Complete HM degree renewal Year 3 of MOA and MT renewal	Culinary Arts
			DBM: Program review will be held in this fiscal year.	
			DPM: Renew the BPM program	
	Trades, Tech & Design	Architectural Technician		
	Health Sciences	Medical Laboratory Assistant	Implement recommendations from MLA program renewal	
	Arts & Sciences	UT/Associate Degrees Basic Education	CACE – Retail & Hospitality CACE – Food Services Visually Impaired	CaCe – Career Awareness
		MATH: UT/Associate Degrees due for program renewal		
		CF SCIENCE: UT program renewal		
		BASIC ED: Basic Education to undergo program renewal		

VANCOUVER COMMUNITY COLLEGE

2022-2025 ACADEMIC PLAN

OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		MUSIC: Music Degree Renewal is complete	MUSIC: Music Diploma renewal	
		ABE Youth: <ul style="list-style-type: none"> • Initiated a strategic plan with support from the IA and are currently working on the action items • 	•	•
	Continuing Studies	<ul style="list-style-type: none"> • Launch Program Renewals: <ul style="list-style-type: none"> ○ Paralegal ○ Fashion Design and Production 	<ul style="list-style-type: none"> • Launch Program Renewal: <ul style="list-style-type: none"> ○ Gladue Report Writing ○ Fashion Merchandising 	<ul style="list-style-type: none"> • Launch Program Renewal: <ul style="list-style-type: none"> ○ ECCE ○ Office Administration
5.1.6 Implement program changes that have gone through program renewal and/or have had minor or major changes	Hospitality, Food Studies & Applied Business	Launch updated Baking & Pastry Arts Certificates	Launch HM diploma Launch updated Baking & Pastry Arts diploma	Launch HM degree Launch Asian Culinary Launch MOA and MT Launch LAA
		DBM: Business Management Post-Degree Diploma will be launched in September 2022. The new program has gone through changes in course outlines.		
		DPM: Implement the new BPM Program		
		HOSP MGMT: Program Renewal in progress	HOSP MGMT: Program Renewal in progress	
	Trades, Tech & Design	JAD: New curriculum (a result of 2018/19 renewal) to be implemented this fall		

VANCOUVER COMMUNITY COLLEGE

2022-2025 ACADEMIC PLAN

OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
	Health Sciences	<ul style="list-style-type: none"> • Implement revised Pharmacy Technician program • Implement revised Dental Reception Coordinator program 	<ul style="list-style-type: none"> • Dental Hygiene Diploma • Certified Dental Assistant Certificate 	
	Arts & Sciences	ASL & Deaf Studies EAL Pathways CACE Computer Applications CCA Computer Skills DHH & ASL	ASL & Deaf Studies EAL Pathways	ASL & Deaf Studies EAL Pathways
			DHH: All renewal developments will be implemented	
		EAL: Implement recommendations from renewal completed in 2021-22	EAL: Implement second stage of recommendations from renewal 2021-22	
		DHH: Some programs, such as English Foundations, ASL, JRP and Living Successfully with Hearing Loss and are planning on implementation for the Fall/2022 or early 2023, depending on new schedules		
		EAL: Update PCG and course outlines and bring through governance	EAL: <ul style="list-style-type: none"> • Complete implementation of renewed courses. • Complete articulation of program with BC EAL Articulation. 	
		ABE Youth:	ABE Youth:	

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2022-2025 ACADEMIC PLAN

OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		Development of Advanced Social Science	<ul style="list-style-type: none"> • Build on and develop initiatives and priorities from strategic plan • develop Work Experience 12 	
			CF SCIENCE: Implement changes indicated in program renewal	CF SCIENCE: Evaluate changes made in program renewal process
	Continuing Studies	<ul style="list-style-type: none"> • Launch renewed programs: <ul style="list-style-type: none"> ○ Building Manager ○ Applied Leadership and Business Management ○ Event Management 	<ul style="list-style-type: none"> • Implement programmatic changes resulting from program renewal: <ul style="list-style-type: none"> ○ Paralegal ○ Fashion Design and Production 	<ul style="list-style-type: none"> • Implement programmatic changes resulting from program renewal: <ul style="list-style-type: none"> ○ Gladue Report Writing ○ Fashion Merchandising • Launch renewed programs: <ul style="list-style-type: none"> ○ Paralegal ○ Fashion Design and Production
5.1.7 Review and adapt academic administrative structures and processes to better align with and support academic programs and services	VP Academic & Applied Research	Complete Academic Master Plan that will include sustainable academic framework and infrastructure (and criteria and rationale for change to that framework)	Conduct consultation with internal and external stakeholders regarding academic restructure, applying AMP criteria and rationale	Complete final plan and implementation strategy for institutional academic restructure
Goal 5.2	Create and sustain relevant community relationships required for predictable and sustainable program delivery.			

VANCOUVER COMMUNITY COLLEGE

2022-2025 ACADEMIC PLAN

OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
5.2.1 Ensure programs have active Program Advisory Committees (PACs) and effective partnerships with industry and community (only new or recovered)	Hospitality, Food Studies & Applied Business	Minimum of 1 PAC Meeting for each program per year with annual refresh of PAC members	Minimum of 1 PAC Meeting for each program per year with annual refresh of PAC members	Minimum of 1 PAC Meeting for each program per year with annual refresh of PAC members
		DBM: Program has not yet successfully formed a Program Advisory Committee (PAC). Expecting formal invitation of PAC nominees. Goal is to hold first committee in 2022.	DBM: Increase the number of PAC members.	DBM: Increase the number of PAC members.
		DPM: Continue acquiring more PAC members for the BPM program		
	Trades, Tech & Design	JAD: New PAC formed last year		
	Health Sciences	Continue with yearly or biannual PAC meetings, continue to recruit, and maintain PAC membership for all health programs		
	Arts & Sciences	EAL Pathways CACE	ASL & Deaf Studies	
		DHH: We plan on starting the PAC again once COVID restrictions have lifted to the point where employers have the time and energy to devote to a committed time at PAC		
		EAL: <ul style="list-style-type: none"> Continue to participate in PAC for Health Care Aide program Create internal PAC at VCC where EAL can inquire and respond to 	EAL: <ul style="list-style-type: none"> Committee Identify needs of internal PAC for ongoing work 	

VANCOUVER COMMUNITY COLLEGE

2022-2025 ACADEMIC PLAN

OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		EAL issues at the applied program level (e.g., initiatives similar to the EAL support in HM, Student Success Moodle shell, etc.)	<ul style="list-style-type: none"> Assess success of students from ESL Pathways in other programs and consider solutions, if needed 	
		BASIC ED: Identify community organizations/services in Richmond, Delta, and North Vancouver where we can promote our program to help rebuild enrolment numbers.		
		MUSIC: Develop PAC for Music Diploma renewal next year		
		ABE Youth: Initiated the process of creating a PAC, continue identifying appropriate members and function		
	Continuing Studies	<ul style="list-style-type: none"> Revitalize PACs for: <ul style="list-style-type: none"> Counselling Skills IT Operations Professional Paralegal Office Administration 	Maintain PACS for all CS program areas	Maintain PACS for all CS program areas
5.2.2 Develop new international business partnerships to support international enrolment. (only new or recovered)	Hospitality, Food Studies & Applied Business	Continue to develop and explore partnerships in the Hospitality, Culinary, Baking and Asian Culinary areas	Investigate potential partnerships with SQA for additional programming	
		DBM: Continue partnership with IE to expand the “base” of potential international students in the		

VANCOUVER COMMUNITY COLLEGE

2022-2025 ACADEMIC PLAN

OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		program. Diversification in the student body is a priority.		
	Trades, Tech & Design			
	Arts & Sciences	Review partnership with VFS for VR/AR Diploma		
		DHH: Will research and source areas with a high Deaf and hard of hearing population currently not being serviced		
	International Education	<ul style="list-style-type: none"> Explore and implement mutually beneficial business partnerships with key external stakeholders that will support international enrolment and/or international revenue Leverage UMAP IS to build international mobility for student and faculty exchange and study abroad initiatives as related to enrolment and internationalization 	<ul style="list-style-type: none"> Explore and implement mutually beneficial business partnerships with key external stakeholders that will support international enrolment and/or international revenue Build capacity for student and faculty exchange and study abroad initiatives as related to internationalization 	<ul style="list-style-type: none"> Explore and implement mutually beneficial business partnerships with key external stakeholders that will support international enrolment and/or international revenue Build capacity for student and faculty exchange and study abroad initiatives as related to internationalization
		•	•	•
5.2.3 Expand partnerships with K-12 to offer more dual credit programming (only new or recovered)	Hospitality, Food Studies & Applied Business	Investigate opportunity of offer Workplace Level 2 (Cook) in our satellites.		
		ASIAN CULINARY: Probe a high school partnership program		
	Trades, Tech & Design	Expand Youth Train in Trades offerings and explore the expansion	Expand Youth Train in Trades offerings and explore the	Expand Youth Train in Trades offerings and explore the

VANCOUVER COMMUNITY COLLEGE

2022-2025 ACADEMIC PLAN

OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		of other vocational programs to dual credit	expansion of other vocational programs to dual credit	expansion of other vocational programs to dual credit
	Health Sciences	<ul style="list-style-type: none"> • Explore opportunities to offer other dual credit programs in Health Sciences • Explore opportunities to expand dual credit partnerships with other school districts 		
	Arts & Sciences	ASL & Deaf Studies CACE		
		DHH: We have started plans to meet for mentorship programs and cross-cultural events and projects		
		ABE Youth: <ul style="list-style-type: none"> • Continue to liaise with VSB staff to help place students in appropriate programs and to gather and share information about transferable courses. • Be informed of BC Articulation Committee meetings in all relevant subject areas • Work with Advising, Registrar's Office, and all relevant parties to find ways to credit prior learning and increase graduation numbers • 	ABE Youth: Continue to build on the previous years initiatives to partner with K-12 for dual-credit programming options	ABE Youth: Continue to build on the previous years initiatives to partner with K-12 for dual-credit programming options

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2022-2025 ACADEMIC PLAN

OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
5.2.4 Implement and expand on partnership opportunities through the life of the academic plan (only new or recovered)	Hospitality, Food Studies & Applied Business	Continue work with Hospitality/Tourism organizations, BC Chefs Society, Chef's Table Society, Baking Association of Canada, Project Management Institute, BC Tech Association, ITA and various Consulates in Vancouver,	Expand international work and/or study experiences.	
		DBM: Active engagement with Industry through Practicum program. This is ongoing with every cohort.	DBM: Ongoing	DBM: Ongoing
		HOSP MGMT: Annual review	HOSP MGMT: Annual review	
	Trades, Tech & Design	Maintain and expand partnerships with current industry partners.	Maintain and expand partnerships with current industry partners.	Maintain and expand partnerships with current industry partners.
	Health Sciences	<ul style="list-style-type: none"> • Continue to collaborate with the Ministry of Advanced Education, Skills and Training to provide additional cohorts or increase base-funded seats to meet health workforce needs • All health programs: expand partnership opportunities with Health Authorities, private labs, long-term care facilities etc. to meet growing placement needs • Explore delivering indigenous cohorts through Aboriginal Community Career Employment Services (ACCESS) 		

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2022-2025 ACADEMIC PLAN

OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
	Arts & Sciences	Basic Education, ABE Youth, LINC, VR/AR Diploma, CACE, Music, EAL Pathways, ASL & DS	Basic Education, ABE Youth, LINC, VR/AR Diploma, CACE, Music, EAL Pathways, ASL & DS	Basic Education, ABE Youth, LINC, VR/AR Diploma, CACE, Music, EAL Pathways, ASL & DS
	Deaf & hard of Hearing	<p>DHH: We are exploring opportunities to partner with Deaf Education Teacher Training Programs: York University and UBC. Approach universities to have training programs designed for teaching post-secondary (adding to their existing course load that only goes from K to Grade 12 training)</p>		
		<p>EAL:</p> <ul style="list-style-type: none"> • Communicate with other areas to support EAL learners (Hair Esthetics & Design) • Work with Combined Skills partnerships (Culinary, Baking, HCA) to maintain effective partnerships • 	•	•
		<p>LINC: The department is open to and will actively seek out new partnership opportunities, like the Edith Lando Virtual Learning Centre (as of 2021)</p>		
		<p>ABE Youth:</p> <ul style="list-style-type: none"> • Ongoing. We continue to build on existing partnerships with 	<p>ABE Youth:</p> <ul style="list-style-type: none"> • Continue to expand and develop partnerships 	<p>ABE Youth:</p> <ul style="list-style-type: none"> • Continue to expand and develop partnerships

VANCOUVER COMMUNITY COLLEGE

2022-2025 ACADEMIC PLAN

OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		BYRC, VSB, VCH, VCC (CCA and CF) <ul style="list-style-type: none"> Working to foster new partnerships with different agencies in the community including YWCA, Trusst Collective, BC Children’s Hospital, Youth Sports Teams, Hosted a virtual open house in December 2021 and will continue to host these on a regular basis to share program information with networks 	<ul style="list-style-type: none"> Continue to offer open house sessions 	<ul style="list-style-type: none"> Continue to offer open house sessions
	Continuing Studies	Expand industry connections through targeted micro credential development and corporate training opportunities	Expand industry connections through targeted micro credential development and corporate training opportunities	
Goal 5.3 Foster and reinforce program quality.				
5.3.1 Identify, promote, support articulation and transferability of courses and programs	Hospitality, Food Studies & Applied Business	Accounting diploma articulation Business department heads attending articulation meetings to expand transferability	Expand articulation and transfer agreements for updated HM diploma	Expand articulation and transfer agreements for updated HM degree
	Trades, Tech & Design	JAD: Continue to work on formalizing transfer agreements with Emily Carr, Alberta University of the Arts and Nova Scotia College of Art & Design		
	Health Sciences			

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2022-2025 ACADEMIC PLAN

OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
	Arts & Sciences	Across the school with focus on EAL Pathways and ASL & Deaf Studies		
		DHH: Our new curriculum is now CLB-based, and the Foundations are transferrable with selected trades and other courses/programs		
		EAL: Articulate Pathways 9 for EAP IV to increase transfer options <ul style="list-style-type: none"> Continue membership with BC EAL Articulation Committee 	EAL: Review results of articulation at VCC and other institutions	EAL: Confirm new articulation is recognized at VCC and other institutions
		MATH: <ul style="list-style-type: none"> Continue to promote SFU transfer pathways Promote Associate of Science in Computing Science program Seek key transferability for new course Math 2120 		
		CF SCIENCE: <ul style="list-style-type: none"> Update transfer agreements with SFU for Engineering, Environmental Science and Science programs Pursue assured admission agreement for UVic and UBC Engineering Promote Associate of Science in CS program to domestic and international students 	CF SCIENCE: <ul style="list-style-type: none"> Pursue additional assured admission agreements with UBC 	

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2022-2025 ACADEMIC PLAN

OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		<ul style="list-style-type: none"> • Consider how to promote and support students' transition from ABE to UT programs 		
		<p>ABE Youth:</p> <ul style="list-style-type: none"> • Explore ways to credit oral tradition of testing knowledge and various other communication styles with students. • Encourage presentations and peer projects. • Continue to work with Advising to ensure students meet requirements to graduate with an Adult Graduation; and/or continue to work with public schools to ensure younger students can transfer ABE courses to a high school Dogwood • Continue to explore options and possibilities to add grad level courses to meet need for adult graduation (Work Experience 12, Advanced Socials, Math 12, Law, etc.) 	<p>ABE Youth:</p> <ul style="list-style-type: none"> • Maintain currency of transferability of courses to other post-secondary institutions through monitoring of BC's post-secondary institutions' admission requirements and preferred credentials • Continue to explore options and possibilities to add grad level courses to meet need for adult graduation (Work Experience 12, Advanced Socials, Math 12, Law, etc.) 	
	International Education	Connect potential partners to deans in relevant areas to explore and create articulation pathways for international students		

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2022-2025 ACADEMIC PLAN

OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES	
5.3.2 Secure and sustain accreditation and other external program approvals	Hospitality, Food Studies & Applied Business	Expand transfer agreements for Culinary and Baking diplomas and Red Seal Certification transfer into degree programs.			
	Trades, Tech & Design	Complete Accreditation of ASE and Drafting Programs	Investigate Accreditation of Collision Programs		
	Health Sciences	<ul style="list-style-type: none"> Medical Laboratory Assistant: Explore accreditation Certified Dental Assisting (onsite and distance) and Dental Hygiene: Accreditation by the Commission on Dental Accreditation of Canada (CDAC) 	Bachelor of Science in Nursing: Accreditation by the Canadian Association of Schools of Nursing (CASN)	Pharmacy Technician: Accreditation by Canadian Council for Accreditation of Pharmacy Programs (CCAPP)	
	Arts & Sciences	Explore requirements to deliver Orientation & Mobility course in Visually Impaired			
			DHH: <ul style="list-style-type: none"> Have been involved in articulation for JRP Wil seek options for English 		
				EAL: Liaise with Chartered Professional Accountants of BC with regards to a new course: Communicating for Accounting, and/or integrate course with Communication for Engineering & Technology	EAL: Take course(s) through governance and offer <ul style="list-style-type: none"> Review courses
			CCA: VCC's ABE Graduation needs review as it doesn't work as well as the Adult Dogwood through the		

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2022-2025 ACADEMIC PLAN

OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		province. The latter is in place and working well. CCA will connect with Advising and promote opportunities for adult high school graduation further.		
	Continuing Studies	Register for accreditation for Optician Diploma Program	Obtain accreditation for Optician Diploma Program (site visit will be planned for September 2023)	
5.3.3 Evaluation and assessment of existing learning activities against academic targets/objectives (KPI)	Hospitality, Food Studies & Applied Business	Administrative Professional Accounting Marketing Technology	Project Management	HM Diploma LAA/MOA/MT Asian Culinary
	Trades, Tech & Design		JAD: Assess success of new curriculum. What went well in first year? What needs improvement?	JAD: Assess success of new curriculum after one complete cohort has graduated
	Health Sciences	<ul style="list-style-type: none"> • Bachelor of Science in Nursing • Dental Hygiene • Certified Dental Assisting 	Medical Laboratory Assistant	
	Arts & Sciences	EAL Pathways; ASL & Deaf Studies; CCA Computer Applications		
		DHH: <ul style="list-style-type: none"> • Working on a teacher's manual and assessment tools and strategies for all areas • Portfolio-based assessments will be used for English Foundations 		
		CF SCIENCE:	CF SCIENCE: Implement changes indicated in program renewal	CF SCIENCE:

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2022-2025 ACADEMIC PLAN

OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		Evaluate/assess learning activities against target learning outcomes in program renewal process		Evaluate/assess changes implemented in program renewal
		BASIC ED: <ul style="list-style-type: none"> • Pilot new English Learning Action Plans • Pilot new Computer Studies Learning Action Plans 		
		MUSIC: Align learning outcomes with real-world music work opportunities		
		ABE Youth: Continue to review Articulation Outcomes and K-12 Big Ideas Learning Objectives		
	Continuing Studies	Develop data dashboard to facilitate the holistic and efficient assessment and evaluation of CS programs	Use and enhance the data dashboard to facilitate the holistic and efficient assessment and evaluation of CS programs	
Goal 5.4 Implement our financial strategy.				
5.4.1 Meet our domestic and international enrolment targets	International Education	<ul style="list-style-type: none"> ■ Support agents and maintain agent relationships ■ Participate in agent and education fairs/events ■ Support in-country representatives to promote and market VCC internationally ■ Travel to key and emerging markets for international student recruitment 		

VANCOUVER COMMUNITY COLLEGE

2022-2025 ACADEMIC PLAN

OBJECTIVES	SCHOOL	2022/23 INITIATIVES	2023/24 INITIATIVES	2024/25 INITIATIVES
		<ul style="list-style-type: none"> ■ Examine trends and work with Deans to create international enrolment targets ■ Ensure internal resources, processes and operations are conducive to meeting enrolment targets ■ Increase capacity in high-demand programs ■ Build better systems for admissions and enrolment data tracking and analysis Create enrolment targets for sub-continent office		
5.4.2 Improve financial sustainability of existing programs				
5.4.3 Pursue/Develop out contract offerings and new programming that generates revenue above cost				



DECISION NOTE

PREPARED FOR: Education Council

DATE: June 7, 2022

ISSUE: Updates to Marketing Technology Diploma program

BACKGROUND:

The Marketing Technology department is proposing revisions to its diploma program to better reflect industry requirements. Working with industry experts, the program was updated to better prepare students for the industry. The revisions reduce the amount of business math and accounting while increasing the number of courses that focus on advertising and marketing, digital advertising, and project management. Ethics and law are combined into one course, down from two. In addition, there is a capstone course that brings all elements of the program together. Six new courses have been designed, along with revisions to another six courses, including updates to outcomes and assessments.

DISCUSSION:

Jeremy White, Department Head of Marketing Technology, presented the proposal. Curriculum Committee had no major concerns; the changes make the program more relevant to graduates and industry. The committee requested a few minor adjustments to PLAR and a course evaluation plan, along with an adjustment of the Program Learning Outcome related to working with Indigenous communities (replacing the word “issues” with “considerations”).

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the revised program content guide for the Marketing Technology Diploma, including six new and six revised course outlines.

PREPARED BY: Todd Rowlett, Chair, Curriculum Committee

DATE: May 31, 2022

Program Change Request

Date Submitted: 05/10/22 6:42 pm

Viewing: **Marketing Technology Diploma**

Last approved: 05/10/22 6:07 pm

Last edit: 05/18/22 1:19 pm

Changes proposed by: drabadzija

Program Name:

Marketing Technology Diploma

Credential Level: Diploma

Effective Date: **January 2023** ~~September 2022~~

Effective Catalog
Edition:

School/Centre: Hospitality, Food Studies & Applied Business

Department: Marketing Technology Diploma (4830)

Contact(s)

In Workflow

1. **4830 Leader**
2. **SHP Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**

Approval Path

1. 05/18/22 11:35 am
Darija Rabadzija
(drabadzija):
Approved for 4830
Leader
2. 05/18/22 1:34 pm
Dennis Innes
(dinnes): Approved
for SHP Dean
3. 05/31/22 3:25 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Dec 7, 2020 by Fred
MacDonald
(fmacdonald)
2. Jan 7, 2021 by
Nicole Degagne
(ndegagne)
3. Mar 14, 2021 by
Nicole Degagne
(ndegagne)

4. Mar 29, 2021 by Darija Rabadzija (drabadzija)
5. Sep 14, 2021 by Darija Rabadzija (drabadzija)
6. May 10, 2022 by Francesco Barillaro (fbarillaro)

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

Program Content Guide

Purpose

The Marketing Technology Diploma is **being** designed to provide students with a solid foundation in **business management in the technical aspect first year of marketing, including customer relationship management, digital marketing, the program** and **an opportunity for more advanced, specialized study in marketing automation. technology.**

Graduates from the Marketing Technology Diploma will be prepared for entry-level roles in **digital marketing, customer relationship brand management, IT help-desk, sales, customer success, business analysis, marketing communications, traditional and e-commerce. digital marketing, and customer relationship management database administration.**

Students in the Marketing Technology **program Option** will learn to use the latest marketing software to **analyze** data and configure applications used in digital marketing and customer relationship management.

This new program will give students hands-on training on customer relationship management (CRM) software platforms. Students will develop a set of job-ready skills in the CRM courses and **and have the knowledge be prepared to pursue CRM and digital marketing certifications. write CRM administrator certification exams upon graduation.**

Grade 12 graduation or equivalent

Knowledge of English demonstrated by *one* of the following:

English 12 with a minimum 'C+' grade or equivalent, *or*

[English Language Proficiency](#) at an English 12 'C+' level

Knowledge of mathematics demonstrated by *one* of the following:

Math 11 Foundations with a minimum 'C+' grade or equivalent, *or*

Pre-Calculus 11 with a minimum 'C+' grade or equivalent, *or*

VCC Math 0861 and 0871 with a minimum 'C+' grade, *or*

VCC Math Assessment with the following scores: Basic Math with a minimum 80% and Algebra with a minimum 60%

Prior Learning Assessment & Recognition (PLAR)

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

PLAR is available for the following courses: **MKTG 1044 Marketing Math**; ~~MGMT 1001 Business Mathematics~~; ~~MGMT 1021 Computer Applications for Management~~.

Only 6 credits of this program may be completed by PLAR.

Methods for assessing prior learning may include exams, portfolios, interviews, and other evaluations.

Please contact the Department for details. ~~Please contact the Department for details.~~ If PLAR is successful, transcripts will reflect an 'S' grade (satisfactorily completed), which is not included in grade point average (GPA) **calculations.** ~~calculations~~

See VCC's D.3.5 Prior Learning Assessment and Recognition Policy and Procedures for more information.

Program Duration & Maximum Time for Completion

The program will have four academic terms and must be completed within five years from the date the student began studies in the first term of the program.

Upon completion of the Marketing Technology Diploma graduates will be able to:

Communicate effectively and respectfully as business professionals

Apply business principles, theories, skills and best practices

Evaluate financial information and financial implications related to business decisions to support the goals of a business enterprise

Apply critical thinking and analytical skills/strategies to provide marketing solutions that meet the needs of a business

Develop a marketing plan that meets the needs of a business or organization

Integrate the concepts, processes and applications of marketing automation and Customer Relationship Management (CRM), into a company's business operations

Use data analysis to support strategic and operational business decisions

Identify the unique opportunities and **considerations** ~~issues~~ that arise when **working with** ~~marketing to an~~ Indigenous **communities** ~~community~~

Apply principles of corporate social responsibility, sustainability and ethics in their work as business professionals

Determine effective digital marketing and e-commerce strategies

Instructional Strategies, Design, and Delivery Mode

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

Students will work with actual data sets to simulate **solving business problems.** ~~marketing automation tasks.~~

Evaluation of Student Learning

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

Students must receive a minimum cumulative grade point average of **C (2.00)** ~~C+ (2.33)~~ upon completion of all courses to successfully graduate and a minimum cumulative grade point average of **C (2.00)** ~~C (2.00)~~ in each term to advance into subsequent courses/terms in the **program.** ~~program. Students must attend a minimum of 80% of sessions in order to pass each course.~~

Recommended Characteristics of Students

Well-developed analytical and critical thinking skills

An interest in the field of business and marketing

Good basic computer literacy and working knowledge of various social media programs

Ability to work well with others on a diverse team environment

Courses

Marketing Technology Diploma

Plan of Study Grid

First Year

Term One	Credits
<u>MGMT 1004</u> Business Communication	3
MGMT 1007 Financial Accounting	3
MGMT 1001 Business Mathematics	3
<u>MGMT 1021</u> Computer Applications for Management	3
<u>MGMT 1006</u> Fundamentals of Marketing	3
<u>MGMT 1011</u> Information Technology Management	3
<u>MGMT 1003</u> Principles of Management	3
Credits	15

Term Two

MGMT 1002 Introduction to Economics	3
MGMT 1003 Principles of Management	3
MGMT 1011 Information Technology Management	3
<u>MKTG 2008</u> International E-Commerce	3
<u>MKTG 1024</u> Customer Relationship Management	3
<u>MKTG 1034</u> Introduction to Digital Marketing	3
<u>MKTG 1044</u> Marketing Math	3
<u>MKTG 2009</u> Advertising and Marketing Communication	3
Credits	15

Second Year

Term One

MGMT 2017 Canadian Business Law	3
<u>MGMT 2006</u> Business Analysis and Systems Design	3
<u>MKTG 2004</u> Professional Selling	3
<u>MKTG 2031</u> Customer Relationship Management (CRM) Software Administration	3
<u>MKTG 2077</u> Data Analytics and Visualization for Marketing	3
<u>MKTG 2078</u> Digital Advertising	3
Credits	15

Term Two

MGMT 1010 Business Sustainability and Ethics	3
<u>MKTG 2005 Marketing Automation</u>	3
MKTG 2041 Advanced Customer Relationship Management (CRM) Administration	3
MKTG 2009 Advertising and Marketing Communication	3
<u>MGMT 1012 Indigenous Business in Canada</u>	3
<u>MKTG 2069 Law and Ethics for Marketing</u>	3
<u>MKTG 2068 Managing Software Projects</u>	3
<u>MKTG 2099 Marketing Technology Capstone</u>	3
Credits	15
Total Credits	60

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

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

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	71-75		2.67
C+	66-70		2.33
C	61-65		2.00
C-	56-60		1.67
D	50-55	Minimum Pass. May not proceed to next level.	1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory. In accordance with departmental evaluation procedures.	N/A
U		Unsatisfactory. In accordance with departmental evaluation procedures.	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credits	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

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

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

Rationale and Consultations

Provide a rationale
for this proposal.

The revised PCG creates a more effective learning schedule for students and provides them with job-ready skills upon graduation.

Are there any
expected costs to
this proposal.

No costs

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Worked with CTLR - supportive of changes
Registrar's Office	Consulted - supportive of changes
Other	Consulted with external SMEs - supportive of changes
Faculty/Department	Consulted - supportive of changes
International Education	Consulted - supportive of changes

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

FOR MARKETING PURPOSES ONLY. DO NOT EDIT.

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

This program is for: Domestic
 International

Marketing Description

Gain a foundation in business management while developing advanced, specialized, job-ready skills in marketing software, data analytics, and customer relationship management (CRM).

What you will learn

Course Change Request

New Course Proposal

Date Submitted: 05/02/22 10:12 am

Viewing: **MKTG 1034 : Intro to Digital Marketing**

Last edit: 05/02/22 10:12 am

Changes proposed by: jewwhite

Programs
referencing this
course

[146: Marketing Technology Diploma](#)

Course Name:

Introduction to Digital Marketing

Effective Date:

January 2023

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Marketing Technology Diploma (4830)

Contact(s)

In Workflow

1. **4830 Leader**
2. **SHP Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 05/02/22 2:26 pm
Jeremy White
(jewwhite): Approved
for 4830 Leader
2. 05/02/22 4:45 pm
Dennis Innes
(dinnes): Approved
for SHP Dean
3. 05/31/22 3:26 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Jeremy	White	8544

Banner Course Name: Intro to Digital Marketing

Subject Code: MKTG - Marketing

Course Number: 1034

Year of Study: 1st Year Post-secondary

Credits: 3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course examines the function of digital media in marketing. The role of digital media in identifying, anticipating, and satisfying consumer needs and wants is explored. The internet impacts the way organizations communicate, conduct research, promote themselves, price, and distribute their products. These effects, as well as others, will be explored while taking into consideration legal and ethical implications.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain techniques and strategies used in digital marketing
CLO #2	Identify and explain the use of different online business models
CLO #3	Discuss the importance of online brand management
CLO #4	Assess online pricing options and implications
CLO #5	Explain distribution considerations in an online environment
CLO #6	Explain the role of digital media in identifying, anticipating, and satisfying consumer needs and wants
CLO #7	Assess the legal, ethical, regulatory, and social issues impacting digital marketing initiatives
CLO #8	Explain the opportunities and challenges of conducting market research onlinelectures, group discussions, case study analyses

Instructional

Strategies:

lectures, group discussions, case study analyses

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	Actively contributes to course discussions and activities
Project	35	Team-based project on Digital Marketing
Assignments	30	Software evaluation, case studies, or current events
Quizzes/Tests	25	

Hours by Learning Environment Type

Total Hours 45

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

Fundamentals of Web design

Search Engine Optimization (SEO)

Paid Search Marketing

Course Topics:

Email Marketing

Social Media

Mobile Marketing

Online Reputation Management

Display Advertising

Digital Marketing Foundations

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Marketing Technology Capstone

Additional Information

Provide any additional information if necessary.

Supporting
documentation:Reviewer
Comments

Marketing Information

Course Change Request

New Course Proposal

Date Submitted: 05/02/22 9:57 am

Viewing: **MKTG 1044 : Marketing Math**

Last edit: 05/02/22 2:26 pm

Changes proposed by: jewwhite

Programs
referencing this
course

[146: Marketing Technology Diploma](#)

Course Name:

Marketing Math

Effective Date:

January 2023

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Marketing Technology Diploma (4830)

Contact(s)

In Workflow

1. **4830 Leader**
2. **SHP Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 05/02/22 2:26 pm
Jeremy White
(jewwhite): Approved
for 4830 Leader
2. 05/02/22 4:46 pm
Dennis Innes
(dinnes): Approved
for SHP Dean
3. 05/31/22 3:26 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Jeremy	White	8544

Banner Course
Name:

Marketing Math

Subject Code:

MKTG - Marketing

Course Number

1044

Year of Study

1st Year Post-secondary

Credits:

3

Bridge College Code VO

Bridge Billing Hours 3

Bridge Course Level 01

Course Description:

Learners will explore the quantitative elements of starting, running, and marketing a business. Understanding how to calculate break even costs, analyze profit-and-loss, monitor key performance indicators for both digital and traditional marketing campaigns, and being able to present this data to non-financial audiences is a key element in any marketer's success. Throughout this course, learners will explore the fundamentals of math for marketing and gain better insight into the rationale behind quantitative marketing decision making.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain and describe quantitative Key Performance Indicators (KPIs) for marketing
CLO #2	Analyze and assess profit-and-loss scenarios
CLO #3	Calculate KPIs for digital marketing
CLO #4	Demonstrate how to analyze Software as a Service (SaaS) business model performance
CLO #5	Present financial data to non-financial audiences
CLO #6	Describe important quantitative elements to consider when starting a business

Instructional

Strategies:

Lectures, Demonstrations, Case Studies

Evaluation and Grading

Grading System: Letter Grade (A-F)
D (50%)

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	Case studies
Participation	10	
Project	30	Marketing-related Analysis
Quizzes/Tests	30	

Hours by Learning Environment Type

Total Hours 45

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

Profit and Loss statements

Break even analysis

Margins, markups, and pricing strategies

KPIs

Cost per conversion

Cost per acquisition

Internal controls

Course Topics:

Data presentation skills

Governance

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Marketing Technology Capstone

Additional Information

Provide any additional information if necessary.

Supporting
documentation:Reviewer
Comments

Marketing Information

*FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.**This section is used by Marketing to help populate course information on the website. If you have any questions about this section, contact webmaster@vcc.ca.*

Make Available on Website:

Course Change Request

Date Submitted: 05/09/22 1:53 pm

Viewing: **MKTG 2004 : Professional Selling**

Last approved: 04/28/22 5:44 am

Last edit: 05/09/22 1:53 pm

Changes proposed by: jewwhite

Programs
referencing this
course

MKTG 2004:

146: Marketing Technology Diploma

Course Name:

Professional Selling

Effective Date:

September 2022

School/Centre:

Hospitality, Food Studies & Applied Business

Is this a non-credit course?

Department:

Marketing Technology Diploma (4830)

Contact(s)

In Workflow

1. **4830 Leader**
2. **SHP Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 05/09/22 2:06 pm
Jeremy White
(jewwhite): Approved
for 4830 Leader
2. 05/09/22 3:26 pm
Dennis Innes
(dinnes): Approved
for SHP Dean
3. 05/31/22 3:26 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Oct 20, 2020 by
Fred MacDonald
(fmacdonald)
2. Mar 13, 2021 by
Nicole Degagne
(ndegagne)
3. Mar 31, 2021 by
Darija Rabadzija
(drabadzija)

4. Apr 28, 2022 by ⁹²
Darija Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
Jeremy White Dennis Innes	jewwhite@vcc.ca dinnes@vcc.ca	8544 8396

Banner Course Name: Professional Selling

Subject Code: MKTG - Marketing

Course Number: 2004

Year of Study: 2nd Year Post-secondary

Credits: 3

Bridge College Code: VO

Bridge Billing Hours: 3

Bridge Course Level: 01

Course Description:

Students study the sales process as it applies to the successful selling of both goods and services to organizations. Students explore and practice each step in the sales process through hands-on interactive activities. The focus of this course is on building long-term, mutually beneficial relationships established through trust and ethical decision making.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the career opportunities available in organizational sales
CLO #2	Demonstrate professional verbal communication skills
CLO #3	Explain the importance and role of personal selling in the integrated marketing communications mix of a company
CLO #4	Perform each of the steps of the selling process
CLO #5	Apply the basic strategies that relate to management of self and others as a professional salesperson
CLO #6	Explain the importance of developing mutually rewarding and long-term relationships in an ethical sales environment
CLO #7	Explain techniques and strategies used for inside sales
CLO #8	Describe the unique characteristics of selling in the technology industry
CLO #9	Demonstrate an understanding of the difference between business to consumer (B2C) and business to business (B2B) sales techniques

Instructional

Strategies:

Lectures, demonstrations, role playing

Evaluation and Grading

Grading System: Letter Grade (A-F)
D (50%)

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	Actively contributes to course discussions and activities
Assignments	35 30	Sales activities assignments
Project	30 25	Sales assignment
Final Exam	25	
Quizzes/Tests	25 10	

Hours by Learning Environment Type

Total Hours 45

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

Overview of Personal **Selling** ~~selling~~

Building Trust and Sales Ethics

Understanding Buyers

Communication Skills

Strategic Prospecting and Preparing for Sales Dialogue

Negotiation

Sales Dialogue: Creating and Communicating Value

Addressing Concerns and Earning Commitment

Expanding Customer Relationships

Adding Value: Self Leadership and Teamwork

Sales **Management** ~~management~~ and Technology

B2B Sales

B2C Sales

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

SELL (latest Canadian edition). Nelson, Ingram, T. N., LaForge, R. W., Avila, R. A., Schwepker, C. H., & Williams, M. R., Shannahan, K.L.

Course Change Request

Date Submitted: 05/09/22 1:56 pm

Viewing: **MKTG 2005 : Marketing Automation**

Last approved: 04/28/22 5:44 am

Last edit: 05/09/22 1:56 pm

Changes proposed by: jewwhite

Programs
referencing this
course

MKTG 2005:

146: Marketing Technology Diploma

Course Name:

Marketing Automation

Effective Date:

September 2022

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Marketing Technology Diploma (4830)

Contact(s)

In Workflow

1. **4830 Leader**
2. **SHP Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 05/09/22 2:06 pm
Jeremy White
(jewwhite): Approved
for 4830 Leader
2. 05/09/22 3:27 pm
Dennis Innes
(dinnes): Approved
for SHP Dean
3. 05/31/22 3:26 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Oct 20, 2020 by
Fred MacDonald
(fmacdonald)
2. Mar 30, 2021 by
Nicole Degagne
(ndegagne)
3. Nov 24, 2021 by
Darija Rabadzija
(drabadzija)

4. Apr 28, 2022 by
Darija Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
Jeremy White Dennis Innes	dinnes@vcc.ca	8396

Banner Course Name: Marketing Automation

Subject Code: MKTG - Marketing

Course Number: 2005

Year of Study: 2nd Year Post-secondary

Credits: 3

Bridge College Code: VO

Bridge Billing Hours: 3

Bridge Course Level: 01

Course Description:

In this course **students student** learn to use marketing automation software to improve the overall effectiveness of marketing campaigns. Students integrate knowledge from previous courses **to and** plan marketing funnels and drip campaigns using a variety of software platforms. They also learn how to collect, store, segment and utilize data to retain customers.

Course Pre-Requisites (if applicable):

MKTG 2031, MGMT 1006 ~~MGMT 2017 Canadian Business Law, MGMT 2006 Business Analysis and Systems Design, MKTG 2004 Professional Selling, MKTG 2031 Customer Relationship Management Software Administration, ACCT 2003 Business Data Analytics.~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

Upon successful completion of this course, students will be able to:	
CLO #1	Explain the principles, strategies and practices used in marketing automation
CLO #2	Identify the steps in a customer's purchasing journey and apply them to an automated marketing strategy
CLO #3	Use relevant data across all digital platforms to guide a marketing automation strategy
CLO #4	Use marketing automation to enhance meaningful communications with customers
CLO #5	Use marketing automation strategies to improve customer retention
CLO #6	Explain the ethical, legal and privacy issues that arise when implementing a marketing automation strategy
CLO #7	Demonstrate inbound marketing techniques that range from content creation to social promotion to converting and nurturing leads and beyond

Instructional

Strategies:

Lectures, Demonstrations, Lab activities. Individual and group projects.

Evaluation and Grading

Grading System: Letter Grade (A-F) Passing grade:
D (50%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	Actively contributes to course discussions and activities
Assignments	30 20	Marketing Automation Software Demo
Lab Work	35 30	Marketing Automation Business Scenario
Quizzes/Tests Midterm Exam	25 20	
Final Exam	20	

Hours by Learning Environment Type

Total Hours 45

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

Introduction to Marketing Automation

Working with Data and Leads

The Customer Journey

~~CRM Integration~~

Running Automation Campaigns

Mixing, Scoring and Generating Reports

~~Combining Automation With Other Marketing Programs~~

Advanced Automation Techniques

~~Inbound Marketing Working with Indigenous communities and businesses~~

Inbound Sales

Content Marketing

Converting and Nurturing Leads

Social Promotion

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

Rationale and Consultations

Course Change Request

Date Submitted: 05/09/22 1:55 pm

Viewing: **MGMT 2006 : Business Analysis & Sys
Design**

Last approved: 04/28/22 5:44 am

Last edit: 05/10/22 9:54 am

Changes proposed by: jewwhite

Programs
referencing this
course

[146: Marketing Technology Diploma](#)

Course Name:

Business Analysis and Systems Design

Effective Date: September 2022

School/Centre: Hospitality, Food Studies & Applied Business

Is this a non-credit course?

Department: **Marketing Technology Diploma (4830)**
~~Department of Project Management (4811)~~

Contact(s)

In Workflow

1. **4811 Leader**
2. **4830 Leader**
3. **SHP Dean**
4. **Curriculum
Committee Chair**
5. **EDCO Chair**
6. Records
7. Banner

Approval Path

1. 05/09/22 4:27 pm
Darija Rabadzija
(drabadzija):
Approved for 4811
Leader
2. 05/09/22 4:38 pm
Jeremy White
(jewwhite): Approved
for 4830 Leader
3. 05/10/22 4:16 pm
Dennis Innes
(dinnes): Approved
for SHP Dean
4. 05/31/22 3:26 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Feb 1, 2019 by
mheaps
2. Jul 25, 2019 by
Nicole Degagne

100
(ndegagne)

3. Feb 9, 2022 by Leszek Apouchtine (lapouchtine)
4. Apr 28, 2022 by Darija Rabadzija (drabadzija)

Name	E-mail	Phone/Ext.
Jeremy White Al Petrone	jewwhite@vcc.ca apetrone@vcc.ca	8544 -

Banner Course Name: Business Analysis & Sys Design

Subject Code: MGMT - Business Management

Course Number: 2006

Year of Study: 2nd Year Post-secondary

Credits: 3

Bridge College Code: VO

Bridge Billing Hours: 0-3

Bridge Course Level: 01

Course Description:

This course introduces students to project life cycle development, and the skills and knowledge required to design information systems that are efficient and effective. Students are given the opportunity to analyze the business requirements of a project. Students learn how to fully document project requirements as well as analyze business problems.

Course Pre-Requisites (if applicable):

~~Successful completion of all Term 1 and Term 2 courses.~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

DETAILS OF PLAN:

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain how use case modelling and workflow analysis work together to define system requirements Determine solutions, assessments and validation to a broad range of situations.
CLO #2	Design, formalize and document the business requirements.
CLO #3	Demonstrate effective use of written, verbal, and non-verbal communication, and judgment for business analysis.
CLO #4	Explain the process for designing and implementing systems application to meet the business requirements.
CLO #5	Demonstrate organization skills for business analysis and systems design.
CLO #6	Perform gap analysis, problem analysis, needs assessment, cost benefit analysis, integrated business test plans and test scenarios.
CLO #7	Develop flow charts and Entity Relationship Diagrams (ERD) ERD diagrams for business processes and database designs.
CLO #8	Explain and use the phases of the Software Development Life Cycle (SDLC)

Instructional

Strategies:

Lecture, group work, case studies, discussions, presentations, guest speakers, online activities

Evaluation and Grading

Grading System: Letter Grade (A-F)
D (50%)

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	Actively contributes to course discussions and activities
Assignments	30	
Project	35	Group project report

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	25	
<h3>Hours by Learning Environment Type</h3> <hr style="border-top: 1px dashed black;"/>		
Total Hours	45	
Lecture, Seminar, Online	45	
Lab, Clinical, Shop, Kitchen, Studio, Simulation		
Practicum, Self-Paced, Individual Learning		
Course Topics		
Course Topics:		
Business requirements		
Business analysis		
Functional design		
System design		
Testing and implementation techniques		
Data modelling		
Business process modelling		
Learning Resources (textbooks, lab/shop manuals, equipment, etc.):		

Rationale and Consultations

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

Course Change Request

Date Submitted: 05/09/22 1:51 pm

Viewing: **MKTG 2009 : Advertising & Marketing**

Comm

Last approved: 04/28/22 5:44 am

Last edit: 05/09/22 1:51 pm

Changes proposed by: jewwhite

Programs
referencing this
course

MKTG 2009:

146: Marketing Technology Diploma

Course Name:

Advertising and Marketing Communication

Effective Date:

September 2022

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Marketing Technology Diploma (4830)

Contact(s)

In Workflow

1. **4830 Leader**
2. **SHP Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 05/09/22 2:06 pm
Jeremy White
(jewwhite): Approved
for 4830 Leader
2. 05/09/22 3:28 pm
Dennis Innes
(dinnes): Approved
for SHP Dean
3. 05/31/22 3:26 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Oct 20, 2020 by
Fred MacDonald
(fmacdonald)
2. Mar 13, 2021 by
Nicole Degagne
(ndegagne)
3. Mar 31, 2021 by
Darija Rabadzija
(drabadzija)

4. Nov 11, 2021 by
Nicole Degagne
(ndegagne)
5. Apr 28, 2022 by
Darija Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
Jeremy White Dennis Innes	jewwhite@vcc.ca dinnes@vcc.ca	8544 8396

Banner Course Advertising & Marketing Comm
Name:

Subject Code: MKTG - Marketing

Course Number 2009

Year of Study 2nd Year Post-secondary

Credits: 3

Bridge College Code VO

Bridge Billing Hours 3

Bridge Course Level 01

Course Description:

Students examine the role of advertising design in integrated marketing communications. Advertising design is considered with respect to consumer behaviour, media, **advertisers**, ~~advertisers~~ and advertising professionals to develop a basic understanding of the applicability of advertising in planning and executing an integrated marketing communications plan.

Course Pre-Requisites (if applicable):

~~MGMT 1006.~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of Program

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Examine the role Integrated Marketing Communication (IMC) has in a marketing plan
CLO #2	Define the target audience for the communication process
CLO #3	Utilize communication theory and models to create effective marketing messages
CLO #4	Create a marketing communications proposal that demonstrates effective use of communication and behavioural objectives, and an appropriate budget
CLO #5	Develop an effective integrated communications plan that communicates specific promotional messages via various media (e.g., print, broadcast, online, social media)
CLO #6	Present an integrated communications plan in a clear, concise format based on a prescribed presentation outline
CLO #7	Explain the social, cultural and ethical issues that must be considered when developing a marketing message
CLO #8	Recognize and demonstrate effective advertising copywriting skills

Instructional

Strategies:

Lectures, case studies, group work, projects

Evaluation and Grading

Grading System: Letter Grade (A-F) Passing grade:
D (50%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	Actively contributes to course discussions and activities
Assignments	30 25	Copywriting Assignment
Project	35 30	Marketing Communications Plan/Proposal
Quizzes/Tests Midterm Exam	25 20	

Type	Percentage	Brief description of assessment activity
Final Exam	20	
<h3>Hours by Learning Environment Type</h3> <hr style="border-top: 1px dashed black;"/>		
Total Hours	45	
Lecture, Seminar, Online	45	
Lab, Clinical, Shop, Kitchen, Studio, Simulation		
Practicum, Self-Paced, Individual Learning		
Course Topics		
Course Topics:		
1. The IMC industry and the key players in Canada		
2. Strategic brand Communications		
3. Public Relations, Direct Response and Promotions		
4. Strategic Research, Segmenting and Targeting the Audience		
5. Creative Promotional Writing		
6. Visual Communication		
7. Paid Media, Owned, Interactive and Earned Media		
9. Social Impact, Responsibility and Ethics		
Learning Resources (textbooks, lab/shop manuals, equipment, etc.):		

Rationale and Consultations

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

Course Change Request

Date Submitted: 05/09/22 1:50 pm

Viewing: **MKTG 2031 : CRM Software**

Administration

Last approved: 04/29/22 5:22 am

Last edit: 05/09/22 1:50 pm

Changes proposed by: jewwhite

Programs
referencing this
course

MKTG 2031:

146: Marketing Technology Diploma

Course Name:

Customer Relationship Management (CRM) Software Administration

Effective Date: September 2022

School/Centre: Hospitality, Food Studies & Applied Business

Department: Marketing Technology Diploma (4830)

Contact(s)

In Workflow

1. **4830 Leader**
2. **SHP Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 05/09/22 2:06 pm
Jeremy White
(jewwhite): Approved
for 4830 Leader
2. 05/09/22 3:28 pm
Dennis Innes
(dinnes): Approved
for SHP Dean
3. 05/31/22 3:26 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Oct 23, 2020 by
Fred MacDonald
(fmacdonald)
2. Apr 8, 2021 by
Nicole Degagne
(ndegagne)
3. Nov 30, 2021 by
Nicole Degagne
(ndegagne)

4. Apr 28, 2022 by
Darija Rabadzija
(drabadzija)
5. Apr 29, 2022 by
Darija Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
Jeremy White Dennis Innes	jewwhite@vcc.ca dinnes@vcc.ca	8544 8396

Banner Course Name: CRM Software Administration

Subject Code: MKTG - Marketing

Course Number: 2031

Year of Study: 2nd Year Post-secondary

Credits: 3

Bridge College Code: VO

Bridge Billing Hours: 3

Bridge Course Level: 01

Course Description:

In this course students work with CRM software to collect, **analyze, analyze** and automate customer data and create applications in a laboratory setting. Upon completion of the **course, course** students will be **familiar with the foundational components of the Salesforce** ~~prepared to write an examination to become a certified CRM system. administrator.~~

Course Pre-Requisites (if applicable):

MKTG **1024** ~~1024.~~

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Apply concepts of CRM data modeling Customize applications, including page layouts, fields, tabs, and business processes
CLO #2	Customize the user interface within a CRM system Create high-value reports and dashboards
CLO #3	Explain different types of automation that exist inside a CRM system Create a secure CRM environment
CLO #4	Model effective safeguard rules to maintain data cleanliness Maintain and import clean data
CLO #5	Construct CRM security settings Set up workflow automation
CLO #6	Migrate and manipulate data within a CRM environment Automate the support and case process
CLO #7	Develop meaningful reports and dashboards using CRM data Write a CRM administrator certification exam
CLO #8	Explain the CRM environment and release management process

Instructional

Strategies:

Lectures, demonstrations, group work, online lab assignments

Evaluation and Grading

Grading System: Letter Grade (A-F)
D (50%)

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	Actively contributes to course discussions and activities
Assignments	30 20	Mini demonstrations
Project Lab Work	35 30	Salesforce environment walkthrough
Quizzes/Tests Midterm Exam	25 20	
Final Exam	20	

Hours by Learning Environment Type

Total Hours 45

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

Security and sharing ~~1.Understanding the data model and navigation~~

User administration ~~2.Setting up a company profile and configuring the user interface~~

Reports and dashboards ~~3.Setting up and managing user profiles~~

Fields, objects, and layouts ~~4.Managing data access and security~~

Applications ~~5.Administering standard and customized fields~~

Maintain and import clean data ~~6.Reports and Dashboards~~

Process automation ~~7.Automation~~

Validation rules ~~8.Data Management~~

Record types ~~9.Managing the Support Process~~

Data management

Environment and release management

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

Rationale and Consultations

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

Course Change Request

Date Submitted: 05/09/22 3:08 pm

Viewing: **MKTG 2041 : Advanced CRM**

Administration

Last approved: 04/28/22 5:44 am

Last edit: 05/09/22 3:08 pm

Changes proposed by: drabadzija

Course Name:

Advanced Customer Relationship Management (CRM) Administration

Effective Date: September 2022

School/Centre: Hospitality, Food Studies & Applied Business

Department: **Marketing Technology Diploma (4830)**
~~Department of Business Management (4801)~~

Contact(s)

In Workflow

1. **4801 Leader**
2. **4830 Leader**
3. **SHP Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. Records
7. Banner

Approval Path

1. 05/09/22 3:02 pm
Darija Rabadzija (drabadzija):
Rollback to Initiator
2. 05/09/22 3:04 pm
Darija Rabadzija (drabadzija):
Rollback to Initiator
3. 05/09/22 3:09 pm
Darija Rabadzija (drabadzija):
Approved for 4801 Leader
4. 05/09/22 4:37 pm
Jeremy White (jewwhite): Approved for 4830 Leader
5. 05/10/22 4:16 pm
Dennis Innes (dinnes): Approved for SHP Dean
6. 05/31/22 3:27 pm
Todd Rowlatt (trowlatt): Approved

History

1. Oct 20, 2020 by Fred MacDonald (fmacdonald)
2. Mar 30, 2021 by Nicole Degagne (ndegagne)
3. Nov 11, 2021 by Nicole Degagne (ndegagne)
4. Apr 28, 2022 by Darija Rabadzija (drabadzija)

Name	E-mail	Phone/Ext.
Jeremy White Dennis Innes	jewwhite@vcc.ca dinnes@vcc.ca	8544 8396

Banner Course Name: Advanced CRM Administration

Subject Code: MKTG - Marketing

Course Number: 2041

Year of Study: 2nd Year Post-secondary

Credits: 3

Bridge College Code: VO

Bridge Billing Hours: 3

Bridge Course Level: 01

Course Description:

This course is a continuation of MKTG 2031. Students build on the skills developed in MKTG 2031 and learn the skills required for job readiness in the field of marketing technology and advanced CRM administration. Working with laboratory software students learn advanced setup, configuration, and maintenance of CRM

applications. Upon completion of this course students will be prepared to write a certification exam in advanced CRM administration.

Course Pre-Requisites (if applicable):

MKTG 2031.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Implement business logic and process automation Configure data and application security
CLO #2	Build reports and dashboards Implement business logic and process automation
CLO #3	Apply data management best practices Build advanced reports and dashboards
CLO #4	Demonstrate data importing skills Apply data management best practices
CLO #5	Demonstrate an understanding of CRM configuration techniques Write a certification exam for advanced CRM administration.
CLO #6	Exhibit data modelling best practices
CLO #7	Translate business requirements into a technical CRM configuration
CLO #8	Present a technical solution to non-technical business stakeholders

Instructional

Strategies:

Lectures, Demonstrations, Case Studies, Lab Activities

Evaluation and Grading

Grading System:

Letter Grade (A-F)

Passing grade:

D (50%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	15 10	Actively contributes to course discussions and activities
Assignments	30 20	CRM Activities, reflective activity
Project Lab Work	40 30	CRM Business Scenario
Quizzes/Tests Midterm Exam	15 20	
Final Exam	20	

Hours by Learning Environment Type

Total Hours 45

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

Configure data and application security

Security and Custom Applications

Automation, Change Management and Auditing

Analytics and Data Management

~~Advanced~~ Reports and Dashboards

Requirements gathering ~~Sales, Service and Content Applications~~

Data importing ~~Managing Support Processes~~

Presenting technical demonstrations

Course Change Request

New Course Proposal

Date Submitted: 05/02/22 1:55 pm

Viewing: **MKTG 2068 : Managing Software**

Projects

Last edit: 05/02/22 1:55 pm

Changes proposed by: jewwhite

Programs
referencing this
course

[146: Marketing Technology Diploma](#)

Course Name:

Managing Software Projects

Effective Date:

January 2023

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Marketing Technology Diploma (4830)

Contact(s)

In Workflow

1. **4830 Leader**
2. **SHP Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 05/02/22 2:26 pm
Jeremy White
(jewwhite): Approved
for 4830 Leader
2. 05/02/22 4:47 pm
Dennis Innes
(dinnes): Approved
for SHP Dean
3. 05/31/22 3:27 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

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

Banner Course

Managing Software Projects

Name:

Subject Code:

MKTG - Marketing

Course Number

2068

Year of Study

2nd Year Post-secondary

Credits:

3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course introduces learners to the fundamentals of project management specific to software and IT. Students will learn the steps and stages of project management from beginning to end, and, upon completion of the course will be able to act as effective project participants.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe project management terminology
CLO #2	Define the project life cycle and different types of software projects (i.e.: support project, advisory services, product implementation, managed services)
CLO #3	Estimate project costs and duration
CLO #4	Describe strategies to monitor and assess project progress
CLO #5	Recognize potential project risks and prepare risk response strategies
CLO #6	Identify stakeholder groups and develop appropriate communication strategies
CLO #7	Discuss the importance of version control, audit trails, testing, and quality assurance to software projects
CLO #8	Identify project success metrics

**Instructional
Strategies:**

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	Actively contributes to course discussions and activities
Project	35	Comprehensive project plan
Assignments	30	WBS, Project Schedule, Risk Mitigation, etc..
Quizzes/Tests	25	

Hours by Learning Environment Type

Total Hours 45

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

Project management

Quality assurance

Version control

Project scoping/cost assessment

Risk mitigation

Course Topics:

Project planning

Testing plans

Project timelines

Project communications

Success metrics and KPIs

Stakeholder management

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Marketing Technology Capstone

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Marketing Information

Course Change Request

New Course Proposal

Date Submitted: 05/02/22 1:43 pm

Viewing: **MKTG 2069 : Law and Ethics for Marketing**

Last edit: 05/17/22 4:28 pm

Changes proposed by: jewwhite

Programs
referencing this
course

[146: Marketing Technology Diploma](#)

Course Name:

Law and Ethics for Marketing

Effective Date:

January 2023

School/Centre:

Hospitality, Food Studies & Applied Business

Is this a non-credit course?

Department:

Marketing Technology Diploma (4830)

Contact(s)

In Workflow

1. **4830 Leader**
2. **SHP Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 05/02/22 2:18 pm
Jeremy White
(jewwhite): Approved
for 4830 Leader
2. 05/02/22 4:48 pm
Dennis Innes
(dinnes): Approved
for SHP Dean
3. 05/31/22 3:27 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

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

Banner Course

Law and Ethics for Marketing

Name:

Subject Code:

MKTG - Marketing

Course Number

2069

Year of Study

2nd Year Post-secondary

Credits:

3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course explores on the many legal and ethical issues related to marketing. The course examines issues related to international, social, environmental, and digital aspects of marketing strategy implementation.

After this course, students can critically evaluate ethical and legal marketing situations.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify the impact various laws have on marketing activities (e.g. the Competition Act, PIPEDA)
CLO #2	Recognize the increasing importance of the role marketing has on the use and collection of consumer data
CLO #3	Identify ethical and legal issues when using digital marketing techniques, customer data, and other marketing technologies
CLO #4	Explain "greenwashing," "pink-washing," "blue-washing" and other forms of marketing spin
CLO #5	Differentiate the various stakeholders impacted by ethical marketing dilemmas
CLO #6	Formulate and justify logical arguments to defend an ethical position
CLO #7	Assess Corporate Social Responsibility as a strategy
CLO #8	Use the 4P's of marketing to investigate ethical issues
CLO #9	Evaluate ethical dilemmas in marketing around the world

Instructional

Strategies:

lectures, group discussions, case study analyses

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	15	Actively contributes to course discussions and activities
Project	30	Examine an ethical or legal issue
Assignments	30	Homework, debates, law exploration
Quizzes/Tests	25	Exams, quizzes

Hours by Learning Environment Type

Total Hours 45

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

Marketing laws in Canada

Pricing issues in marketing

Promotional issues in marketing

Ethical issues in distribution

Course Topics:

Issues in products and services

Consumer data, use, and protection

Marketing to the Bottom of the Pyramid

Targeting and discrimination

Ethical issues in the value chain

Legal and ethical challenges when using marketing technologies

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Marketing Technology Capstone

Provide a rationale
for this proposal:

Are there any
expected costs as a
Consultation

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 05/02/22 10:27 am

Viewing: **MKTG 2078 : Digital Advertising**

Last edit: 05/02/22 4:49 pm

Changes proposed by: jewwhite

Programs
referencing this
course

[146: Marketing Technology Diploma](#)

Course Name:

Digital Advertising

Effective Date:

January 2023

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Marketing Technology Diploma (4830)

Contact(s)

In Workflow

1. **4830 Leader**
2. **SHP Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 05/02/22 2:23 pm
Jeremy White
(jewwhite): Approved
for 4830 Leader
2. 05/02/22 4:49 pm
Dennis Innes
(dinnes): Approved
for SHP Dean
3. 05/31/22 3:27 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Jeremy	White	8544

Banner Course
Name:

Digital Advertising

Subject Code:

MKTG - Marketing

Course Number

2078

Year of Study

2nd Year Post-secondary

Credits:

3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

The digital age has opened new channels of communication and new types of messages. This course will offer students real world experience in planning, implementing, and measuring a digital marketing campaign that is embedded in an integrated marketing strategy. Students will explore Google Ads certification and learn to plan, execute, and measure digital advertising campaigns.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explore the fundamentals of how to develop an effective online advertising campaign
CLO #2	Analyze online data and evaluating the data to optimize campaign performance
CLO #3	Determine effective approaches to developing digital marketing plans
CLO #4	Explain the impact of an effective digital advertising strategy
CLO #5	Demonstrate effective presentation skills and techniques

Instructional

Strategies:

lectures, group discussions, case study analyses

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	Actively contributes to course discussions and activities
Project	35	Google marketing challenge or equivalent
Assignments	30	Google Ads certification, presentations
Quizzes/Tests	25	

Hours by Learning Environment Type

Total Hours 45

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

Google Ad words

Search campaigns

Measurement campaigns

Client and market analysis

Developing a marketing strategy

Tracking and optimizing

Presentations

Marketing analysis

Course Change Request

New Course Proposal

Date Submitted: 05/02/22 9:50 am

Viewing: **MKTG 2099 : Marketing Technology**

Capstone

Last edit: 05/02/22 2:25 pm

Changes proposed by: jewwhite

Programs
referencing this
course

[146: Marketing Technology Diploma](#)

Course Name:

Marketing Technology Capstone

Effective Date:

January 2023

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Marketing Technology Diploma (4830)

Contact(s)

In Workflow

1. **4830 Leader**
2. **SHP Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 05/02/22 2:26 pm
Jeremy White
(jewwhite): Approved
for 4830 Leader
2. 05/02/22 4:50 pm
Dennis Innes
(dinnes): Approved
for SHP Dean
3. 05/31/22 3:27 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Jeremy	White	8544

Banner Course

Marketing Technology Capstone

Name:

Subject Code:

MKTG - Marketing

Course Number

2099

Year of Study

2nd Year Post-secondary

Credits:

3

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Students build on the skills developed in the Marketing Technology program and learn the skills required for job readiness in the field of marketing technology. Working with laboratory software, students will synthesise all knowledge gained throughout the duration of the Marketing Technology program and solve a business case using CRM and other software.

Course Pre-Requisites (if applicable):

Completion of all courses from terms one, two and three

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Implement business logic and process automation
CLO #2	Build reports and dashboards
CLO #3	Apply data management best practices
CLO #4	Demonstrate data importing skills
CLO #5	Demonstrate an understanding of CRM configuration techniques
CLO #6	Exhibit data modeling strategies
CLO #7	Translate business requirements into a technical CRM configuration
CLO #8	Present a technical solution to non-technical business stakeholders

Instructional

Strategies:

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	15	Actively contributes to course discussions and activities
Assignments	30	CRM Activities, reflective activity
Project	40	Capstone Project - CRM Business Scenario
Quizzes/Tests	15	

Hours by Learning Environment Type

Total Hours 45

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

Configure data and application security

Course Topics:

Security and Custom Applications

Automation, Change Management and Auditing

Analytics and Data Management

Reports and Dashboards

Requirements gathering

Data importing

Present technical demonstrations

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

Yes

Provide a rationale
for this proposal:

We are revamping the Marketing Technology diploma program to better meet the needs of industry and to provide a better student learning experience. With these changes, VCC will produce candidates who are ready for the workforce. We have consulted with industry experts to ensure we are teaching an effective combination of skills.

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

No cost changes

Consultations

Consulted Areas	Consultation Comments
-----------------	-----------------------

Consulted Areas	Consultation Comments
Registrar's Office	Consulted - receptive to changes
Faculty/Department	Consulted - receptive to changes
Other Department(s)	Advised CBM and BPM of the changes
International Education	Consulted - receptive to changes
Other	Consulted with subject matter experts from industry
Centre for Teaching, Learning, and Research (CTLR)	Worked with Francesco from CTLR

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

This section is used by Marketing to help populate course information on the website. If you have any questions about this section, contact webmaster@vcc.ca.

Make Available on Website:



DECISION NOTE

PREPARED FOR: Education Council

DATE: June 7, 2022

ISSUE: New program: Preparatory Music Certificate

BACKGROUND:

The Music Department is proposing a new certificate in Preparatory Music. The department currently offers a suite of preparatory music courses, which feed students into their full diploma program, as a way of preparing students for success. In the past, the department has directed students to these courses after their audition for the diploma. However, the department has seen an increase in applications for the preparatory courses from students trying to determine whether music is the right path for them, or to gain the necessary foundational skills. This has included a number of international students who cannot easily access a study visa for the courses.

This eight-month program will be accessible to all students, including international, and provide a clear pathway into the Music Diploma program. It includes music theory, musicianship, individual instruction and music ensemble, which has not been previously available to prep students. The structure of nine credits per term will allow international students to enroll.

The shorter preparatory courses will still be offered during the summer as an additional pathway for students.

DISCUSSION:

Laurence Mollerup, Department Head of Music, and Deirdre Morgan, lead developer, presented the proposal. The committee identified a few minor issues:

- Align the admission requirements section with standard formatting and add the application form Music uses.
- Change the effective date to September 2023.
- Evaluation plans for two preparatory individual instruction courses include 60 percent of the grade for the lessons. Laurence clarified the grade was composed of several parts: a final playing exam and the ongoing instructor grade for the lessons.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the new Preparatory Music Certificate, including six new and four revised courses, and recommend the Board of Governors approve the credential.

PREPARED BY: Todd Rowlett, Chair, Curriculum Committee

DATE: May 31, 2022

Program Change Request

New Program Proposal

Date Submitted: 05/04/22 2:26 pm

Viewing: **Preparatory Music Certificate**

Last edit: 05/26/22 11:47 am

Changes proposed by: Imollerup

In Workflow

1. **4204 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Ministry Review
6. Board of Directors

Program Name:

Preparatory Music Certificate

Credential Level: Certificate

Effective Date: September 2023

Effective Catalog Edition:

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

Approval Path

1. 05/04/22 2:46 pm
Laurence Mollerup (Imollerup):
Approved for 4204 Leader
2. 05/05/22 11:04 am
Shirley Lew (slew):
Approved for SAS Dean
3. 05/31/22 3:25 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Laurence Mollerup	lmollerup@vcc.ca	7299
Deirdre Morgan	demorgan@vcc.ca	7232

Program Content Guide

Purpose

The Certificate in Preparatory Music prepares students for successful entry to a Diploma-level music program. Students learn to read and write standard music notation, understand rhythm, melody and harmony, gain effective music practice skills, recognize the elements of critical listening, and interact and perform in music ensembles.

The Certificate program features small class sizes with professional music faculty and the inclusion of music from many cultures. Students who successfully complete this preparatory program will be ready to audition for a first-year level program.

Admission Requirements

ENGLISH LANGUAGE PROFICIENCY REQUIREMENTS

[English language proficiency](#) at an English 11 level, or equivalent

MUSIC REQUIREMENTS

Successful audition in major performance area. For audition requirements,

visit <https://www.vcc.ca/programs/preparatory-music/>

[Supplemental Application form](#).

Prior Learning Assessment & Recognition (PLAR)

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

PLAR is available for the following courses:

MUSC 1012 Preparatory Certificate Musicianship 1

MUSC 1014 Preparatory Certificate Theory 1

MUSC 1054 Preparatory Class Piano 1

Prior learning is assessed in the following ways:

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

Complete a Performance Assessment, and

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

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

Program Duration & Maximum Time for Completion

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

Upon successful completion of the program, students will be able to:

Read treble and bass clefs

Sing and write pentatonic and diatonic melodies

Perform basic simple and compound-metre rhythms

Identify, construct, and sing diatonic triads, intervals, modes, and scales

Identify written key signatures, intervals, diatonic scales and triads, cadences

Transcribe melodic and rhythmic dictations from various cultures and traditions

Practice rehearsal etiquette and performance mindset

Perform or compose pieces using basic technical elements with consistent accuracy and control

Analyze harmonic, rhythmic and melodic elements of music

Instructional Strategies, Design, and Delivery Mode

The Certificate in Preparatory Music is a full-time program. Classes are scheduled in the early evening, four days a week.

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

Evaluation of Student Learning

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

Recommended Characteristics of Students

Demonstrates potential in area of specialization

Strong motivation and commitment to music

Basic facility with digital tools and software

Courses

<u>MUSC 1010</u>	Preparatory Individual Instruction 1	1
<u>MUSC 1012</u>	Preparatory Certificate Musicianship 1	2.5
<u>MUSC 1014</u>	Preparatory Certificate Music Theory 1	3
<u>MUSC 1030</u>	Preparatory Individual Instruction 2	1
<u>MUSC 1032</u>	Preparatory Certificate Musicianship 2	2.5
<u>MUSC 1034</u>	Preparatory Certificate Music Theory 2	3

MUSC 1054	Preparatory Class Piano 1	1
MUSC 1064	Preparatory Class Piano 2	1
MUSC 1091	Preparatory Certificate Ensemble 1	1.5
MUSC 1095	Preparatory Certificate Ensemble 2	1.5
Total Credits		18

Transcript of Achievement

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

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

Grading Standard

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

Grade Point Average (GPA)

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

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

Rationale and Consultations

Provide a rationale for this proposal.

RATIONALE

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

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

By bringing the credit load of the Preparatory Music courses up to 9 credits per term, adding more contact time for the core courses of Theory and Musicianship, and adding an ensemble credit, we are building on the strengths of Preparatory Music and formalizing it into a certificate for all students who complete the

requirements. The Certificate in Preparatory Music will continue to meet the primary goal of preparing students for successful entry to the VCC Music Diploma program, but the terminal qualification will allow greater flexibility for those wishing to apply to music programs at other institutions. The certificate will also serve as a recruitment vehicle for those interested in getting to know our programs in a low-barrier environment, and will improve the visibility, accessibility, and marketability of our programs to the wider public, and create further potential income and enrolment streams.

The addition of a required ensemble credit to the Certificate in Preparatory Music is another significant change. Current Preparatory Music students are encouraged but not required to participate in an ensemble. Adding an ensemble requirement to the Certificate in Preparatory Music ensures students gain important performance experience that will further prepare them to audition for the Diploma. There are currently two ensemble options for Prep students, the first being the VCC Concert Choir (V4C), which is open to students who are already at an appropriate sight-reading level. There are several Prep students taking V4C this year, with positive response from both the instructor and the students. The second ensemble option, new this year, is that we have hired Lil'wat singer, composer, and choir leader Russell Wallace to lead the VCC Indigenous Vocal Ensemble. This groundbreaking ensemble is taught in the oral tradition, meaning no notation or solfege is used and students learn their parts by ear, requiring focused listening to the instructor. The ensemble has been conceived specifically with Prep students in mind, as it reinforces several of the required skills taught in Musicianship: pitch matching, tuning harmonies and intervals, listening and imitation, memorization, and group singing. The ensemble also provides extra instruction and practice on healthy vocal production, projection, and embodiment, which are core skills for all music students regardless of their area of specialization. In short, this is an ear-training ensemble that is accessible to students of all musical and cultural backgrounds, and provides a group performance experience that Prep students have previously not had access to. Finally, the cultural benefit of giving students an opportunity to learn from a local Indigenous master musician addresses VCC's priorities around Indigenization and decolonization. To our knowledge, VCC is the only post-secondary institution in British Columbia offering an ensemble of this kind. The Certificate in Preparatory Music's requirement of an ensemble credit makes the most of these unique performance opportunities.

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

COMPONENTS

9 credits/term, 18 credits total

Prep Theory: 3 credits/term (increased by 1 credit)

Prep Musicianship: 2.5 credits/term (increased by 0.5 credit)

Prep Class Piano: 1 credit/term

Prep Individual Instruction: 1 credit/term

Prep Ensemble: 1.5 credit/term

NOTES

The Certificate in Preparatory Music does not replace the Preparatory Music courses. Domestic students who wish to take Preparatory Theory, Preparatory Musicianship, or Prep Class Piano courses individually, without enrolling in Prep Individual Instruction, will continue to have the option of taking these courses as part-time Preparatory Music students without enrolling in the full certificate. International students, and domestic students who want individual private instruction must take the full Certificate in Preparatory Music.

CERTIFICATE IN PREPARATORY MUSIC VS SUMMER PREPARATORY MUSIC

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

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

Non-auditioned students who already have some foundational skills in music and are interested in taking Summer Prep as an enrichment or refresher course. Summer Prep assumes some prior musical background

and is not appropriate for complete beginners. International students are eligible to take Summer Prep as it runs online through Continuing Studies and does not require a visa. Note: Completion of the Summer Prep course on its own, without an audition and conditional acceptance to the Music Diploma, does not qualify a student for acceptance to the Diploma.

Are there any expected costs to this proposal.

Possibly, as credits for Theory and Musicianship have been adjusted slightly higher than the existing courses.

Consultations

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

Additional Information

Course Change Request

Date Submitted: 05/04/22 2:27 pm

Viewing: **MUSC 1010 : Prep Individual Instruction**

1

Last approved: 12/16/21 5:22 am

Last edit: 05/19/22 12:50 pm

Changes proposed by: Imollerup

Programs
referencing this
course

[173: Preparatory Music Certificate](#)

Course Name:

Preparatory Individual Instruction 1

Effective Date: September 2022

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

In Workflow

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

Approval Path

1. 05/04/22 2:47 pm
Laurence Mollerup
(Imollerup):
Approved for 4204
Leader
2. 05/05/22 11:24 am
Shirley Lew (slew):
Approved for SAS
Dean
3. 05/31/22 3:27 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Aug 2, 2018 by
cdeans
2. Sep 21, 2019 by
Laurence Mollerup
(Imollerup)
3. Dec 16, 2021 by
Leszek Apouchtine
(lapouchtine)

Name	E-mail	142 Phone/Ext.
Laurence Mollerup	lmollerup@vcc.ca	7299

Banner Course Name: Prep Individual Instruction 1

Subject Code: MUSC - Music

Course Number: 1010

Year of Study: Post-secondary Preparatory

Credits: 1

Bridge College Code: UT

Bridge Billing Hours: 0-1

Bridge Course Level: 01

Course Description:

Preparatory Individual Instruction I is the first of a two-term sequence of courses of individual instruction in a beginner student's area of interest instrumental or vocal performance or composition.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

Enrolment ~~Enrollment~~ in a minimum of **9 7** credits in **Music music** at VCC (including MUSC 1010).

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

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

Upon successful completion of this course, students will be able to:

CLO #4 Perform or compose repertoire at an appropriate level with a basic awareness of style

Instructional

Strategies:

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

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	60 15	Individual lessons. Individual private instruction is delivered through weekly individual lessons in the student's major study area. Lessons and Masterclass where appropriate
Participation Assignments	15 35	Masterclasses
Other	25	Students will maintain a practice and performance journal
Final Exam	25	Jury exam

Hours by Learning Environment Type

Total Hours 19

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

19

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

Basic technique or technical elements

Basic tone/sound production or sonic elements

Practice concepts or idea development concepts

Repertoire

Sight-reading

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Preparatory Music Certificate

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Course Change Request

New Course Proposal

Date Submitted: 05/04/22 2:28 pm

Viewing: **MUSC 1012 : Prep Cert Musicianship 1**

Last edit: 05/19/22 2:35 pm

Changes proposed by: Imollerup

Programs
referencing this
course

[173: Preparatory Music Certificate](#)

Course Name:

Preparatory Certificate Musicianship 1

Effective Date: September 2023

School/Centre: Arts & Sciences

Is this a non-credit course?

Department: Music (4204)

Contact(s)

In Workflow

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

Approval Path

1. 05/04/22 2:47 pm
Laurence Mollerup
(Imollerup):
Approved for 4204
Leader
2. 05/05/22 11:25 am
Shirley Lew (slew):
Approved for SAS
Dean
3. 05/31/22 3:27 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Laurence Mollerup	lmollerup@vcc.ca	7299

Banner Course Name: Prep Cert Musicianship 1

Subject Code: MUSC - Music

Course Number: 1012

Year of Study: Post-secondary Preparatory

Bridge College Code UT

Bridge Billing Hours 0-2

Bridge Course Level 01

Course Description:

Preparatory Certificate Musicianship 1 is the first of a two-course sequence that introduces beginners to practical musicianship. In level 1 students learn the fundamentals of reading rhythms and melodies, performing rhythms and sight-singing melodies, major, minor and pentatonic scales and diatonic modes. Kodaly Solfege (relative-pitch, moveable-Do) and South Indian Solkattu (rhythm syllables) are the primary technical foundations.

Course Pre-Requisites (if applicable):**Course Co-requisites (if applicable):**

MUSC 1014; exceptions can be made with the permission of the Department Head.

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

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

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

Course Learning**Outcomes (CLO):**

	Upon successful completion of this course, students will be able to:
CLO #1	Read treble and bass clefs

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

15

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

Reading bass and treble clefs

Basics of vocal production

Moveable-Do/La-Based Minor Solfege

Singing simple melodies

South Indian Solkattu (Rhythm Syllables)

Performing basic rhythms

Simple phrase structure

Simple Interval Identification

Triad Identification

Ensemble singing

Singing major and minor scales & triads

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

- Computer/Laptop with internet access and audio-centric multimedia capabilities (microphone and camera).
- Piano/keyboard instrument or virtual keyboard
- Blank 5-line music staff paper
- Metronome/metronome app
- A practice/performance space suitable for singing and clapping

Rationale and Consultations

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

Course Change Request

New Course Proposal

Date Submitted: 05/04/22 2:28 pm

Viewing: **MUSC 1014 : Prep Cert Music Theory 1**

Last edit: 05/19/22 2:35 pm

Changes proposed by: Imollerup

Programs
referencing this
course

[173: Preparatory Music Certificate](#)

Course Name:

Preparatory Certificate Music Theory 1

Effective Date: September 2023

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

In Workflow

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

Approval Path

1. 05/04/22 2:47 pm
Laurence Mollerup
(Imollerup):
Approved for 4204
Leader
2. 05/05/22 12:31 pm
Shirley Lew (slew):
Approved for SAS
Dean
3. 05/31/22 3:27 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Laurence Mollerup	lmollerup@vcc.ca	7299

Banner Course Name: Prep Cert Music Theory 1

Subject Code: MUSC - Music

Course Number: 1014

Year of Study: Post-secondary Preparatory

Bridge College Code	UT
Bridge Billing Hours	0-2
Bridge Course Level	01

Course Description:

Preparatory Certificate Music Theory 1 is the first of a two-course sequence that introduces beginners to music rudiments and the basics of music theory. In level 1 students learn the fundamentals of reading and writing rhythms, reading and writing pitches in treble and bass clefs, intervals, key signatures, scale construction, and triad construction.

Course Pre-Requisites (if applicable):**Course Co-requisites (if applicable):**

MUSC 1012 is recommended but not required.

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

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

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

Course Learning**Outcomes (CLO):**

	Upon successful completion of this course, students will be able to:
CLO #1	Read and write simple rhythms
CLO #2	Read and write melodies in bass and treble clefs

Upon successful completion of this course, students will be able to:

CLO #3	Identify and write key signatures, intervals, diatonic scales, and triads
CLO #4	Identify and write rhythmic, melodic, and harmonic cadences
CLO #5	Analyze basic harmony in different musical idioms
CLO #6	Transcribe melodic and rhythmic dictations from various cultures and traditions

Instructional

Strategies:

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

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

B

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35	Assignments
Quizzes/Tests	30	Quizzes and tests
Midterm Exam	10	
Final Exam	25	

Hours by Learning Environment Type

Total Hours 45

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

Reading and writing bass and treble clefs

Simple and compound time signatures and rhythmic notation conventions

South Indian Solkattu (rhythm syllables)

Writing basic rhythms

Writing basic melodies

Simple phrase structure

Identifying and writing intervals

Rhythmic, melodic and harmonic cadences

Identifying and writing major and minor scales

Identifying and writing major and minor triads

Basic harmonic analysis

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

- Computer/Laptop with internet access and audio-centric multimedia capabilities (microphone and camera).
- Piano/keyboard instrument or virtual keyboard
- Blank 5-line music staff paper
- Metronome/metronome app
- A practice/performance space suitable for singing and clapping

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Preparatory Music Certificate PCG

Additional Information

Course Change Request

Date Submitted: 05/04/22 2:29 pm

Viewing: **MUSC 1030 : Prep Individual Instruction**

2

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

Last edit: 05/19/22 12:49 pm

Changes proposed by: Imollerup

Programs
referencing this
course

[173: Preparatory Music Certificate](#)

Course Name:

Preparatory Individual Instruction 2

Effective Date: September 2022

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

In Workflow

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

Approval Path

1. 05/04/22 2:47 pm
Laurence Mollerup
(Imollerup):
Approved for 4204
Leader
2. 05/05/22 12:32 pm
Shirley Lew (slew):
Approved for SAS
Dean
3. 05/31/22 3:27 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Aug 2, 2018 by
cdeans
2. Sep 21, 2019 by
Laurence Mollerup
(Imollerup)
3. Feb 5, 2022 by
Leszek Apouchtine
(lapouchtine)

Name	E-mail	154 Phone/Ext.
Laurence Mollerup	lmollerup@vcc.ca	7299

Banner Course Name: Prep Individual Instruction 2

Subject Code: MUSC - Music

Course Number: 1030

Year of Study: Post-secondary Preparatory

Credits: 1

Bridge College Code: UT

Bridge Billing Hours: 0-1

Bridge Course Level: 01

Course Description:

Preparatory Individual Instruction 2 is the second of a two-term sequence of courses of individual instruction in a beginner student's area of interest in instrumental or vocal performance or composition.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

Enrolment ~~Enrollment~~ in a minimum of **9 7** credits in **Music music** at VCC (including MUSC 1030).

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

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

Upon successful completion of this course, students will be able to:

CLO #4	Perform or compose repertoire at an appropriate level with a basic awareness of style
--------	---

Instructional

Strategies:

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

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

Completion of Individual Instruction does not guarantee acceptance into Music Diploma Program, which is by audition.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	60 15	Individual lessons. Individual private instruction is delivered through weekly individual lessons in the student's major study area. Lessons and Masterclass where appropriate
Participation Assignments	15 35	Masterclasses Assignments appropriate to instrument or voice
Other	25	Students will maintain a practice and performance journal
Final Exam	25	Jury exam

Hours by Learning Environment Type

Total Hours 19

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

19

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

Basic technique or technical elements

Basic tone/sound production or sonic elements

Practice concepts or idea development concepts

Repertoire

Sight-reading

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Preparatory Music Certificate

Dr.

Additional Information

Provide any additional information if necessary.

Course Change Request

New Course Proposal

Date Submitted: 05/04/22 2:29 pm

Viewing: **MUSC 1032 : Prep Cert Musicianship 2**

Last edit: 05/19/22 2:37 pm

Changes proposed by: Imollerup

Programs
referencing this
course

[173: Preparatory Music Certificate](#)

Course Name:

Preparatory Certificate Musicianship 2

Effective Date: September 2023

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

In Workflow

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

Approval Path

1. 05/04/22 2:47 pm
Laurence Mollerup
(Imollerup):
Approved for 4204
Leader
2. 05/05/22 12:32 pm
Shirley Lew (slew):
Approved for SAS
Dean
3. 05/31/22 3:27 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Laurence Mollerup	lmollerup@vcc.ca	7299

Banner Course Name: Prep Cert Musicianship 2

Subject Code: MUSC - Music

Course Number: 1032

Year of Study: Post-secondary Preparatory

Bridge College Code UT

Bridge Billing Hours 0-2

Bridge Course Level 01

Course Description:

Preparatory Certificate Musicianship 2 is the second of a two-course sequence that introduces beginners to practical musicianship. In level 2, students continue to learn the fundamentals of reading rhythms and melodies, performing rhythms and sight-singing melodies, major, minor and pentatonic scales and diatonic modes. Kodaly Solfege (relative-pitch, moveable-Do) and South Indian Solkattu (rhythm syllables) are the primary technical foundations.

Course Pre-Requisites (if applicable):

MUSC 1012, MUSC 1014; exceptions can be made with permission of the Department Head.

Course Co-requisites (if applicable):

MUSC 1034; exceptions can be made with permission of the Department Head.

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning**Outcomes (CLO):**

	Upon successful completion of this course, students will be able to:
CLO #1	Read treble and bass clefs
CLO #2	Sing pentatonic and simple diatonic melodies
CLO #3	Perform basic simple and compound-metre rhythms
CLO #4	Perform rhythms using South Indian Solkattu
CLO #5	Sing melodies while playing simple ostinatos
CLO #6	Perform basic conducting patterns
CLO #7	Sight-sing using Kodaly Solfege
CLO #8	Sing arpeggios of diatonic triads
CLO #9	Sing exercises in solo, duo, trio and quartet contexts

Upon successful completion of this course, students will be able to:

CLO #10	Take simple melodic and rhythmic dictations
CLO #11	Identify and sing simple intervals, modes, scales, and triads

Instructional

Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35	In-class assignments
Quizzes/Tests	30	Quizzes/Tests
Midterm Exam	10	Midterm exam
Final Exam	25	Final exam

Hours by Learning Environment Type

Total Hours 45

Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

15

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

Reading treble & bass clefs

Course Topics:

Basics of vocal production

Moveable-Do/La-Based Minor Solfege

Singing simple melodies

South Indian Solkattu (rhythm syllables)

Performing basic rhythms

Simple phrase structure

Simple interval identification

Triad identification

Ensemble singing

Singing major and minor scales & triads

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

- Computer/Laptop with internet access and audio-centric multimedia capabilities (microphone and camera).
- Piano/keyboard instrument or virtual keyboard
- Blank 5-line music staff paper
- Metronome/metronome app
- A practice/performance space suitable for singing and clapping

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Preparatory Music Certificate PCG

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 05/04/22 2:29 pm

Viewing: **MUSC 1034 : Prep Cert Music Theory 2**

Last edit: 05/19/22 2:38 pm

Changes proposed by: Imollerup

Programs
referencing this
course

[173: Preparatory Music Certificate](#)

Course Name:

Preparatory Certificate Music Theory 2

Effective Date: September 2023

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

In Workflow

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

Approval Path

1. 05/04/22 2:47 pm
Laurence Mollerup
(Imollerup):
Approved for 4204
Leader
2. 05/05/22 12:33 pm
Shirley Lew (slew):
Approved for SAS
Dean
3. 05/31/22 3:27 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Laurence Mollerup	lmollerup@vcc.ca	7299

Banner Course Name: Prep Cert Music Theory 2

Subject Code: MUSC - Music

Course Number: 1034

Year of Study: Post-secondary Preparatory

Bridge College Code UT

Bridge Billing Hours 0-2

Bridge Course Level 01

Course Description:

Preparatory Certificate Music Theory 2 is the second of a two-course sequence that introduces beginners to music rudiments and the basics of music theory. In level 2, students continue to learn and increase fluency in the fundamentals of reading and writing music notation.

Course Pre-Requisites (if applicable):

MUSC 1014; exceptions can be made by permission of the Department Head.

Course Co-requisites (if applicable):

MUSC 1032 is recommended but not required.

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning**Outcomes (CLO):**

	Upon successful completion of this course, students will be able to:
CLO #1	Read and write more complicated rhythms
CLO #2	Read and write melodies in treble and bass clefs
CLO #3	Identify and write key signatures, intervals, diatonic scales, and triads
CLO #4	Identify and write rhythmic, melodic, and harmonic cadences
CLO #5	Complete basic harmonic analysis in different musical idioms
CLO #6	Transcribe melodic and rhythmic dictations from various cultures and traditions

Instructional**Strategies:**

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

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

B

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35	In-class assignments
Quizzes/Tests	30	In-class quizzes and tests
Midterm Exam	10	
Final Exam	25	

Hours by Learning Environment Type

Total Hours 45

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,
Studio, SimulationPracticum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

Reading and writing bass and treble clefs

Simple and compound time signatures and rhythmic notation conventions

South Indian Solkattu (rhythm syllables)

Writing basic rhythms

Writing basic melodies

Simple phrase structure

Identifying and writing intervals

Rhythmic, melodic and harmonic cadences

Course Topics:

Identifying and writing major and minor scales

Identifying and writing major and minor triads

Basic harmonic analysis

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

- Computer/Laptop with internet access and audio-centric multimedia capabilities (microphone and camera).
- Piano/keyboard instrument or virtual keyboard
- Blank 5-line music staff paper
- Metronome/metronome app
- A practice/performance space suitable for singing and clapping

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Preparatory Music Certificate PCG

Additional Information

Provide any additional information if necessary.

This course is part of the proposed Preparatory Music Certificate, and includes Preparatory Certificate Musicianship, Preparatory Certificate Individual Instruction, and Preparatory Certificate Class Piano. (Consider adding Prep Certificate Ensemble for Indigenous & V4C)

Supporting
documentation:

Reviewer
Comments

Course Change Request

Date Submitted: 05/04/22 2:29 pm

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

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

Last edit: 05/19/22 2:38 pm

Changes proposed by: Imollerup

Programs
referencing this
course

[173: Preparatory Music Certificate](#)

Course Name:

Preparatory Class Piano 1

Effective Date: September 2022

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

In Workflow

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

Approval Path

1. 05/04/22 2:47 pm
Laurence Mollerup
(Imollerup):
Approved for 4204
Leader
2. 05/05/22 12:34 pm
Shirley Lew (slew):
Approved for SAS
Dean
3. 05/31/22 3:27 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

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

Name	E-mail	166 Phone/Ext.
Laurence Mollerup	lmollerup@vcc.ca	7299

Banner Course Name: Preparatory Class Piano 1

Subject Code: MUSC - Music

Course Number: 1054

Year of Study: Post-secondary Preparatory

Credits: 1

Bridge College Code: UT

Bridge Billing Hours: 0-1

Bridge Course Level: 01

Course Description:

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

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

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

PLAR (Prior Learning Assessment & Recognition)

Yes No

Details of PLAR:

Vancouver Community College (VCC; the College) recognizes that students may have attained significant learning at a post-secondary level from experiences outside the formal post-secondary education system. The Music Department, in collaboration with the VCC Registrar's Office, may grant credit to students who

can demonstrate learning that equates to the learning outcomes and objectives of the course. Music students who request PLAR must:

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

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Perform from score simple piano repertoire, including beginner repertoire from different musical styles
CLO #2	Sight-read simple music in 5-finger position
CLO #3	Play two-octaves of white-note-tonic major and minor scales, hands separately
CLO #4	Play arpeggios of all inversions of triads, hands separately
CLO #5	Play basic cadential chord progression in white-note-tonic keys

Instructional
Strategies:

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

Evaluation and Grading

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

Evaluation Plan:

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

Hours by Learning Environment Type

Total Hours 30

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

30

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

Reading at the keyboard

White-note-tonic major and minor keys

Triads in inversions (both block chords and arpeggios)

Cadential harmonic progression in white-note-tonic major and minor keys

Scale and arpeggio fingerings

Posture, body awareness and health at the keyboard

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Certificate in Preparatory Music PCG

Additional Information

Course Change Request

Date Submitted: 05/04/22 2:30 pm

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

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

Last edit: 05/19/22 2:39 pm

Changes proposed by: Imollerup

Programs
referencing this
course

[173: Preparatory Music Certificate](#)

Course Name:

Preparatory Class Piano 2

Effective Date: September 2022

School/Centre: Arts & Sciences

Is this a non-credit course?

Department: Music (4204)

Contact(s)

In Workflow

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

Approval Path

1. 05/04/22 2:47 pm
Laurence Mollerup
(Imollerup):
Approved for 4204
Leader
2. 05/05/22 12:35 pm
Shirley Lew (slew):
Approved for SAS
Dean
3. 05/31/22 3:27 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

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

Name	E-mail	170 Phone/Ext.
Laurence Mollerup	lmollerup@vcc.ca	7299

Banner Course Name: Preparatory Class Piano 2

Subject Code: MUSC - Music

Course Number: 1064

Year of Study: Post-secondary Preparatory

Credits: 1

Bridge College Code: UT

Bridge Billing Hours: 0-1

Bridge Course Level: 01

Course Description:

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

Course Pre-Requisites (if applicable):

MUSC 1054, MUSC 1014; exceptions can be made by permission of the Department Head.

Course Co-requisites (if applicable):

MUSC 1034; exceptions can be made by permission of the Department Head. It is highly recommended (but not required) that students also take MUSC 1023 Preparatory Music Theory 2 and MUSC 1021 Preparatory Musicianship 2 concurrently.

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
--	---

Upon successful completion of this course, students will be able to:

CLO #1	Perform from score simple piano repertoire, including more advanced repertoire from different musical styles
CLO #2	Sight-read simple music in in major and minor keys
CLO #3	Play two-octaves of all major and minor scales, hands separately
CLO #4	Play arpeggios of all inversions of triads and seventh chords, hands separately
CLO #5	Play basic cadential chord progression in all major and minor keys

Instructional

Strategies:

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

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

B

Evaluation Plan:

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

Hours by Learning Environment Type

Total Hours 30

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

30

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

Performing advanced beginner piano repertoire in different musical styles

Sight-reading simple music in in major and minor keys

Play two-octaves of all major and minor scales, hands separately

Play arpeggios of all inversions of triads and seventh chords, hands separately

Play basic cadential chord progression in all major and minor keys

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Certificate in Preparatory Music PCG

Provide a rationale
for this proposal:

Are there any
expected costs as a
consultation?

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 05/04/22 2:30 pm

Viewing: **MUSC 1091 : Prep Certificate Ensemble 1**

Last edit: 05/19/22 2:39 pm

Changes proposed by: Imollerup

Programs
referencing this
course

[173: Preparatory Music Certificate](#)

Course Name:

Preparatory Certificate Ensemble 1

Effective Date: September 2023

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

In Workflow

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

Approval Path

1. 05/04/22 2:47 pm
Laurence Mollerup
(Imollerup):
Approved for 4204
Leader
2. 05/05/22 12:35 pm
Shirley Lew (slew):
Approved for SAS
Dean
3. 05/31/22 3:27 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Laurence Mollerup	lmollerup@vcc.ca	7299

Banner Course Name: Prep Certificate Ensemble 1

Subject Code: MUSC - Music

Course Number: 1091

Year of Study: Post-secondary Preparatory

Bridge College Code	UT
Bridge Billing Hours	0-1.5
Bridge Course Level	01

Course Description:

Preparatory Certificate Ensemble 1 is a practical musical experience where students work with a faculty director, student colleagues and community members to rehearse and perform in concert as an ensemble. Each performance ensemble will work on a variety of repertoire each term.

The different ensembles offered give students the opportunity to rehearse and perform music in a variety of styles, and, depending on the ensemble, require sight-reading, improvisation, cultural and historical awareness, and other musical skills and techniques.

Students require Preparatory Ensemble 1 and 2, to be granted the Preparatory Music Certificate. Preparatory Certificate students may participate in either the VCC Concert Choir or Indigenous Vocal ensemble, subject to audition and/or entrance requirements.

Course Pre-Requisites (if applicable):**Course Co-requisites (if applicable):**

MUSC 1012, MUSC 1014, MUSC 1010, MUSC 1054.

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning**Outcomes (CLO):**

	Upon successful completion of this course, students will be able to:
CLO #1	Perform music accurately
CLO #2	Perform music with expression
CLO #3	Perform music with consistent stylistic detail
CLO #4	Describe and perform different musical styles

Upon successful completion of this course, students will be able to:

CLO #5	Sight read with consistent time and rhythmic accuracy
CLO #6	Prepare for rehearsals and performances efficiently
CLO #7	Communicate effectively with the director and other members of the ensemble
CLO #8	Work cooperatively in an ensemble
CLO #9	Prepare for performances and appear on stage with an appropriate professional demeanor and appearance

Instructional

Strategies:

Rehearsals, performances

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Assigned parts to be learned before the next class
Participation	25	Attendance at rehearsals is mandatory
Other	25	Professionalism
Final Exam	25	Attendance at performances is mandatory

Hours by Learning Environment Type

Total Hours 45

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

45

Practicum, Self-Paced, Individual Learning

Course Topics

Course Topics:

Ensemble discipline

Professionalism

Sight reading

Repertoire and style awareness

Practice and preparation concepts

Ensemble etiquette

Performative elements

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Certificate in Preparatory Music PCG

Provide a rationale for this proposal:

Are there any

Course Change Request

New Course Proposal

Date Submitted: 05/04/22 2:31 pm

Viewing: **MUSC 1095 : Prep Certificate Ensemble 2**

Last edit: 05/19/22 2:41 pm

Changes proposed by: Imollerup

Programs
referencing this
course

[173: Preparatory Music Certificate](#)

Course Name:

Preparatory Certificate Ensemble 2

Effective Date: September 2023

School/Centre: Arts & Sciences

Is this a non-credit course?

Department: Music (4204)

Contact(s)

In Workflow

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

Approval Path

1. 05/04/22 2:47 pm
Laurence Mollerup
(Imollerup):
Approved for 4204
Leader
2. 05/05/22 1:04 pm
Shirley Lew (slew):
Approved for SAS
Dean
3. 05/31/22 3:27 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Laurence Mollerup	lmollerup@vcc.ca	7299

Banner Course Name: Prep Certificate Ensemble 2

Subject Code: MUSC - Music

Course Number: 1095

Year of Study: Post-secondary Preparatory

Bridge College Code	UT
Bridge Billing Hours	0-1.5
Bridge Course Level	01

Course Description:

Preparatory Certificate Ensemble 2 is a continuation of Preparatory Certificate Ensemble 1, a practical musical experience where students work with a faculty director, student colleagues and community members to rehearse and perform in concert as an ensemble. Each performance ensemble will work on a variety of repertoire each term.

The different ensembles offered give students the opportunity to rehearse and perform music in a variety of styles, and, depending on the ensemble, require sight-reading, improvisation, cultural and historical awareness, and other musical skills and techniques.

“Preparatory Ensemble” is repeatable for credit. Students require 2 terms (3 cr.) of “Preparatory Ensemble” to be granted the Preparatory Music Certificate. Preparatory Certificate students may participate in either the VCC Concert Choir or Indigenous Vocal ensemble, subject to audition and/or entrance requirements.

Course Pre-Requisites (if applicable):

MUSC 1012, MUSC 1014, MUSC 1010, MUSC 1054.

Course Co-requisites (if applicable):

MUSC 1032, MUSC 1034, MUSC 1030, MUSC 1064.

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:**Course Learning****Outcomes (CLO):**

	Upon successful completion of this course, students will be able to:
CLO #1	Perform music accurately
CLO #2	Perform music with expression
CLO #3	Perform music with consistent stylistic detail

Upon successful completion of this course, students will be able to:

CLO #4	Describe and perform different musical styles
CLO #5	Sight read with consistent time and rhythmic accuracy
CLO #6	Prepare for rehearsals and performances efficiently
CLO #7	Communicate effectively with the director and other members of the ensemble
CLO #8	Work cooperatively in an ensemble
CLO #9	Prepare for performances and appear on stage with an appropriate professional demeanor and appearance

Instructional

Strategies:

Rehearsals, performances

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Assigned parts to be learned before the next class
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Hours by Learning Environment Type

Total Hours 45

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual Learning

Course Topics

Course Topics:

Ensemble discipline

Professionalism

Sight reading

Repertoire and style awareness

Practice and preparation concepts

Ensemble etiquette

Performative elements

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Certificate in Preparatory Music PCG

Provide a rationale for this proposal:



DECISION NOTE

PREPARED FOR: Education Council

DATE: June 7, 2022

ISSUE: Significantly revised Building Manager Certificate and new Building Manager Short Certificate

BACKGROUND:

Continuing Studies is proposing a significant revision to their Building Manager Certificate program, including an exit credential of a short certificate. The department has recently completed a renewal process and has redesigned the program based on recommendations from industry experts. Courses can be taken individually, and students can complete the first four courses for a short certificate. New content includes a course on sustainable building, a recommendation from the renewal.

DISCUSSION:

Sid Khullar, Program Coordinator, presented the proposal. The committee had a lengthy discussion around the use of percentage ranges in the course evaluation plans. The rationale for providing ranges is to allow instructors more flexibility in selecting assessments methods; this system has worked well for the current program. It was noted that EdCo approved ranges but restricted them to 15% to balance flexibility with consistency for students. The currently proposed ranges will be adjusted to align with the 15% limit before the EdCo meeting.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the significantly revised Building Manager Certificate program, and the new Building Manager Short Certificate, including nine new courses, and recommend the Board of Governors approve the credentials.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: May 31, 2022

Program Change Request

Date Submitted: 05/05/22 11:00 pm

Viewing: **Building Manager Certificate**

Last approved: 03/10/22 11:13 am

Last edit: 05/10/22 10:55 am

Changes proposed by: skhullar

Catalog Pages Using
this Program

[Building Manager Certificate](#)

Program Name:

Building Manager Certificate

Credential Level:

Certificate

Effective Date:

September 2023 ~~May 2022~~

Effective Catalog
Edition:

2021-2022

School/Centre:

Continuing Studies

Department

Bldg Mgr Residential (6038)

Contact(s)

In Workflow

1. **6038 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum
Committee Chair**
5. **EDCO Chair**
6. Board of Directors

Approval Path

1. 05/05/22 11:03 pm
Sid Khullar
(skhullar): Approved
for 6038 Leader
2. 05/06/22 10:11 am
Claire Sauve
(csauve): Approved
for Senior PC
3. 05/06/22 4:17 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 05/31/22 3:25 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Dec 15, 2017 by
clmig-jwehrheim
2. Aug 21, 2019 by
Nicole Degagne
(ndegagne)

- 183
3. Mar 10, 2022 by
Todd Rowlatt
(trowlatt)
4. Mar 10, 2022 by
Todd Rowlatt
(trowlatt)

Name	E-mail	Phone/Ext.
Sid Khullar =	skhullar@vcc.ca =	8670 =
Joy Dalla-Tina	jdallatina@vcc.ca	8671

Program Content Guide

Purpose

Learn the foundational skills in building maintenance and cleaning, contracts, budgeting, Program graduates will be prepared to work as on-site apartment building managers or to function as building operations and technology, sustainability, and risk management, as well as the communication and conflict resolution skills required of a building manager. ~~service supervisors in hospitals, schools, and commercial buildings.~~

Building management is a growing industry throughout British Columbia and there is an increasing need for well-trained managers for residential, commercial, and industrial complexes. The program VCC's Building Manager Certificate is designed to meet the needs of provide a variety of learners, including those strong foundation for students who are hoping wish to start begin a career in the field of building management this competitive field; or for working professionals who are looking for further advancement in their career. to improve the skills of current caretakers/managers.

Learners will be prepared to take on roles such as Building Manager, Building Caretaker, Building Maintenance Manager, Building Superintendent, Cleaning Supervisor, Cleaning Account Manager, and Front Desk / Reception Concierge.

This program provides training in key areas of building management and leadership including landlord-tenant law; basic building maintenance, fire safety and security, relevant office forms, and recordkeeping. Additional topics explored include goal setting, problem solving techniques, staff supervision, and tenant/owner relations. Program graduates will be prepared to work as on-site apartment building managers or to function as building service supervisors in hospitals, schools, and commercial buildings.

No program admission requirements.

Two courses - BLDG 1201 Contract Law in the Built Environment and BLDG 1202 Interpersonal Communication for Building Managers - have a minimum pre-requisite of 'English 10 or equivalent'.

~~Vancouver Community College is a post-secondary institution committed to educating adult learners. Applicants should be at least 18 years of age or secondary school graduates. The Law and Tenant Relations and Building Service Management courses require a minimum English proficiency of Grade 10 level (English 059). Because these courses cover legal and supervisory topics, strong expression and comprehension skills are required to complete assignments and other written work.~~

Prior Learning Assessment & Recognition (PLAR)

Prior learning assessment and recognition is not available for this program.

Program Duration & Maximum Time for Completion

~~This program consists of four required courses, which can be taken over two or three semesters. Students may complete the program in 1~~ **have a maximum of three years to 3 years (maximum) on a part-time basis. complete the program.**

To achieve the Building Manager Certificate, students must successfully complete all nine courses for a total of 18 credits.

Students may choose to complete the Building Manager Short Certificate first, by completing the following four courses (8 credits):

BLDG 1201 Contract Law in the Built Environment

BLDG 1202 Interpersonal Communication for Building Managers

BLDG 1203 Building Service Management

BLDG 1204 Building Maintenance

Students can receive both the Building Manager Certificate and the Building Manager Short Certificate.

Students who complete the Building Manager Certificate will be able to:

- Handle tenant application, screening processes, inspections, and conflicts**
- Screen and accept applications from prospective tenants. Manage residential tenancies through an understanding of landlord-tenant law. Describe appropriate measures for handling and resolving certain common landlord/tenant disputes.**
- Explain the basic rights and responsibilities of landlords and tenants under BC law and dispute-handling measures**
- Apply commonly utilized practices in records management, budgets, costing and inventory control, and performance and benchmarking metrics in the built environment.**
- Maintain proper record keeping and practical guidelines for dealing with tenants. Carry out the primary maintenance responsibilities of residential building managers. Perform rudimentary preventative maintenance, building maintenance inspections, and building inspections**
- basic appliance repair. Demonstrate awareness of building fire safety, security, and risk management protocols**
- Consider the ethical, cultural, and privacy related aspects of communication in the built environment**
- Explain current trends in building technology and sustainability**
- Apply operations, project, and asset management principles to a variety of different building types.**

Students who complete the Building Manager Short Certificate will be able to:

- Handle tenant application, screening processes, inspections, and conflicts**
- Explain basic rights and responsibilities of landlords and tenants under BC law and dispute-handling measures**
- Perform rudimentary building maintenance and building inspections**
- Describe building fire safety, and risk management protocols**
- Consider the ethical, cultural, and privacy related aspects of communication in the built environment**
- Manage building cleaning and disinfection processes**
- Use asset registries for a variety of building types**
- Demonstrate fire safety and security protocols. Prepare budgets and controls, estimate costs, control inventory. Demonstrate leadership skills such as scheduling, and motivating and supervising a multicultural staff. Classify various types of soils, cleaners, cleaning chemicals, germicides, and disinfectants. Demonstrate correct cleaning procedures for washrooms, windows, and specialty areas. Cite safety/liability issues and WHMIS regulations.**

Instructional Strategies, Design, and Delivery Mode

Classes may be offered in-person/on-campus, fully online, or through a blended /hybrid delivery format, by instructors who have experience in the building industry and/or are working in a field related to the course content.

Instruction will emphasize practical skill and knowledge development through interactive and collaborative learning activities.

Students are expected to take an active role in the learning process. Combining theory and practical problems, the courses enable participants to develop the knowledge, skills, and abilities required to manage effectively.

~~Instructor will evaluate students based on assignments, tests, and final exam.~~ **Evaluation will focus on assessments directly related Program students require a minimum of 61% in each course to qualify for the course content and applicability to the built environment. certificate. Examples include case-studies, scenarios, projects, discussions, presentations, and role-plays.**

Students must have a minimum grade of 'C' in all courses in order to graduate.

Recommended Characteristics of Students

Interest in working in the built environment

Working proficiency in English (reading, writing, speaking, and listening comprehension)

~~Good knowledge of English Ability to speak and write clearly Good manual dexterity~~ Ability to work **with confidence** independently and as part of a team

Ability to practice cultural sensitivity ~~speak~~ and professional judgement ~~write clearly~~

Willingness to share experiences and reflect as part of the learning process

~~Motivated Hard working~~

Courses

REAL 1101	Law and Tenant Relations	1.5
REAL 1102	Building Maintenance and Cost Control	2.5
REAL 1103	Building Cleaning	2.5
REAL 1110	Building Service Management	3
<u>BLDG 1201</u>	Contract Law in the Built Environment	2
<u>BLDG 1202</u>	Interpersonal Communication for Building Managers	2
<u>BLDG 1203</u>	Building Service Management	2
<u>BLDG 1204</u>	Building Maintenance	2
<u>BLDG 1205</u>	Finance and Budgets for Building Managers	2
<u>BLDG 1206</u>	Introduction to Building Operations and Risk Management	2
<u>BLDG 1207</u>	Project Management in the Built Environment	2
<u>BLDG 1208</u>	Sustainable Buildings	2
<u>BLDG 1209</u>	Building Technology	2

Total Credits 18

~~This guide is intended as a general guideline only. The college reserves the right to make changes as appropriate.~~

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

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

Grading Standard

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

Grade Point Average (GPA)

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

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

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

Rationale and Consultations

Provide a rationale for this proposal.

The Building Management program has been running with a mostly unchanged structure at VCC since 1987, with minor revisions taking place over the years, with the most recently approved PCG being from 2016.

The program underwent program renewal in 2019/20 and this redesigned program is an outcome of that renewal, and the corresponding action plan.

The purpose of the Building Manager program is to provide learners with the skills and knowledge necessary to move into positions in the management of the built environment. This program is well-suited for those taking their first steps in the built environment industry, with a view to further advancement in their career. The courses in the Building Manager program will also provide professional development opportunities for those already working in the building industry.

Students will learn foundational skills in building maintenance and cleaning, contracts, budgeting, building operations and technology, sustainability, risk management, as well as the communication and conflict resolution skills required of a building manager.

Learners will be prepared to take on various roles in building management such as:

Building Caretaker,

Building Maintenance Manager,

Building Superintendent,

Cleaning Supervisor,

Cleaning Account Manager,

and Front-desk/Reception Concierge.

Topics of study will include:

Tenant application and screening processes

Basic rights and responsibilities of landlords and tenants under B.C. law and dispute-handling measures

Records management, budgets, costing and inventory control, performance measurement, benchmarking

Building maintenance, inspections, and basic appliance repair

Fire safety and security protocols

Scheduling and supervision of a multicultural staff, people skills, conflict resolution

Cleaning and disinfection procedures, including types of soils, cleaning chemicals, germicides, and WHMIS regulations

Building technology

Sustainability (economic, environmental, social)

Leadership and Management skills

Asset management (lifecycles to building equipment, maintenance strategy)

Inspections (move in/out, annual)

Are there any
expected costs to
this proposal.

Consultations

Consultated Area	Consultation Comments

Consultated Area	Consultation Comments
PAC/CEG	<p>Throughout the program renewal and curriculum development process, PAC members were engaged in providing feedback on industry relevant skills, job market trends, subject matter advice, work roles, responsibilities and expectations, employment opportunities, and information that supported the building of the curriculum.</p> <p>This program's PAC represents a diverse community, who are associated respectively with the following organizations:</p> <ul style="list-style-type: none"> • Canada Mortgage and Housing Corporation • BC Non Profit Housing Association • Professional Association of Managing Agents • LandlordBC • West Coast Seniors Housing Management • Trinity Western University <p>Consultation for the curriculum development phase was conducted over the fiscal 2021-22, and it included multiple synchronous (5-7 meetings) and asynchronous (usually emails) channels.</p> <p>The development of a career compass (which included a list of roles, competencies, and job titles in various fields associated with building/facility management) by one of the PAC members contributed to a well-rounded analysis for the scope of the redesigned program.</p>
Other	<p>In addition to the PAC, two members of the building industry were also involved in the consultation process. These included working professionals associated with local property management and commercial firms. The engagement channels were the same as those with the PAC members.</p>

Consultated Area	Consultation Comments
Faculty/Department	<p>Two instructors, both of whom are professionals working in their respective fields (building service, management, and legal), were involved in the curriculum development. The instructors provided feedback as subject experts and contributed towards analysis from an 'inside the classroom' perspective. One of the instructors has been teaching in the program since at least 10 years, and another instructor's teaching experience in the program was over 5 years.</p>
Other Department(s)	<p>As the redesigned program has a course on project management for building managers, feedback was sought from the department head (Mehran Jamshidi) of Department of Project Management. Mehran provided valuable suggestions help refine the course's curriculum.</p>
Disabilities Services	<p>Feedback was provided by VCC Disability Services and Counselling, for the following areas:</p> <p>[Feedback] The lack of minimum English requirements for the program (note: two courses list English 10 as a requirement).</p> <p>[Response upon review] This suggestion was considered; however, based on multiple factors it was decided to not introduce the English requirements on a program level. These considerations include, but not limited to, keeping the program accessible to learners from a diverse community, including immigrants who may not have completed part or whole of their current education from Canada (or an English-speaking country), continuing with the admission format of current program (which does not have any program level English requirements), lack of evidence that a program requirement for English would, to an extent that is impactful, affect a student's performance in the program. The program balances the hands-on skills and theoretical knowledge needed for a student to pursue the job outcomes that the program aims for.</p>

Consultated Area	Consultation Comments
	<p>[Feedback] Consider including a 'reading level'.</p> <p>[Response upon review] This is addressed in the recommended characteristics section of the PCG.</p> <p>[Feedback] Consider maximum duration with respect accommodations that may be necessary for students with disabilities.</p> <p>[Response upon review] The program area understands the need for program flexibility to support students with different abilities, and as such, will consider this on a case by case basis, as necessary, and with consultation from Disability Services.</p> <p>[Feedback] Consider Hyflex delivery model.</p> <p>[Response upon review] The program was designed to support both fully online and fully on-campus delivery modalities – it can also support hybrid (part-online and part in-person) delivery format. While the program was not designed with Hyflex delivery model as a primary goal, through strategic scheduling there can be opportunities for a student to complete the program in a fully or mostly online manner. For example, the course sections offered can alternate between fully online and fully on-campus from term to term – this was also considered to expand the geographic reach of this program to students outside of lower mainland (as there have been instances in the past where student from the island/interior have taken the current program). This would also make it accessible to indigenous communities in remote regions of the province.</p> <p>A consideration of Hyflex delivery requires adequate infrastructure support from the College to support concurrent on-campus and online learners. In addition, there needs to be a more careful consideration about motivational factors for students taking courses in a Hyflex environment, which may</p>

Consultated Area	Consultation Comments
	<p>lead to an unintended consequence of a majority of the students preferring online attendance while the instructor is delivering the course on-campus. Further institution-wide guidance and support is required before a Hyflex model can be considered as suitable for this program.</p> <p>[Feedback] Consider revising the text 'listening' in recommended characteristics section to make it more inclusive for prospective learners who may be hard of hearing or deaf.</p> <p>[Response upon review] Changed the wording to 'Listening comprehension' to make it more inclusive.</p>

Consultated Area	Consultation Comments
Library	<p>Library (Mari Paz Vera) provided a report on VCC Library Resources & Services available to support students of this program. Here are some of the key points:</p> <ul style="list-style-type: none">• Library's current collection provides sufficient coverage to support this area of study as the topics included in the program (i.e. records management, budgets, costing and inventory control, Building maintenance, inspections, fire safety and security protocols, scheduling and supervision of a multicultural staff) are already established at the College.• Students taking courses in this program can benefit from utilizing a variety of library holdings of electronic, print, and audiovisual format, such as books, e-books, streaming videos, e-journals, database collections,• Library maintains a collection of general business and management texts, which would also be applicable to the building management students.• In addition, the following online resources could be valuable to the students of this program:<ul style="list-style-type: none">· Business Source Complete· BC Laws· Hospitality and Tourism Complete· Safetyhub <p>Many of the Library's databases can be accessed remotely by VCC users, therefore supporting students enrolled in the part-time, evening classes.</p>

Consultated Area	Consultation Comments
Advising & Recruitment	<p>Advising services sought clarification on English Language Proficiency ('English 10, or equivalent' per the course pre-requisites), and whether or not external tests, such as Duolingo or IELTS Academic, could fulfill the equivalency.</p> <p>A response was provided to Advising with contextual information on the use of English 10 as a requirement for a couple of courses in the program.</p> <p>Due to unavailability of English 10 equivalent external language test scores for IELTS/TOEFL on VCC's ELP webpage, an equivalency for those cannot be established at this time. This is being explored through a separate conversation with Registrar's Office. In the meantime, it was determined that it would suffice to state 'English 10, or equivalent' in the curriculum documentation.</p>
Safety & Security	<p>Feedback on the course outlines of Building Risk Management and Building Technology courses, was provided by Surinder, VCC's Director of Safety, Security, and Risk Management. This included changes or correction to the use of specific wording in the course outline. The feedback was incorporated.</p>

Consultated Area	Consultation Comments
Marketing & Communications	<p>Feedback was provided by CS Marketing for considering student encouragement to pursue the Certificate after having completed the Short-certificate.</p> <p>[Response upon review] Although the short certificate provides an exit credential to those who wish to take the specified courses, the certificate would open up a wider set of job opportunities for graduates. As the courses in the program can be taken à la carte, working professionals can utilize those for professional development opportunities; however, for those learners who are looking for upward job mobility (for example, those who are already working in the field and desire to up-skill/reskill), the certificate would provide for a more rounded skillset, as well as for those who have little to no prior experience.</p>
Learning Centre	<p>Feedback was provided on the Learning Centre (LC) support options for students of this program. It was determined students can benefit from LC tutors for the following courses:</p> <ul style="list-style-type: none"> • Finance and Budgets for Building Managers • Interpersonal Communication for Building Managers <p>In addition, as multiple courses in the program has assessments activities involving presentations and industry connections, students could gain from the resources on presentation skills available at the LC. Students can also gain from tutoring sessions with LC English tutors.</p> <p>As this program is designed to be offered part-time (typically evenings and/or Saturdays), students may have to rely on asynchronous support options, such as LC resources and connecting with tutors over email.</p>
Indigenous Education & Community Engagement	Feedback was provided on the inclusion of cultural

(IECE)	Consultated Area	Consultation Comments
		<p>awareness and safety topic as the individuals have the potential to work with many different people, with many different backgrounds, and different environmental considerations.</p> <p>[Response upon review] This is very pertinent to building managers when interacting with tenants and other internal/external stakeholders. The 'Interpersonal Communication for Building Managers' course has learning outcome that discusses “ethical, cultural, and privacy” related considerations. The evaluation plan of this course has scenario-based assessments which include examples on awareness of cultural distinction. This will be reviewed and incorporated when building the course learning materials/activities/assessments during the online course design process. 'Cultural safety' has been added to the topics of this course.</p> <p>[Feedback] Consider adding Indigenous examples of different roles in the “built environment”.</p> <p>[Response upon review] This fits well under the Building Service Management Learning Outcome: “List the typical employment requirements for different roles in the built environment”, which includes a course topic on 'Job Descriptions'. The wording ‘including Indigenous examples’ has been added to that topic, so that this is taken into consideration when the course learning materials and activities are built. Further some examples of Indigenous housing and housing-related organizations ('Luma Native Housing Society', 'Vancouver Native Housing Society', and 'Vancouver Aboriginal Friendship Centre Society') have been added to the internal, department document so that these examples are taken into consideration by the course designers and/or instructors.</p>

Consultated Area	Consultation Comments
	IECE will be engaged for further consultation during the online course design phase of this program, as and when appropriate.
Other	<p>Feedback from CS Registrations Office was received on the placement of English proficiency requirement, and it was recommended that the wording 'English 10, or equivalent' be kept with course co/pre-requisites and not included as part of the program admission requirements.</p> <p>[Response upon review] This has been incorporated in the PCG and relevant Course Outlines.</p>
Finance	CS Operations Manager was consulted for program costing. The proposed costing is based on the competitive market analysis and general recommendations by Finance.
Information Technology (IT)	Feedback was sought via email (dated April 13, 2022). As of May 05, 2022, a response has not been received.
Facilities	Feedback was sought via email (dated April 13, 2022). As of May 05, 2022, a response has not been received.

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

FOR MARKETING PURPOSES ONLY. DO NOT EDIT.

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

This program is for: **Domestic**

Program Change Request

New Program Proposal

Date Submitted: 05/05/22 10:57 pm

Viewing: **Building Manager Short Certificate**

Last edit: 05/10/22 10:54 am

Changes proposed by: skhullar

In Workflow

1. **6038 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. Board of Directors

Program Name:

Building Manager Short Certificate

Credential Level: Short Certificate

Effective Date: September 2023

Effective Catalog Edition: 2021-2022

Edition:

School/Centre: Continuing Studies

Department: Bldg Mgr Residential (6038)

Contact(s)

Approval Path

1. 05/05/22 11:00 pm
Sid Khullar
(skhullar): Approved for 6038 Leader
2. 05/06/22 10:20 am
Claire Sauve
(csauve): Approved for Senior PC
3. 05/06/22 4:18 pm
Adrian Lipsett
(alipsett): Approved for CCS Dean
4. 05/31/22 3:25 pm
Todd Rowlett
(trowlett): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8670
Joy Dalla-Tina	jdallatina@vcc.ca	8671

Program Content Guide

Purpose

Learn the foundational skills in building maintenance and cleaning, contracts, interpersonal communication, and conflict resolution skills required of a building manager.

The program is designed to meet the needs of a variety of learners, including those who are hoping to start a career in the field of building management or for working professionals who are looking for further advancement in their career.

Learners will be prepared to take on roles, such as General Building Maintenance Person / Technician, Cleaning Supervisor, Cleaning Account Manager, and Front Desk / Reception Concierge.

Admission Requirements

No program admission requirements.

Two courses - BLDG 1201 Contract Law in the Built Environment and BLDG 1202 Interpersonal Communication for Building Managers - have a minimum pre-requisite of 'English 10 or equivalent'.

Prior Learning Assessment & Recognition (PLAR)

Prior learning assessment and recognition is not available for this program.

Program Duration & Maximum Time for Completion

Students may complete the program in 1 to 3 years (maximum) on a part-time basis.

After completing the Building Manager Short Certificate program, students may continue on to complete the Building Manager Certificate program.

Students can **receive both the Building Manager Certificate and the Building Manager Short Certificate.**

Program Learning Outcomes

Students who complete the Building Manager Short Certificate will be able to:

Handle tenant application, screening processes, inspections, and conflicts

Explain basic rights and responsibilities of landlords and tenants under BC law and dispute-handling measures

Perform rudimentary building maintenance and building inspections

Describe building fire safety, and risk management protocols

Consider the ethical, cultural, and privacy related aspects of communication in the built environment

Manage building cleaning and disinfection processes

Use asset registries for a variety of building types

Classes may be offered in-person/on-campus, fully online, or through a blended /hybrid delivery format, by instructors who have experience in the building industry and/or are working in a field related to the course content.

Instruction will emphasize practical skill and knowledge development through interactive and collaborative learning activities.

Evaluation of Student Learning

Evaluation will focus on assessments directly related to the course content and applicability to the built environment. Examples include case-studies, scenarios, projects, discussions, presentations, and role-plays.

Students must have a minimum grade of 'C' in all courses in order to graduate.

Recommended Characteristics of Students

Interest in working in the built environment

Working proficiency in English (reading, writing, speaking, and listening comprehension)

Ability to work with confidence independently and as part of a team

Ability to practice cultural sensitivity and professional judgement

Willingness to share experiences and reflect as part of the learning process

Courses

<u>BLDG 1201</u>	Contract Law in the Built Environment	2
<u>BLDG 1202</u>	Interpersonal Communication for Building Managers	2
<u>BLDG 1203</u>	Building Service Management	2
<u>BLDG 1204</u>	Building Maintenance	2
Total Credits		8

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

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

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

Rationale and Consultations

Provide a rationale for this proposal.

Please see rationale and consultations for Building Manager Certificate

Are there any expected costs to this proposal.

Course Change Request

New Course Proposal

Date Submitted: 05/05/22 11:29 pm

Viewing: **BLDG 1201 : Contract Law Built**

Environment

Last edit: 05/31/22 2:53 pm

Changes proposed by: skhullar

Programs
referencing this
course

[174: Building Manager Short Certificate](#)

[27: Building Manager Certificate](#)

Course Name:

Contract Law in the Built Environment

Effective Date:

September 2023

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Bldg Mgr Residential (6038)

Contact(s)

In Workflow

1. **6038 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum
Committee Chair**
5. **EDCO Chair**
6. CS Associate
Registrar
7. Banner

Approval Path

1. 05/05/22 11:29 pm
Sid Khullar
(skhullar): Approved
for 6038 Leader
2. 05/06/22 10:23 am
Claire Sauve
(csauve): Approved
for Senior PC
3. 05/06/22 4:15 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 05/31/22 3:31 pm
Todd Rowlatt
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for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
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Banner Course Name:	Contract Law Built Environment
Subject Code:	BLDG - ESA Building Services Manager
Course Number	1201
Year of Study	1st Year Post-secondary
Credits:	2

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Learn about the legal aspects of a contract as it applies to residential, commercial, or industrial buildings and facilities. Learners will be introduced to concepts such as the purpose and scope of a contract, contractual responsibilities, and relationships between the different parties involved. Students gain a basic understanding of residential and commercial tenancies, the purpose of the Residential Tenancy Branch in British Columbia, and ethical practices that make for an effective, enforceable contract or agreement.

Course Pre-Requisites (if applicable):

English 10 or equivalent

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe various elements of a contract, such as intent, liabilities, duties, terms, scope of work, and exclusions
CLO #2	Explain the role of the BC Residential Tenancy Act and the purpose of BC Residential Tenancy Branch
CLO #3	Compare and contrast the different types of proposals and tenders used in the built environment

Upon successful completion of this course, students will be able to:

CLO #4	Describe the process involved and the terms defined within a Request For Proposal (RFP), a Request For Information (RFI), and a Tender
CLO #5	Explain professional ethics and the strategies used to resolve contractual disputes and mitigate contract breaches
CLO #6	Define the fundamentals of the legal system used in BC

Instructional

Strategies:

Courses may be delivered face-to-face, fully online, or in a blended/hybrid format. Instructional strategies will include case studies, scenarios, group activities, role-play, site visits, and discussions.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	20-35	2 to 5 quizzes
Project	25-40	2 to 4 case studies and/or scenario projects
Assignments	40	A number of (2 to 5) problem-based assignments

Hours by Learning Environment Type

Total Hours 30

Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

Elements of a contract
 Awarding a contract
 Contract intent, liabilities, and duties
 Certainty of terms, exit clauses, pitfalls
 Scope of work, exclusions
 Levels of court in Canada
 Commercial & Residential Tenancies
 Intro to BC Residential Tenancy Branch (RTB)
 Real estate law
 Business and professional ethics
 Request for proposal (RFP) & for information (RFI)
 Tenders

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Building Manager Certificate PCG

Provic

Additional Information

Provide any additional information if necessary.

Course Change Request

New Course Proposal

Date Submitted: 05/05/22 11:29 pm

Viewing: **BLDG 1202 : Interpersonal Comm Bldg**

Mg

Last edit: 05/31/22 2:54 pm

Changes proposed by: skhullar

Programs
referencing this
course

[174: Building Manager Short Certificate](#)

[27: Building Manager Certificate](#)

Course Name:

Interpersonal Communication for Building Managers

Effective Date: September 2023

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Bldg Mgr Residential (6038)

Contact(s)

In Workflow

1. **6038 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum
Committee Chair**
5. **EDCO Chair**
6. CS Associate
Registrar
7. Banner

Approval Path

1. 05/05/22 11:30 pm
Sid Khullar
(skhullar): Approved
for 6038 Leader
2. 05/06/22 10:28 am
Claire Sauve
(csauve): Approved
for Senior PC
3. 05/06/22 4:14 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 05/31/22 3:31 pm
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for Curriculum
Committee Chair

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Banner Course Name: Interpersonal Comm Bldg Mg

Subject Code: BLDG - ESA Building Services Manager

Course Number: 1202

Year of Study: 1st Year Post-secondary

Credits: 2

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Learn how to effectively communicate using industry-specific language with tenants, vendors/service providers, and other stakeholders connected to the built environment.

A strong emphasis is placed on relationship building, conflict resolution, negotiation, speaking, and active listening skills.

In addition, key factors that need to be considered when communicating in the built environment will be discussed, such as ethics, cultural awareness, and privacy.

Course Pre-Requisites (if applicable):

English 10 or equivalent

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain the importance of communication in the built environment and utilize best practices when communicating in both written and verbal form

Upon successful completion of this course, students will be able to:

CLO #2	Apply relationship building, negotiation, active listening, and conflict resolutions skills when interacting with tenants and contractors.
CLO #3	Utilize industry-specific terminology when communicating in the built environment
CLO #4	Discuss ethical, cultural, and privacy related considerations for the built environment (side note: privacy act in RTA vs FOIPPA, identity theft, cameras)
CLO #5	Present information related to the operation and/or management of a building or facility to internal and external stakeholders

Instructional

Strategies:

Courses may be delivered face-to-face, fully online, or in a blended/hybrid format. Instructional strategies will include case studies, scenarios, group activities, role-play, site visits, and discussions.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20-35	2 to 4 assignments (may involve composing emails, outlook distribution list, informational interviews, cold-calling potential vendors)
Other	10-20	1 to 2 activities (may involve role-play, verbal component, negotiation, conflict resolution, interviewing prospective tenants through a dummy rental advertisement, and/or scanning advertisements)
Other	10-20	Independent or group presentation

Course Change Request

New Course Proposal

Date Submitted: 05/05/22 11:29 pm

Viewing: **BLDG 1203 : Building Service Management**

Last edit: 05/10/22 11:02 am

Changes proposed by: skhullar

Programs
referencing this
course

[174: Building Manager Short Certificate](#)

[27: Building Manager Certificate](#)

Course Name:

Building Service Management

Effective Date:

September 2023

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Bldg Mgr Residential (6038)

Contact(s)

In Workflow

1. **6038 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

Approval Path

1. 05/05/22 11:30 pm
Sid Khullar
(skhullar): Approved for 6038 Leader
2. 05/06/22 10:32 am
Claire Sauve
(csauve): Approved for Senior PC
3. 05/06/22 4:14 pm
Adrian Lipsett
(alipsett): Approved for CCS Dean
4. 05/31/22 3:31 pm
Todd Rowlatt
(trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8670
Joy Dalla-Tina	jdallatina@vcc.ca	8671

Banner Course Name: Building Service Management

Subject Code: BLDG - ESA Building Services Manager

Course Number: 1203

Year of Study: 1st Year Post-secondary

Credits: 2

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Learn about how different buildings are kept clean, using a variety of different Personal Protective Equipment (PPE) and cleaning equipment. In addition, learners will be introduced to spill-response responsibilities and procedures in different built environments.

The course also covers the tasks required of a cleaning supervisor, such as cleaning audits, duty lists, cleaning scheduling, walkthroughs, and job descriptions. In addition to being relevant to building managers, this course would also benefit building supervisors, contract cleaners, or those employed in the cleaning industry.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the different types of building cleaning
CLO #2	Create duty lists and cleaning schedules

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

PPE
Cleaning Audits
Duty Lists
Cleaning Performance Indicators
Cleaning Scheduling (daily, weekly, monthly, annually)
Cleaning chemicals and safety
Opening/Closing walkthroughs
Job Descriptions (including Indigenous examples)

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Building Manager Certificate PCG

Additional Information

Provide any additional information if necessary.

Course Change Request

New Course Proposal

Date Submitted: 05/05/22 11:29 pm

Viewing: **BLDG 1204 : Building Maintenance**

Last edit: 05/10/22 11:03 am

Changes proposed by: skhullar

Programs
referencing this
course

[174: Building Manager Short Certificate](#)
[27: Building Manager Certificate](#)

Course Name:

Building Maintenance

Effective Date:

September 2023

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Bldg Mgr Residential (6038)

Contact(s)

In Workflow

1. **6038 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum
Committee Chair**
5. **EDCO Chair**
6. CS Associate
Registrar
7. Banner

Approval Path

1. 05/05/22 11:30 pm
Sid Khullar
(skhullar): Approved
for 6038 Leader
2. 05/06/22 10:33 am
Claire Sauve
(csauve): Approved
for Senior PC
3. 05/06/22 4:13 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 05/31/22 3:31 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
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Banner Course Name:	Building Maintenance
Subject Code:	BLDG - ESA Building Services Manager
Course Number	1204
Year of Study	1st Year Post-secondary
Credits:	2

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Learn about the maintenance of internal and external building elements, as well as the operation and upkeep of building systems (electrical, HVAC, plumbing, and fire-safety).

Building maintenance schedules and basic building repairs will be reviewed as well as the systems needed to sustain the health and safety of occupants. Asset management strategies (e.g., run to fail, corrective, condition-based, preventative and predictive maintenance) will also be covered.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain the operation and maintenance of common building systems (e.g., electrical, HVAC, waste, plumbing, fire-safety)
CLO #2	Assess and respond to the various types of repairs required in the built environment

Upon successful completion of this course, students will be able to:

CLO #3	Describe building health and safety procedures
CLO #4	Create an asset registry and maintenance schedule for a typical building
CLO #5	Describe different kinds of environmental health and safety risks and associated certifications.
CLO #6	Describe the maintenance aspects of internal and external building features
CLO #7	Describe various types of asset management strategies

Instructional

Strategies:

Courses may be delivered face-to-face, fully online, or in a blended/hybrid format. Instructional strategies will include case studies, scenarios, group activities, role-play, site visits, and discussions.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	30	2-5 quizzes covering each topic/category
Assignments	10-15	Minor repair assignment (e.g. drywall, painting, blocked sinks)
Project	10-20	Create an Occupational Health and Safety plan for doing the drywall and paint.
Assignments	10-20	Assignment involving building assets (e.g. create an inventory of building assets based on the supplied building plan(s))
Assignments	20-30	Create an asset registry

Hours by Learning Environment Type

Total Hours 30

Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

Electrical Systems and Lighting

HVAC Systems

Fire safety systems

Waste and Recycling

Drywall Repairs and Painting (levels of repairing minor drywall damage and painting over damaged areas)

Environmental Health and Safety (incl. importance of filters, slip, trip, and fall mitigation; e.g. asbestos testing)

Plumbing Systems (including water treatment)

Asset Registry basics, including asset classification systems

Maintenance Scheduling

Additional building maintenance and safety elements, e.g. building envelope, landscaping, parking etc.

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Building Manager Certificate PCG

Course Change Request

New Course Proposal

Date Submitted: 05/05/22 11:28 pm

Viewing: **BLDG 1205 : Finance and Budgets Bldg**

Mngrs

Last edit: 05/10/22 11:04 am

Changes proposed by: skhullar

Programs
referencing this
course

[27: Building Manager Certificate](#)

Course Name:

Finance and Budgets for Building Managers

Effective Date: September 2023

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Bldg Mgr Residential (6038)

Contact(s)

In Workflow

1. **6038 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum
Committee Chair**
5. **EDCO Chair**
6. CS Associate
Registrar
7. Banner

Approval Path

1. 05/05/22 11:30 pm
Sid Khullar
(skhullar): Approved
for 6038 Leader
2. 05/06/22 10:36 am
Claire Sauve
(csauve): Approved
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3. 05/06/22 4:13 pm
Adrian Lipsett
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4. 05/31/22 3:31 pm
Todd Rowlatt
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for Curriculum
Committee Chair

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Banner Course Name: Finance and Budgets Bldg Mngrs

Subject Code: BLDG - ESA Building Services Manager

Course Number: 1205

Year of Study: 1st Year Post-secondary

Credits: 2

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Learn about the basic budgeting processes used by building managers, including how capital and operating budgets are applied to the built environment.

Students will learn about the different sources of income and costs associated with a building, and the importance of lifecycle costing. The important features of financial statements and variance reports that relate to planning, servicing, and procurement will also be reviewed.

Financial terms will be introduced throughout the course along with the basics of Excel for the purpose of recording and summarizing business transactions.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain the role of budgeting, forecasting, and cost-control in the built environment

Upon successful completion of this course, students will be able to:

CLO #2	Interpret invoices, financial statements, and variance reports
CLO #3	Audit revenue streams and identify opportunities for increasing operating income
CLO #4	Review capital and operating budgets
CLO #5	Track revenue, expenses, and cash flow using spreadsheets (e.g., Excel)
CLO #6	Plan and implement purchasing decisions for goods, supplies, or services
CLO #7	Estimate typical repair and maintenance costs

Instructional

Strategies:

Courses may be delivered face-to-face, fully online, or in a blended/hybrid format. Instructional strategies will include case studies, scenarios, group activities, role-play, site visits, and discussions.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	Interpret a financial statement/report
Assignments	15-20	Expense and income tracking spreadsheet assignment
Assignments	20-30	Budgeting assignment
Quizzes/Tests	20-30	Two to four quizzes
Final Exam	15-25	

Hours by Learning Environment Type

Total Hours 30

Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual Learning

Course Topics

Course Topics:

Budget process
 Capital and operating budgets
 Lifecycle costing
 Financial statements and variance reports
 Revenue streams, such as rent, parking, storage, bike storage
 Estimating costs (e.g. re-painting, re-carpeting, common area maintenance)
 Purchasing
 Basics of spreadsheet data entry and tracking (for example, using Excel)

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Building Manager Certificate PCG

Provide a rationale for this proposal:

Are there any

Course Change Request

New Course Proposal

Date Submitted: 05/05/22 11:28 pm

Viewing: **BLDG 1206 : Intro Bldg Ops and Risk Mgmt**

Last edit: 05/10/22 11:04 am

Changes proposed by: skhullar

Programs
referencing this
course

[27: Building Manager Certificate](#)

Course Name:

Introduction to Building Operations and Risk Management

Effective Date: September 2023

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Bldg Mgr Residential (6038)

Contact(s)

In Workflow

1. **6038 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

Approval Path

1. 05/05/22 11:30 pm
Sid Khullar
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2. 05/06/22 10:36 am
Claire Sauve
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3. 05/06/22 4:12 pm
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4. 05/31/22 3:31 pm
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Banner Course Name: Intro Bldg Ops and Risk Mgmt

Subject Code: BLDG - ESA Building Services Manager

Course Number: 1206

Year of Study: 1st Year Post-secondary

Credits: 2

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Learn about the risks inherent in a building as well as the planning, safety, security, and emergency preparedness principles used to respond to these risks. Students will apply management strategies to a variety of environmental factors which may pose a risk to a building or its occupants such as weather, waste, pest, and hazardous materials.

Hazard protection and risk mitigation strategies are applied to the different elements of a building and students will become familiar with typical foundational emergency preparedness, WorkSafe BC protocols, contingency planning, and fire prevention practices and obligations. In addition, the impact that risk has on insurance cost and coverage will also be explored.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

Upon successful completion of this course, students will be able to:

Upon successful completion of this course, students will be able to:

CLO #1	Identify key components of building safety and security, hazard protection, and emergency preparedness
CLO #2	Define the different kinds of risks associated with a building and the relevant mitigation and maintenance strategies
CLO #3	Recognize and apply risk management strategies to waste, pest, and hazardous materials in the built environment
CLO #4	Outline a life safety plan and the appropriate National Fire Protection Association (NFPA) obligations
CLO #5	Describe the operational elements that may pose a risk to business continuity
CLO #6	Explain the impact that building risks have on insurance costs, claims, and coverage
CLO #7	Define the WorkSafe BC protocols that apply to the built environment

Instructional

Strategies:

Courses may be delivered face-to-face, fully online, or in a blended/hybrid format. Instructional strategies will include case studies, scenarios, group activities, role-play, site visits, and discussions.

Part of the course may involve site-visits to buildings or partnerships.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	20-30	2-4 quizzes
Assignments	20-30	Assignments on topics related to building risks and insurance, such as policies, regulations, and standards (e.g. where to find information)
Assignments	15-20	Scenario, on a topic such as emergency/disaster response

Type	Percentage	Brief description of assessment activity
Assignments	25-35	Risk Management Scenario Assignment, such as identifying and mitigating risks

Hours by Learning Environment Type

Total Hours 30

Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

Risk, and elements affecting it

Risk identification, mitigation, insurance, and benefits

Life safety plans

Responsibilities (includes communicating potential risks and related maintenance/prevention strategies) of Building Managers

NFPA obligations: inspections, testing, contractor management

Recordkeeping

Emergency preparedness and response (e.g. being aware and who to call, who are the tenants in building)

Contingency planning for business continuity

Environmental risks, e.g. waste, pest, wildlife, weather elements, and hazardous materials management

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

Rationale and Consultations

Course Change Request

New Course Proposal

Date Submitted: 05/05/22 11:28 pm

Viewing: **BLDG 1207 : Project Mgmt in Built Envr**

Last edit: 05/31/22 2:55 pm

Changes proposed by: skhullar

Programs
referencing this
course

[27: Building Manager Certificate](#)

Course Name:

Project Management in the Built Environment

Effective Date:

September 2023

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Bldg Mgr Residential (6038)

Contact(s)

In Workflow

1. **6038 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum
Committee Chair**
5. **EDCO Chair**
6. CS Associate
Registrar
7. Banner

Approval Path

1. 05/05/22 11:30 pm
Sid Khullar
(skhullar): Approved
for 6038 Leader
2. 05/06/22 10:40 am
Claire Sauve
(csauve): Approved
for Senior PC
3. 05/06/22 4:10 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 05/31/22 3:31 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8670
Joy Dalla-Tina	jdallatina@vcc.ca	8671

Banner Course Name: Project Mgmt in Built Envr

Subject Code: BLDG - ESA Building Services Manager

Course Number: 1207

Year of Study: 1st Year Post-secondary

Credits: 2

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Gain an understanding of project management principles and how they relate to the built environment, including project lifecycle from initiating to closing. The course will focus on small to medium-sized projects typically undertaken by building managers.

Learners will also be introduced to the relevant knowledge areas in the Project Management Body of Knowledge (PMBOK), such as scope management, schedule management, cost management, stakeholder management, procurement management, resource management, risk management, warranty periods.

The development of critical thinking skills will be emphasized throughout the course.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Define what a project is and explain how project management is used in the built environment

Upon successful completion of this course, students will be able to:

CLO #2	Describe the different processes to manage a project
CLO #3	Plan a basic building project and identify potential project deficiencies
CLO #4	Describe a project management plan, including subsidiary plans such as scope, schedule, communication, procurement, and stakeholder management.
CLO #5	Assess and prioritize projects in the built environment using appropriate screening and selection methods.
CLO #6	Use project management tools, techniques, and documents to effectively manage projects in the built environment.
CLO #7	Prepare a building project for handover

Instructional

Strategies:

Courses may be delivered face-to-face, fully online, or in a blended/hybrid format. Instructional strategies will include case studies, scenarios, group activities, role-play, site visits, and discussions.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	20-35	Maintenance project and approval scenario assignment
Assignments	10-20	Project management plan assignment
Quizzes/Tests	10-20	2 – 4 quizzes
Assignments	10-20	Project management tools and documents assignment
Other	10-20	Presentation on roles and responsibilities for a typical project

Hours by Learning Environment Type

Total Hours 30

Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

Project timing
Intro to PMI
Guide to Project Management (PMBOK)
Project planning
Project communication
Project prioritization, screening, and selection
Project scheduling
Procurement planning
Stakeholder management
Reporting (including deficiencies, quality)
Commissioning principles
Project handover
Critical thinking

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Course Change Request

New Course Proposal

Date Submitted: 05/05/22 11:28 pm

Viewing: **BLDG 1208 : Sustainable Buildings**

Last edit: 05/10/22 11:05 am

Changes proposed by: skhullar

Programs
referencing this
course

[27: Building Manager Certificate](#)

Course Name:

Sustainable Buildings

Effective Date:

September 2023

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Bldg Mgr Residential (6038)

Contact(s)

In Workflow

1. **6038 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum
Committee Chair**
5. **EDCO Chair**
6. CS Associate
Registrar
7. Banner

Approval Path

1. 05/05/22 11:30 pm
Sid Khullar
(skhullar): Approved
for 6038 Leader
2. 05/06/22 10:42 am
Claire Sauve
(csauve): Approved
for Senior PC
3. 05/06/22 4:08 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 05/31/22 3:31 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8670
Joy Dalla-Tina	jdallatina@vcc.ca	8671

Banner Course Name:	Sustainable Buildings
Subject Code:	BLDG - ESA Building Services Manager
Course Number	1208
Year of Study	1st Year Post-secondary
Credits:	2

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Learn about sustainability, how it relates to the built environment, and how buildings contribute to climate change.

The ways in which buildings can be made more energy efficient and greener through recommissioning, retrofitting, renewing, and other technologies and initiatives will be examined in this course.

Basic energy calculations and terminology will be introduced along with potential strategies for energy use reduction. An awareness of regulations, local policies and sustainability standards will be emphasized with a view to future planning and retrofitting.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning

Outcomes (CLO):

Upon successful completion of this course, students will be able to:	
CLO #1	Identify the social, economic, and environmental factors that relate to sustainability

Upon successful completion of this course, students will be able to:

CLO #2	Describe climate change and how it can impact the built environment
CLO #3	Define the terminology used in relation to energy efficiency and 'green buildings' (e.g., energy use index, benchmarking, etc.)
CLO #4	Explain how HVAC and automation technology can affect building energy use and efficiency.
CLO #5	List current trends in building sustainability
CLO #6	Explain how energy audits, benchmarking, energy studies, energy saving measures, and green retrofitting can reduce costs and overall building energy consumption.
CLO #7	Explain how recommissioning, retrofitting, and renewing can improve building energy efficiency

Instructional

Strategies:

Courses may be delivered face-to-face, fully online, or in a blended/hybrid format. Instructional strategies will include case studies, scenarios, group activities, role-play, site visits, and discussions.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	20	2-4 quizzes
Assignments	20-30	Energy audit assignment
Assignments	20-30	Building upgrading and/or modernization assignment
Other	20-30	Presentation or a report that applies course concepts to a real building environment, as an individual or group activity

Hours by Learning Environment Type

Total Hours 30

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

Overview of sustainability, including corporate social responsibility
Climate change and emissions (sources, units, net emissions)
Basic energy calculations and heat gain/loss (e.g. solar, ventilation)
Energy efficiency standards (e.g. policies and regulations)
Energy Use Index (EUI) and benchmarking
Carbon footprint, energy audits and saving measures
Building inputs and outputs, enclosure control layers
Health and wellness of occupants and rating systems (e.g. Fitwel and International Well Building Institute)
Sustainability standards
'Green retrofitting', e.g. heat recovery, low carbon electrification, ZEV infrastructure
Waste management

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Building Manager Certificate PCG

Course Change Request

New Course Proposal

Date Submitted: 05/05/22 11:28 pm

Viewing: **BLDG 1209 : Building Technology**

Last edit: 05/31/22 2:55 pm

Changes proposed by: skhullar

Programs
referencing this
course

[27: Building Manager Certificate](#)

Course Name:

Building Technology

Effective Date:

September 2023

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Bldg Mgr Residential (6038)

Contact(s)

In Workflow

1. **6038 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum
Committee Chair**
5. **EDCO Chair**
6. CS Associate
Registrar
7. Banner

Approval Path

1. 05/05/22 11:31 pm
Sid Khullar
(skhullar): Approved
for 6038 Leader
2. 05/06/22 10:44 am
Claire Sauve
(csauve): Approved
for Senior PC
3. 05/06/22 4:07 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 05/31/22 3:31 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8670
Joy Dalla-Tina	jdallatina@vcc.ca	8671

Banner Course Name: Building Technology

Subject Code: BLDG - ESA Building Services Manager

Course Number: 1209

Year of Study: 1st Year Post-secondary

Credits: 2

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Learn about the various technologies commonly employed in the built environment, such as security systems, energy management systems, heating systems, and other smart/internet-based devices used in buildings. Learners will be introduced to how typical building sensors and access control panels are utilized in a building. The use of building automation and maintenance management software will also be discussed.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	List the typical technological and software systems used in the built environment
CLO #2	Explain the basics of security, energy management, and environmental controls system technology
CLO #3	Describe how building sensors and access control panels are utilized in a building

Course Topics

Course Topics:

Personal Information Protection Act (PIPA)
 Building surveillance systems, such as Cameras/CCTV
 Security and building access systems
 Building automation and energy management tools/software
 Boilers and heating systems
 Building geometry
 Trends in technology and digital transformation, such as blockchain-based (smart) contracts, smart devices, Internet of Things (IoTs), sensors, and drones
 Building inventory, capital, and information management, such as Computerized Maintenance Management Software (CMMS), Computer Aided Facility Management (CAFM), Integrated Workplace Management System (IWMS), Enterprise Asset Management (EAM)

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Building Manager Certificate PCG

Additional Information

Provide any additional information if necessary.

Supporting
documentation:



INFORMATION NOTE

- PREPARED FOR:** Education Council
- DATE:** June 7, 2022
- ISSUE:** Minor curriculum changes approved by Curriculum Committee (Jan–May 2022)

From January to May 2022, Curriculum Committee approved the following minor curriculum changes:

- Changes to topics and learning outcomes in two courses: CHEM 1121 Chemistry 1 and CHEM 1223 Chemistry 2
- Update to pre-requisites and course description of BIOL 1602 Human Anatomy & Physiology
- Changes to the sequence of courses in the Automotive Service Technician Harmonized Foundation Certificate program content guide and updates to five course outlines:
 - AUTO 1130 Workplace Safety
 - AUTO 1132 Tools and Equipment
 - AUTO 1133 General Automotive Maintenance
 - AUTO 1134 General Automotive Practices
 - AUTO 1238 Electrical-Electronic Systems
- Updates to pre-/co-requisites and corrections to hours in four LPN to BSN bridging courses:
 - NURS 1357 Role Transitions
 - NURS 1358 Maternal and Newborn Health
 - NURS 1359 Child Health
 - NURS 1399 Health Assessment
- Deactivation of the following courses:

<ul style="list-style-type: none"> BIOL 1061 Introductory Biology - Part 1 BIOL 1071 Introductory Biology - Part 2 BIOL 1083 Principles of Biology - Part 1 BIOL 1093 Principles of Biology - Part 2 CHEM 1061 Introductory Chemistry - Part 1 CHEM 1071 Introductory Chemistry - Part 2 CHEM 1083 Principles of Chemistry - Part 1 CHEM 1093 Principles of Chemistry - Part 2 DENT 3862 Oral Health Care Individ. 2 DHAP 1001 Heavy Duty Mech Appr Lvl 1 HLTH 1130 LPN Pharma/Parenteral Lab MATH 1061 Intermediate Algebra - Part 1 MATH 1071 Intermediate Algebra - Part 2 MATH 1083 Precalculus Algebra - Part 1 MATH 1093 Precalculus Algebra - Part 2 	<ul style="list-style-type: none"> NURS 1602 Human Anatomy & Physiology OPTA 1217 Communications 2 OPTA 1218 OTA Principles and Practice 1 OPTA 1219 PTA Principles and Practice 1 OPTA 1220 Conditions 2 OPTA 1221 Practicum 1 OPTA 1308 OTA Principles and Practice 2 OPTA 1309 PTA Principles and Practice 2 OPTA 1310 Conditions 3 OPTA 1325 Growth and Development 1 - Pediatrics OPTA 2108 OTA Principles and Practice 3 OPTA 2109 PTA Principles and Practice 3 OPTA 2110 Conditions 4 OPTA 2111 Practicum 2
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OPTA 2125 Growth and Development 2
Geriatrics
OPTA 2208 OTA Principles and Practice 4
OPTA 2209 PTA Principles and Practice 4
OPTA 2211 Practicum 3
OPTA 2214 Administrative and Support Skills
SCIE 1020 Introduction to Computer Design

OPTA 2215 Community Practice
PHYS 1061 Introductory Physics - Part 1
PHYS 1071 Introductory Physics - Part 2
PHYS 1083 Principles of Physics - Part 1
PHYS 1093 Principles of Physics - Part 2

PREPARED BY: Todd Rowlett, Chair, Curriculum Committee

DATE: May 26, 2022



DECISION NOTE

PREPARED FOR: Education Council

DATE: June 7, 2022

ISSUE: Revision to the Education Policy Committee Terms of Reference

BACKGROUND:

A.3.2 Policy Development and Management policy and procedures recently underwent a significant revision, which was approved by the Board of Governors on March 30, 2022.

Revisions included expanded decision-making authority for Review Bodies, including Education Policy Committee, as outlined below.

Review Body Responsibilities per revised policy and procedures:

Review Body is a Policy Committee, responsible for:

- a) Scrutinizing draft Policy and Procedures and providing feedback and direction as needed
- b) Approving draft Policy and Procedures for College feedback
- c) Confirming that all feedback has been appropriately addressed
- d) Providing a recommendation for the approval of new or reviewed Policy and Procedures, or revised Policy
- e) Vetting and approving revisions to Procedures as authorized below
- f) Reviewing draft Guidelines and Standards as requested

Main changes to the role of Education Policy Committee:

1. College Feedback:

EPC approves sending policies and procedures out for College feedback; this process no longer requires Education Council approval. This applies to

- new Policy and Procedures;
- scheduled reviews of Policy and Procedures;
- revisions to Policy that are not part of a scheduled review;
- Policy and Procedures to be rescinded.

2. Revisions to Procedures and Policy Definitions:

EPC reviews updates to procedures and policy definitions, ensuring that the revisions are consistent with the intentions of the Policy and do not contravene the approved principles.

The committee can decide to

- Approve revisions to Procedures
- Approve revisions to Policy definitions
- Provide recommendations for further revisions and/or an implementation plan as needed
- Determine that the proposed change contravenes the principles of the related Policy or other College policy and direct the Responsible Authority to either begin a scheduled review or revise the Policy.

Changes to procedures or policy definitions approved by EPC do not require additional Education Council approval.

DISCUSSION

The Education Policy Committee Terms of Reference were revised to align with changes to policy and procedures A.3.2. Policy Development and Management. The document was also slightly reorganized, some sections merged, and repetitive information removed.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the revised Education Policy Committee Terms of Reference.

PREPARED BY: Sarah Kay, Chair, Education Policy Committee

DATE: May 25, 2022

Education Policy Committee of Education Council Terms of Reference

First Approved by Education Council: January 2010
Last Revised: January 2020
DRAFT 2022-05-11

- Committee name:** Education Policy Committee
- Purpose:** The Education Policy Committee is a standing committee of Education Council charged with ensuring that educational policy development and review are consistent and compliant with approved College policies and procedures, the legislative requirements of the College & Institute Act and in accordance with procedural fairness and natural justice precepts.
- Authority & Reporting:** The Committee acts in an advisory capacity to Education Council as directed by Articles 14.1 to 14.9 of the Education Council bylaws or as directed by the Council.
- The Committee Chair provides monthly reports to Education Council and presents information/decision notes and motions as required.
- Chairperson:** An Education Council member is elected by Education Council at the December meeting for a one (1) year (January-December) term as Chair of the Education Policy Committee.
- Chair release time is 25%.
- Duties:** The Committee will:
1. Check that all education policies and procedures are thoroughly reviewed throughout the development and approval cycle.
 2. Review and discuss draft policies and procedures and provide feedback and direction as needed.
 3. Approve sending draft policies and procedures for College feedback.
 4. Confirm that all feedback is appropriately addressed.
 5. Provide recommendations to Education Council for approval of new or reviewed policies and procedures, or revised policies.
 6. Vet revisions to policy definitions and procedures and ensure that these are consistent with the intentions of the related policy and do not contravene the policy principles.
 7. Approve revisions to policy definitions and procedures.
 8. Provide advice and support on the impact and implementation of new or revised education policies and procedures, as requested.
 9. Review draft guidelines, standards and administrative policies as requested.
 10. Strike ad hoc committees as required.

Meetings & Quorum: The Committee meets monthly as required. Quorum is eight (8) voting members.

Membership: Members do not have to be Education Council members to serve on Education Council committees.

The Committee is composed of the following members:

1. One (1) Education Council member elected by the members of Education Council as Chair.
2. One (1) faculty member from each area of the College selected by the respective faculty representative on Education Council. The faculty representative sitting on Education Council is responsible for initiating and conducting a selection process for their area.
 - a. One (1) faculty member from each School or Centre (not including the Centre for Continuing Studies);
 - b. One (1) faculty member from the Library and Learning Centre; and
 - c. One (1) faculty member from Student Success.
3. One (1) administrator from the Centre for Continuing Studies appointed by the Dean of Continuing Studies.
4. Dean of Indigenous Initiatives or designate.
5. One (1) representative from International Education appointed by the Director of International Education.
6. One (1) support staff representative selected by the support staff representatives of Education Council.
7. One (1) representative selected by the Students' Union of VCC.
8. One (1) dean appointed by the Vice President Academic and Research, representing administration.
9. Associate Vice President Student & Enrolment Services or designate.
10. Registrar or designate.
11. Coordinator, Curriculum and Policy.
12. Vice President Academic and Research.
13. Education Council Chair, ex officio.
14. Arbiter of Student Issues, ex officio, voice no vote.

Length of Term: All terms will be two (2) years in renewable staggered terms.

Minutes & Resources: The Education Council Recording Secretary drafts minutes of meetings and provides support as needed. This person is responsible for collecting policy submissions, preparing and distributing documents, agendas and notes, and providing organizational support for meetings.

Without Prejudice Space: The Committee requires contentious issues to be discussed and will provide a safe space for members to express their opinions without fear of reprisal.

Education Policy Committee of Education Council Terms of Reference

First Approved by Education Council: January 2010

Last Revised: January 2020

DRAFT 2022-05-11

Committee name:	Education Policy Committee
Purpose:	The Education Policy Committee is a standing committee of Education Council charged with ensuring that the College's <u>educational</u> policy development and review are consistent <u>and compliant</u> with approved <u>College policies and procedures processes and undertaken in full compliance with educational policies</u> , the legislative requirements of the College & Institute Act and in accordance with procedural fairness and natural justice precepts.
Authority & Reporting:	<u>The Committee acts in an advisory capacity to Education Council as directed by Articles 14.1 to 14.9 of the Education Council bylaws or as directed by the Council.</u>
	<u>The Committee Chair will provide submit monthly reports to Education Council and will present information/decision notes and motions as required.</u>
Type:	<u>Standing Committee of Education Council</u>
Chairperson:	An Education Council member is elected by Education Council at the December meeting for a one (1) year (January-December) term as Chair of the Education Policy Committee.
	<u>Chair release time equals is 25%.</u>
Responsible To:	<u>Education Council</u>
Purpose:	The Education Policy Committee is a standing committee of Education Council charged with ensuring that the College's policy development and review are consistent with approved processes and undertaken in full compliance with educational policies, the legislative requirements of the College & Institute Act and in accordance with procedural fairness and natural justice precepts.
Duties:	The Committee will: <ol style="list-style-type: none"> <u>1. Check that all education policies and procedures are thoroughly reviewed throughout the development and approval cycle.</u> <u>2. Scrutinize Review and discuss draft policies and procedures and provide feedback and direction as needed.</u> <u>3. Approve sending draft policies and procedures for College feedback.</u> <u>4. Confirm that all feedback is appropriately addressed.</u>

5. Provide recommendations to Education Council for approval of new or reviewed policies and procedures, or revised policies.
~~— Vet revisions to policy definitions and procedures and approve revisions to procedures and policy definitions, ensuring that these revisions~~
6. ~~Ensure that revisions to procedures~~ are consistent with the intentions of the related policy and do not contravene the policy principles.
7. Approve revisions to policy definitions and procedures.
~~— Vet and approve revisions to procedures.
 — Review draft Guidelines and Standards as requested.~~
1. ~~Ensure that all education policies and procedures are thoroughly reviewed throughout the development and approval cycle.~~
2. ~~Review, discuss and edit all education policies and related procedures.~~
3. ~~Recommend new and revised education policy changes to Education Council for approval.~~
4. ~~Provide advice and support on the impact and implementation of new or revised education policies and procedures, as requested.~~
5. ~~Request college community feedback and input on all new or revised education policies.~~
8. Conduct an annual review of the status of education policies and submit a priority review list to Education Council.
9. Review draft guidelines, and standards and administrative policies as requested.
6. ~~—~~
- 7.10. ~~Strike ad hoc committees as required.~~

Authority: ~~The Committee acts in an advisory capacity to Education Council as directed by Articles 14.1 to 14.9 of the Education Council bylaws or as directed by the Council.~~

**Timeframes and Reporting:
Meetings & Quorum:**

The Committee meets monthly ~~(normally), and~~ as required. Quorum is eight (8) voting members. reports to Education Council at the meeting following the Committee's meeting.

Membership:

Members do not have to be Education Council members to serve on Education Council committees.

The Committee is composed of the following members:

1. One (1) Education Council member elected by the members of Education Council as Chair.
2. One (1) faculty member from each area of the College selected by the respective faculty representative on Education Council.

The faculty representative sitting on Education Council ~~shall~~ ~~beis~~ responsible for initiating and conducting a selection process for their area.

- a. One (1) faculty member from each School or Centre (not including the Centre for Continuing Studies);
 - b. One (1) faculty member from the Library and Learning Centre; and
 - c. One (1) faculty member from Student Success.
3. One (1) administrator from the Centre for Continuing Studies appointed by the Dean of Continuing Studies.
 4. Dean of Indigenous Initiatives or designate.
 5. One (1) representative from International Education appointed by the Director of International Education.
 6. One (1) support staff representative selected by the support staff representatives of Education Council.
 7. One (1) representative selected by the Students' Union of VCC.
 8. One (1) dean appointed by the Vice President Academic and Research, representing administration.
 9. Associate Vice President Student & Enrolment Services ~~Success~~ or designate.
 10. Registrar or designate.
 11. Coordinator, Policy and Curriculum ~~and~~ Coordinator Policy.
 12. Vice President Academic and Research.
 13. Education Council Chair, ex-officio.
 14. Arbitrator of Student Issues, ex-officio, voice no vote.

Length of Term: All terms will be two (2) years in renewable staggered terms.

~~**Quorum:** The quorum shall be eight (8) voting members.~~

~~**Minutes & Other Resources:** The Education Council Recording Secretary ~~will drafts~~ minutes of meetings and provides support as needed. This person is responsible for collecting policy submissions, preparing and distributing documents, agendas and notes, and providing organizational support for meetings.~~

~~Chair release time equals 25%.~~

~~**Notes:** Notes are taken at all committee meetings. A summary of these notes is forwarded to the Chair of Education Council by the Chair of the Education Policy Committee.~~

Without Prejudice Space: The Committee requires contentious issues to be discussed, and will provide a safe space for members to express their opinions without fear of reprisal.

~~**Communication with Council:** Business arising from the Education Policy Committee meeting may be forwarded as agenda items to the Education Council through the Council Executive. The Committee Chair presents any proposed policy changes in the form of a motion to Education Council. The Committee Chair assists the policy sponsor in presenting the policy to Education Council.~~



INFORMATION NOTE

PREPARED FOR: Education Council

DATE: June 7, 2022

ISSUE: Policies approved for College Feedback:
D.3.10 Indigenous Education Enrolment
C.1.3 Granting of Credentials

BACKGROUND:

Based on recent revisions to A.3.2 Policy Development and Management policy and procedures, review bodies such as Education Policy Committee have the authority to approve sending policies out for College feedback.

DISCUSSION:

At its May 11, 2022 meeting, the committee reviewed two policies, which underwent a scheduled full review, and approved posting them for College feedback.

D.3.10 Indigenous Education Enrolment

The policy was revised to reflect current practice and to clarify processes for holding designated seats for Indigenous learners. A key point was to specify that two guaranteed seats are held in every program or course, and to include specific timelines for how long seats are held. These changes are intended to mitigate potential risk to the College, as well as set accurate expectations.

The committee discussed the definition of Indigenous learner and how it applies to international students; it was clarified that the policy applies to Indigenous learners of Canada or Canadian descent.

Other committee recommendations were to explicitly state the aim of the policy to redress underrepresentation of Indigenous learners in the classroom (policy principle #2); and to outline that Indigenous learners have access to all student support services at the College, in addition to support by Indigenous Education and Community Engagement (IECE).

In response to committee questions, it was confirmed that stipulating two guaranteed seats does not prevent programs from offering more seats to Indigenous learners, or from running fully Indigenous cohorts.

C.1.3 Granting of Credentials

Revisions mostly focused on updating information to reflect current practice. A more substantive change was to provide narrower recommended (not required) credit ranges to align more closely with other post-secondary institutions and rein in the currently wide spread of credit ranges across VCC programs.

This proposed revision was extensively discussed at two committee meetings. It was acknowledged that some programs will continue to fall outside of recommended ranges, due to regulatory requirements (e.g., Health Sciences), or to remain competitive in the market (Continuing Studies). The current draft includes provisions for credits outside the recommended ranges.

The committee suggested lowering the minimum credits for certificates from the proposed 24 to 18 credits (the minimum in the current policy). There was a discussion about the proposal to provide recommended ranges, rather than set specific requirements (with the option for Education Council to approve exceptions). Concerns were raised that this could increase, rather than decrease, variability in credits, and possibly lead to proposals being rejected at a late stage in the approval process.

Other revisions included increasing the residency requirement from 25% to 35% in the last half of the program, with Prior Learning Assessment & Recognition (PLAR) counting towards residency.

It was agreed to send the policy forward to gather feedback from the wider College community.

Feedback for both sets of policies and procedures was open from May 12–June 2, 2022. The committee will review feedback submissions at its next meeting.

PREPARED BY: Sarah Kay, Chair, Education Policy Committee

DATE: May 26, 2022



POLICY

Policy Name	Indigenous Education Enrolment
Policy Number	D.3.10
Approval Body	Board of Governors, Education Council (advice)
Sponsor	Vice President, Students & Community Development
Next Scheduled Review Date	
Effective Date	DRAFT: May 11, 2022

CONTEXT AND PURPOSE

Vancouver Community College (VCC; the College) serves a large number of Indigenous learners and is committed to providing opportunities for Indigenous learners to achieve their academic potential in an environment that advocates full access, participation and success.

This Policy sets out the supports and practices designed to increase and facilitate Indigenous enrolment in programs and courses at the College.

DEFINITIONS

Course: A series of learning opportunities within a specific subject area with a defined set of learning outcomes, offered under a designated subject code and course number, within a defined time period.

Indigenous Learner: A person who has self-identified as Indigenous from Canada (First Nations, Metis, or Inuit) and has applied to a full-time or part-time credit or non-credit course or program at VCC. This includes self-identified Indigenous employees of the College who have applied to any course or program.

Program: A defined set of courses of instruction leading to a credential.

SCOPE AND LIMITS

This policy applies to all self-identified Indigenous learners of Canada or Canadian descent.

POLICY PRINCIPLES

1. In addition to the full scope of student support services provided by the College, Indigenous learners are provided additional cultural and support services through the Indigenous Education & Community Engagement department (IECE).
2. VCC is committed to redressing the underrepresentation of Indigenous learners in its classrooms.
3. VCC provides opportunities for priority admission and registration in programs and courses.
4. All programs and courses will designate two (2) seats for Indigenous learners.

RELATED RESOURCESLegislation

Gender Equality in Indian Registration Act, SC 2010 c 18.

VCC Policies

C.1.6 Registration

D.3.6 Admissions

D.3.6.1 Flexible Admissions

VCC Procedures

Indigenous Education Enrolment D.3.10

DRAFT



PROCEDURES

Procedures Name	Indigenous Education Enrolment
Policy No.	D.3.10
Approval Body	Board of Governors, Education Council (advice)
Sponsor	Vice President, Students & Community Development
Next Scheduled Review Date	
Effective Date	DRAFT: May 11, 2022

1. The Registrar's Office will work closely with the Indigenous Education and Community Engagement (IECE) Department to manage designated seating for Indigenous learners.
2. The Registrar's Office will:
 - a. provide the IECE Department with access to information pertaining to current Indigenous applicants;
 - b. notify the IECE Department when an Indigenous learner has been accepted into a program or course;
 - c. notify the IECE Department before releasing designated seats that have not been filled by Indigenous learners; and
 - d. notify the IECE Department before withdrawing the application of an Indigenous learner.
3. The Registrar's office and IECE will work together to exercise flexibility for Indigenous learners around tuition and fee payments, including tuition deposits/commitment deadlines where applicable.
4. If an Indigenous learner declines a designated seat before the established deadline, the seat will be filled by the next eligible Indigenous learner.

Program Admission

5. Programs will designate two (2) seats for Indigenous learners. Additional seats may be available in some programs.
6. Designated seats will be held as indicated below:

Programs with no published application deadline

- a. Designated seats will be released two (2) months before the start of a program.
- b. Eligible Indigenous learners who apply within two (2) months of the start of a program will be given priority admission should a seat become available.

Programs with non-competitive entry and where an admission requirement is in progress

Conditional admission will be offered provided interim documentation is submitted that supports the successful completion of that pre-requisite. Proof of successful completion will be required before the start of the program.

Programs with published application deadlines

Designated seats will be held until the admission processes have been completed and if no eligible applications from Indigenous learners have been received, designated seats will be released.

Programs with competitive admission

Designated seats will be held for Indigenous learner who meet at least the minimum program requirements until the selection process is complete.

Programs that require the submission of a portfolio or an audition

Designated seats will be held until the selection process is complete.

Course Registration

7. Course registration for Indigenous learners will open two days before other students are able to register.
8. For Continuing Studies courses, two seats will be held for Indigenous learners until two weeks before the course start date.

RELATED RESOURCES

Indigenous Education Enrolment Policy D.3.10



POLICY

Policy Name	Granting of Credentials
Policy Number	C.1.3
Approval Body	Board of Governors (Education Council advice)
Sponsor	Vice President, Academic & Research
Next Scheduled Review Date	
Effective Date	September 26, 2018

DRAFT: May 11, 2022

CONTEXT AND PURPOSE

Vancouver Community College (VCC; the College) recognizes student achievement by awarding credentials according to established program and course requirements.

This policy establishes the guidelines and definitions for awarding official VCC credentials to students.

DEFINITIONS

Course Exemption: The waiving of a course that is required to complete a credential.

Course Substitution: Formal recognition of course equivalency in a VCC approved course outside the program area.

Credential: A named qualification that is awarded upon completion of a program of study that has been approved by the Board of Governors of Vancouver Community College.

Cumulative Grade Point Average: A weighted average of grades earned in all courses taken at the institution.

Program Grade Point Average: A weighted average of grades earned in courses designated as eligible for inclusion in the requirements for a credential.

Parchment: The physical and legal document awarded to the recipient of a credential.

Prior Learning Assessment & Recognition (PLAR): Assessment by valid and reliable means and by a qualified specialist, of what an individual has learned outside of courses and programs.

Transfer Credit: The granting of credit for a course successfully completed at another formally recognized educational institution and/or through a professional organization or other agency and/or by recognized foreign credential assessment.

SCOPE AND LIMITS

This policy applies to all credentials issued by the College.

POLICY PRINCIPLES

1. The College develops, approves and awards credentials under the authority of the College and Institute Act.
2. In order to maximize student mobility and success, credentials are also guided by:
 - a. provincial Ministry guidelines,
 - b. professional and industry association requirements,
 - c. accreditation bodies, and
 - d. postsecondary institutions with which course and programs articulate.
3. All credentials are approved by the Board of Governors on the recommendation of Education Council.
4. Credentials will only be awarded for programs that have been approved by Education Council.
5. The following College approved credentials include a recommended credit range for each credential type. Exceptions to the recommended credit range can be approved by Education Council:

Credential	Description	Recommended Credit Range
Short Certificate	Usually less than one year of study.	9 to 17
Advanced Certificate	Provides students with specialized knowledge that builds on a previous credential. Usually less than one year of study. A certificate, diploma or Bachelor's degree is required as a pre-requisite.	18 to 45
Certificate	Usually one year of study.	18 to 45
Post-Degree Diploma	Provides students with specialized knowledge that builds on a previous credential. Usually two years. A Bachelor's degree is required as a pre-requisite.	40 to 75
Advanced Diploma	Provides students with specialized knowledge that builds on a previous credential. Usually one or more years. A diploma or Bachelor's degree is required as a pre-requisite.	40 to 75
Diploma	Usually two years of study.	60 to 75
Associate Degree	Two years of university-level study with an Arts or Science focus. It is equivalent to the first two years of a four-year baccalaureate degree. Please see the <i>BC Transfer Guide</i> for specific requirements.	60
Degree	Usually four years of study.	Diploma + 60 or 120

6. The Registrar's Office documents and issues all credentials offered by the College, including the requirements for successful completion.

7. The Registrar's Office will assess a student's eligibility for a credential based on the following criteria for the program:
- A minimum cumulative grade point average of 2.0 is achieved.
 - All program requirements, approved at the point the student entered the program, have been successfully completed.
 - Program requirements were met within the maximum program completion timeframe.
 - The student has no administrative holds, which may include outstanding financial debts to the College.
 - Thirty-five per cent (35%) of the prescribed program credits were completed at VCC within the last half of a program. Credits obtained through PLAR will be counted towards the residency requirement.

Exceptions to these minimum requirements, and/or additional criteria above the minimum established by the College, must be approved by the Registrar's Office in consultation with individual Departments.

8. The maximum duration timelines for completing approved program credentials are:
- Advanced Certificate – three years
 - Certificate – three years
 - Post-Degree Diploma – five years
 - Advanced Diploma – five years
 - Diploma – five years
 - Associate Degree – five years
 - Degree – eight years

Shorter or longer maximum duration timelines must be approved by the Education Council.

9. The College reserves the right to deny credentials.
10. The College may issue honorary or posthumous credentials to eligible recipients.

RELATED RESOURCES

Legislation

College and Institute Act, RSBC 1996 c 52.

VCC Policies

Grading, Progression and Withdrawal C.1.1

Assignment of Credits to Courses C.1.4

Curriculum Development and Approval C.3.14

Prior Learning Assessment & Recognition D.3.5

Transfer Credit D.3.11

VCC Procedures

Granting of Credentials Procedures C.1.3



PROCEDURES

Procedures Title	Granting of Credentials
Procedures Number	C.1.3
Approval Body	Board of Governors, Education Council (advice)
Sponsor	Vice President, Academic & Research
Next Scheduled Review Date	
Effective Date	September 26, 2018

DRAFT: May 11, 2022

Awarding Credentials

1. Confirmation of a credential is based on the end date of the final required course or other graduation requirement.
2. Convocation ceremonies are generally held twice a year in Spring and Fall.
3. Student requirements for requesting credentials varies by program. Departments should be aware of and inform students of these requirements. The Registrar's Office will advise departments on the correct process for student graduation requests for credentials.
4. The Registrar's Office requires a minimum of six (6) weeks to confirm a student's eligibility to receive a credential.
5. Credits may be applied to multiple credentials, where appropriate. Credits earned for one credential may be used to meet some of the requirements of a second credential of the same type (e.g. two certificates), provided the student completes 50% new course work.
6. In the case of an awarded credential being used to enter a more advanced credential (such as a diploma being used as the first two years towards a degree), credits from that credential cannot be applied as credit in the last half of the credential. Credits can only be applied once within a credential.
7. Students will not be granted the same credential that has previously been awarded at VCC.
8. Courses used for admission requirements cannot be used to meet graduation requirements.
9. Students requiring an extension to the credential timeframe must apply to the Registrar, who will consult with the Dean to determine if an extension is appropriate and/or the extended timeline.
10. Requests for exceptions to the minimum program requirements for the purposes of approving credentials must be approved by the Dean and submitted to the Registrar. The Registrar will convene an Adjudication Committee to review and respond to such requests.
11. Course exemptions and course substitutions may be used to meet graduation requirements based on a recommendation from the Department Leader and approval of the relevant Dean and Registrar's Office.

12. Approved credit that is being granted through PLAR or Transfer Credit will be reflected on the student's transcript.

Posthumous Credential

13. The College may award a credential to a student who, upon death, had completed all or most of the necessary requirements to qualify for the credential.
14. Requests for a posthumous credential will be reviewed by the Registrar and Dean of the appropriate School. A recommendation will be forwarded to the Vice President, Academic & Research for approval.
15. The notation "posthumous" will be recorded on the student's transcript but will not appear on the credential parchment.

Parchments

16. To ensure consistency with commonly accepted practices, the Registrar's Office will maintain a standard for credential parchments, including naming conventions, design, and signatures.
17. A parchment will be issued after all graduation requirements are met and the student has applied for graduation where applicable.
18. Upon formal request, replacement parchments are available for graduates whose name has changed or whose credential has been lost/destroyed. Requests are submitted to the Registrar's Office. A replacement fee may apply.

RELATED RESOURCES

Granting of Credentials Policy C.1.3



VCC Education Council **ANNUAL REPORT** January 1 – December 31, 2021

2021 HIGHLIGHTS

- COVID-19 Pandemic Response and Planning for the Return to Campus
- Academic Plan 2021-2024
- Academic Year 2021/22, 2022/2023, and 2023/2024
- Enrolment Plan 2021/22
- Indigenization Framework Planning Process Consultations
- Mental Health and Well-Being Framework
- VCC Strategic Innovation Plan 2022–2025

PROPOSALS FOR NEW PROGRAMS

Education Council accepted the following concept papers for information:

- Applied Leadership and Management Certificate
- Asian Culinary Arts Level 2
- Hospitality Management Post-Degree Diploma
- Mechanical Engineering Technician Certificate
- Optician Diploma
- UI/UX Design Diploma & Web Design and Development (WDD) Diploma

PROGRAM/EDUCATIONAL SERVICE RENEWALS

Education Council received the following program and educational service renewal reports for information:

- Arbiter of Student Issues
- Dental Reception Coordinator Certificate

MEETINGS

Education Council met on the second Tuesday of each month, except for July and August. There were additional meetings in March and May.

2021 meeting dates:	January 12	February 9	March 9
	March 17	April 13	May 11
	May 19	June 8	September 14
	October 12	November 9	December 7

MEMBERSHIP

Chair: Elle Ting (to October); Todd Rowlatt (November–December)

Vice-Chair: Natasha Mandryk

Executive: Elle Ting (to October), Natasha Mandryk, Lucy Griffith, Todd Rowlatt

Faculty, Arts and Sciences	Natasha Mandryk	Nov 2020-Oct 2022
Faculty, Arts and Sciences	Shantel Ivits	Nov 2020-Oct 2022
Faculty, Health Sciences	Heidi Parisotto	Nov 2019-Oct 2021
		Nov 2021-Oct 2022
Faculty, Health Sciences	Janita Schappert	Nov 2021-Oct 2023
Faculty, Hospitality, Food Studies & Applied Business	John Demeulemeester	Nov 2020-Oct 2022
Faculty, Transportation Trades and Technology	Lucy Griffith	Nov 2019-Oct 2021
Faculty, Trades, Technology & Design	Louise Dannhauer	Nov 2021-Oct 2023
Faculty, Library & Learning Centre	Todd Rowlatt	Nov 2019-Oct 2021
		Nov 2021-Oct 2023
Faculty, Instructor Education; Centre for Teaching, Learning & Research; Music, Dance & Design	Elle Ting	Nov 2019-Oct 2021
Faculty, Instructor Education; Centre for Teaching, Learning & Research	Lucy Griffith	Nov 2021
Faculty, Student Success	Blair McLean	Nov 2020-Sep 2021
	Vacant	Sep 2021-Oct 2022
Faculty, College-at-Large	Sarah Kay	Nov 2020-Oct 2022
Faculty, College-at-Large	Julie Gilbert	Mar 2020-Oct 2021
Registrar	Dave McMullen	Jan 2021-Dec 2021
Dean, School of Health Sciences	Jo-Ellen Zakoor	Jan 2021-Dec 2021
Dean, School of Trades, Technology & Design	Brett Griffiths	Jan 2021-Nov 2021
Associate Director, School of Trades, Technology & Design	Lucy Griffith	Dec 2021
Vice President, Academic & Research	David Wells	Jan 2021-Dec 2021
Student Broadway/ Annacis Island Campus	Julia Skye Summers	Nov 2020-Oct 2021
	Ishaan Saini	Nov 2021-Oct 2022
Student Broadway/ Annacis Island Campus	Marcus Ng	Nov 2020-Oct 2021
		Nov 2021-Oct 2022
Student Downtown Campus	Natasha	Nov 2020-Oct 2021
	Jessica Yeung	Nov 2021-Oct 2022
Student Downtown Campus	Vacant	Nov 2020-Oct 2021
	Poshak Sachdeva	Nov 2021-Oct 2022
Support Staff, College-at-Large	Ali Oliver	Mar 2020-Oct 2021
	Vacant	Nov 2021-Oct 2023
Support Staff, College-at-Large	Shane McGowan	Mar 2020-Oct 2021
	Vacant	Nov 2021-Oct 2023
President & CEO	Ajay Patel	Ex officio

EDUCATION COUNCIL ELECTIONS

Education Council held its chair elections for this year at its December 2020 meeting. All elections were by acclamation. The following members were elected for the period of January–December 2021:

- Chair of Education Council: Elle Ting
- Vice-Chair of Education Council: Natasha Mandryk
- EdCo Executive Members: Todd Rowlatt and Lucy Griffith
- Chair of Appeals Oversight Committee: Lucy Griffith
- Chair of Curriculum Committee: Todd Rowlatt
- Chair of Education Policy Committee: Natasha Mandryk
- Chair of Education Quality Committee: Todd Rowlatt

A by-election was held at the October meeting due to the end of Elle Ting's term on EdCo; Todd Rowlatt was announced interim Chair of Education Council for the period of November and December 2021 (by acclamation).

A by-election was scheduled in Spring 2021 to fill a vacant student seat (Downtown Campus); there were no nominations.

The EdCo election rules were revised in August 2021; the following changes were made to the faculty seat distribution:

- Music and Dance were moved under Arts & Sciences.
- Trades, Technology and Design were combined.
- One College-at-Large seat was converted to a second Health Sciences seat (with a one-year term for the Fall 2021 election to stagger terms for these two seats).

EDCO PLANNING DAY & SPECIAL SESSIONS

As part of the College-wide Indigenization Readiness Assessment process, Education Council met with consultants Lindsay Heller and Robert Daum for a workshop on Indigenization in policy and governance on January 13.

The refreshed Strategic Innovation Plan was presented at a special EdCo meeting on May 19.

A half-day planning session was held on June 3. Interim Dean of Indigenous Initiatives Reba Noel and Elder John Sam led a Circle, following the discovery of 215 Tk'emlúps te Secwépemc First Nation children buried at a former Indian Residential School in Kamloops.

There was a presentation on the work of the Equity, Diversity & Inclusion Advisory Committee (EDIAC), followed by a discussion about blended delivery.

EdCo Planning Day on November 26 included presentations on Equity, Diversity, and Inclusion; the Mental Health and Well-being Framework; Universal Design for Learning; and pathways for delivery methods. In the afternoon, members of Curriculum Committee, Education Council, and Education Policy Committee participated in a session on Indigenizing curriculum facilitated by David Kirk, Indigenous Advisor at Capilano University.

STANDING COMMITTEES

CURRICULUM COMMITTEE

Chair: Todd Rowlatt

Curriculum Committee ensures that College curriculum development and revisions are consistent with approved processes and are undertaken in compliance with educational policies. The Committee provides quality assurance helping to ensure College curricula reflect sound pedagogical practices. Curriculum Committee is the first stop in the curriculum approval governance process, as its recommendations are formally considered by Education Council for approval or for advice to the Board of Governors.

The Provisional Approval of New Programs Ad Hoc Committee for the Electronics Repair Technology Diploma program continued to meet. One new program (Optician Diploma) was approved under the provisional approval process.

In 2021, Curriculum Committee approved 22 proposals and recommended 28 proposals to Education Council.

Approved by Curriculum Committee:

School of Arts & Sciences

- Revisions to the Associate of Science Degree program content guide
- Updates to MATH 1120 Discrete Mathematics 1
- Update to course MUSC 1255 Class Piano 2 to include PLAR
- Updates to course pre-requisites for BIOL 1100 Biology 1 and BIOL 1200 Biology 2

Centre for Continuing Studies

- Updates to the Medical Device Reprocessing Technician Certificate program content guide

School of Hospitality, Food Studies & Applied Business

- Deactivation of replaced programs: Administrative Professional 1 & 2 Certificates
- Updates to the course sequence in the Administrative Professional Certificate program content guide
- Minor revisions to the Baking and Pastry Arts - Artisan Baking Certificate and Baking and Pastry Arts - Pastry Certificate program content guides, and updates to five course outlines
- Updates to the Culinary Arts Diploma program content guide

School of Health Sciences

- Updates to the Certified Dental Assisting Certificate (distance) program content guide
- Updates to the Practical Nursing and Access to Practical Nursing Diploma program content guides

School of Instructor Education

- Updates to the list of elective courses in the Provincial Instructor Diploma program content guide
- Update to course PIDP 3220 Delivery of Instruction to include PLAR

School of Trades, Technology & Design

- Deactivation of the replaced Jewellery Art and Design Diploma program
- Updates to course DRFT 1294 Connection & Layout Geometry

- Updates to the Steel Construction Modelling Technician Certificate program content guide
- Updates to the Graphic Design Diploma program content guide

Course Deactivations:

- 72 courses were deactivated; see Appendix B for a complete listing

Approved by Education Council and/or Board of Governors:

- COVID-19 Pandemic Response:
 - Extending the use of the Duolingo English Test as an option for demonstrating English Language Proficiency for admissions to the 2022 Spring term (inclusive). Minimum Duolingo scores for base programs and Pathways courses were revised in December 2021, and the use of Duolingo extended to any programs starting before or during the January–April 2023 term.
 - Extension of the alternative curriculum change process approved on May 12, 2020, for Fall 2021 and Winter 2022 programming (until the end of March 2022); see Appendix A.
- VCC Quality Assurance Process for Externally Accredited or Reviewed Programs

Affiliation Agreements:

- Affiliation Agreement between VCC and Stenberg College International (SCI) regarding the Optician Diploma Program at VCC

New Programs:

- Asian Culinary Arts Advanced Certificate (pending Board approval)
- Automotive Collision and Refinishing Foundation Certificate & Automotive Collision and Refinishing Foundation Certificate (E-pprentice)
- Health Care Assistant Diploma (International Cohort) (Board approval February 9, 2022)
- Jewellery Art & Design Certificate (pending Board approval) and Jewellery Art & Design Diploma
- Mechanical Engineering Technician Certificate
- Nail Technology Certificate
- Optician Diploma
- Revised Pharmacy Technician Certificate program

Changes by School:

School of Arts & Sciences

New Courses:

ELSK 0846 Communication Skills for Online Learning - Intermediate	ENGL 0300 Topics in Fundamental English
ELSK 0866 Communication Skills for Online Learning - Advanced	ENGL 0999 Provincial English 12 Literature Online
ELSK 0946 Improve Your Writing - Intermediate Focus A	MATH 0611 Fundamentals of Mathematics 1
ELSK 0947 Improve Your Writing - Intermediate Focus B	MATH 0621 Fundamentals of Mathematics 2
ELSK 0966 Improve Your Writing - Advanced Focus A	MATH 0631 Fundamentals of Mathematics 3
ELSK 0967 Improve Your Writing - Advanced Focus B	MATH 0641 Fundamentals of Mathematics 4
ELSK 1007 IELTS Academic Preparation – Intensive	MATH 0651 Fundamentals of Mathematics 5
	MATH 0661 Fundamentals of Mathematics 6
	MATH 2120 Discrete Mathematics 2

Centre for Continuing Studies

New Courses:

BUSI 1334 Foundations of Business	OPTC 1250 Consolidated Practice Experience: Eyeglasses
ECOM 1001 Developing Ecommerce	OPTC 2310 Sales & Marketing Skills for the Entrepreneur
ECOM 1002 Maintaining Ecommerce	OPTC 2320 Contact Lens Theory
ECOM 1003 Growing Ecommerce	OPTC 2340 Contact Lens Lab
OPTC 1100 Customer Service & Professional Communications 1	OPTC 2350 Consolidated Practice Experience: Contact Lenses
OPTC 1110 Anatomy & Physiology of the Eye	OPTC 2420 Business Management for the Entrepreneur
OPTC 1120 Professional Practice & Office Procedures	OPTC 2430 Refractive Conditions & Automated Refraction
OPTC 1130 Foundations of Optics	OPTC 2440 Program Review and License Exam Prep
OPTC 1140 Eyeglasses Theory	OPTC 2450 Preceptorship
OPTC 1210 Eyeglasses Lab	
OPTC 1220 Eyeglasses Fabrication & Design	
OPTC 1230 Customer Service & Professional Communications 2	
OPTC 1240 Low Vision Conditions & Devices	

- Program content guide for the new Optician Diploma and 18 new courses
- Updates to the Fashion Design & Production Diploma and Fashion Design & Production Certificate program content guides and 23 course outlines

School of Health Sciences

New Courses:

DENT 1170 Dental Laboratory Patient Care 1	HRCA 1261 Communications for Health Care Assistants 2
DENT 1180 Digital Technology 1	HRCA 2135 Clinical 2
DENT 1270 Dental Laboratory Patient Care 2	HRCA 2140 Common Health Challenges 3
DENT 1280 Digital Technology 2	HRCA 2161 Communications for Health Care Assistants 3
DENT 2380 Digital Technology 3	HRCA 2235 Clinical 3
HLUC 1005 Information Technologies for Health Sciences	HRCA 2240 Common Health Challenges 4
HLUC 1015 Keyboarding: Speed and Accuracy	HRCA 2261 Communications for Health Care Assistants 4
HLUC 1025 Role of the HUC	HRCA 2265 Community Practicum
HLUC 1035 Communication in Healthcare	HRCA 2291 Advanced Communication Skills for Cognitive and Mental Health Challenges
HLUC 1040 Medical Foundations	PHAR 1101 Professional Practice 1
HLUC 1045 Pharmacology	PHAR 1102 Pharmacology & Therapeutics 1
HLUC 1050 HUC Practicum 1	PHAR 1103 Pharmacy Calculations 1
HLUC 1105 Order Processing Foundations	PHAR 1104 Pharmacy Communications 1
HLUC 1115 Lab Foundations 1	PHAR 1105 Pharmacy Management 1
HLUC 1125 Lab Foundations 2	PHAR 1106 Community Pharmacy
HLUC 1135 Diagnostic Foundations	PHAR 1201 Professional Practice 2
HLUC 1140 Surgical & Specialty Foundations	PHAR 1202 Pharmacology & Therapeutics 2
HLUC 1145 Practicum Orientation	PHAR 1203 Pharmacy Calculations 2
HLUC 1150 HUC Practicum 2	PHAR 1204 Pharmacy Communications 2
HRCA 1161 Communications for Health Care Assistants 1	
HRCA 1162 Information Technologies for Health Sciences	
HRCA 1163 Impacts of Colonization on the Health and Wellbeing of Indigenous People	

PHAR 1205 Pharmacy Management 2
 PHAR 1206 Hospital Pharmacy
 PHAR 1207 Sterile Products

PHAR 1208 Practicum Preparation
 PHAR 1309 Pharmacy Practicum
 PHAR 1397 Practicum

- Revisions to the Health Unit Coordinator Certificate program content guide and 14 new courses
- Revisions to the Dental Technology Sciences Diploma program content guide, 16 revised and 5 new courses
- Revisions to the Health Care Assistant Certificate (EAL Cohort) program content guide and 3 courses
- Revisions to the Pharmacy Technician Certificate program content guide and 15 new courses
- Revisions to the Bachelor of Science in Nursing (Advanced Entry) and Bachelor of Science in Nursing (First Year Entry) program content guides
- Revisions to the Dental Hygiene Diploma program content guide and updates to 16 courses
- Program content guide for the new Health Care Assistant Diploma (International Cohort) and 12 new courses

School of Hospitality, Food Studies & Applied Business

New Courses:

ACUL 2201 Asian Restaurant Operation Management
 ACUL 2202 Asian Pacific Cooking
 ACUL 2203 Asian Restaurant Business Management
 CULI 1510 Short Order and Cafe Service
 CULI 2500 Kitchen Management and Cost Controls
 CULI 2513 Restaurant Kitchen
 MGMT 1014 Business Management Essentials
 MGMT 1015 Applied Quantitative Skills
 OPMT 1004 Logistics and Supply Chain Management
 OPMT 1005 Process Improvement and Lean Design
 OPMT 2020 Workplace Safety and Sustainability
 PGMT 1001 Fundamentals of Project Management
 PGMT 1002 Product Development and Project Scope Management

PGMT 1003 Project Stakeholder and Communications Management
 PGMT 1004 Project Schedule and Cost Management
 PGMT 1005 Project Resource and Procurement Management
 PGMT 2001 Project Quality and Risk Management
 PGMT 2002 Agile Project Management
 PGMT 2003 Project Leadership and Change Management
 PGMT 2020 Project Management Technology
 PGMT 2021 Project Integration and Capstone
 PGMT 2022 Project Contract Negotiations and Management

- Program content guide for the new Asian Culinary Arts Advanced Certificate and three new courses
- Revisions to the Business and Project Management Post Degree Diploma program content guide and 16 new courses
- Updates to five Culinary Arts programs (Professional Cook 1 Plus Certificate, Professional Cook 1 Certificate (ITA Youth Cohort), Professional Cook 1 Certificate (EAL Cohort), Professional Cook 2 Advanced Certificate, Culinary Arts Diploma)

School of Instructor Education

- New course: PIDP 3350 Supporting Multilingual Learners
- Updates to electives in the Teaching Online Certificate and Provincial Instructor Diploma program content guides

School of Trades, Technology & Design

New Courses:

CSTP 1004 Computer Systems Primer

CSTP 1006 Website Development Primer

JADE 1128 History and Culture of Jewellery 2

- Updates to 14 courses in the Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Diploma and Architectural Technician Certificate programs
- Program content guide for the new Mechanical Engineering Technician Certificate program

MEETINGS

Curriculum Committee met on the third Tuesday of each month, except in July.

2021 meeting dates:	January 19	February 16	March 16
	April 20	May 18	June 15
	August 17	September 21	October 19
	November 16	December 14	

MEMBERSHIP

Ali Oliver, Support Staff

Alison Rudko, Associate Registrar, International Education

Andrea Korens, Program Coordinator, Continuing Studies

Anne Emberline, Faculty, Music, Dance & Design

Blair McLean, Faculty, Student Success

Bruce McGarvie, Faculty, Trades & Technology

Clay Little, Associate Director (acting), Indigenous Education & Community Engagement (from May 2021)

David Wells, Vice President, Academic & Research

Dawn Cunningham Hall, Assistant Registrar (from June 2021)

Elle Ting, Chair, Education Council (ex officio; to October 2021)

Emily Simpson, Faculty, Library & Learning Centre

Francesco Barillaro, Faculty, Centre for Teaching, Learning & Research

Jacque Harrison, Faculty, Instructor Education

Jennifer Cummins, Faculty, Language Studies

Julie Gilbert, Faculty, Health Sciences

Les Apouchtine, Deputy Registrar (acting; to May 2021)

Natasha Mandryk, Faculty, Arts & Sciences

Phoebe Patigdas, Student Representative (to September 2021)

Reba Noel, Dean (interim), Indigenous Initiatives (to April 2021)

Shirley Lew, Dean, Arts & Sciences

Sydney Sullivan, Student Representative (from October 2021)

Todd Rowlett, Faculty, Library & Learning Centre; Chair, Education Council (interim; from November 2021)

Tyler Churchman, Student Success

Ysabel Sukic, Faculty, Hospitality, Food Studies & Applied Business

EDUCATION POLICY COMMITTEE

Chair: Natasha Mandryk

The members of Education Policy Committee are responsible for the development and review of VCC's educational policies. The committee reviews existing policies on a five-year cycle and helps in the creation of new policies. Members aim to ensure the policies are sound, consistent, and fair, as well as striving to make each policy readable, clear, and practical. Education Policy Committee acts in an advisory role to Education Council on all policy review-related matters.

The committee had ongoing discussions about Indigenization and decolonization in policy over the year, starting with a session facilitated by consultants Lindsay Heller and Robert Daum on January 13.

In 2021, Education Policy Committee reviewed nine policies and recommended five policies to Education Council.

Approved by Education Council and/or Board of Governors:

- A.3.2 Policy Development and Management (Board approval on March 30, 2022)
- C.2.1 International Students on Study Permits (rescinded)
- C.3.10 Educational Affiliations (formerly Affiliation Agreements (Education))
- C.3.5 Education Service Contract (formerly Programs Offered Under Service Contract)
- D.1.5 Use of Library Resources
- D.3.6 Admissions
- D.4.3 Student Non-Academic Conduct (formerly Student Code of Conduct (Non-Educational Matters))
- D.4.5 Academic Integrity (formerly Student Educational Conduct)

Under Review:

- C.1.1 Grading, Progression and Withdrawal
- C.3.11 Qualifications for Faculty and Instructors (merged with C.3.12 Qualifications for Continuing Studies Instructors)
- A.2.1 Appeal to Education Council on Academic Matters (formerly Appeal to Education Council on Educational Matters)

MEETINGS

Education Policy Committee met on the second Wednesday of the month, as required.

2021 meeting dates:	January 13	February 10	March 10
	April 14	May 12	August 11
	November 10		

MEMBERSHIP

- Alison Woods, Faculty, Arts & Sciences
- Amber Ariss, Faculty, Health Sciences
- Blair McLean, Faculty, Student Success
- Bonnie Chan, Associate Registrar
- Celine Huang, Manager, International Education
- Cheryl Howrigan, Faculty, Arts & Sciences
- David Wells, Vice President, Academic & Research
- Dennis Innes, Dean, Hospitality, Food Studies & Applied Business
- Doug Mauger, Faculty, Instructor Education (from December 2021)

Elle Ting, Chair, Education Council (ex officio; to October 2021)
 John Lewis, Faculty, Hospitality, Food Studies & Applied Business
 Karen Brooke, Faculty, Instructor Education (to November 2021)
 Katarina Jovanovic, Program Coordinator, Centre for Continuing Studies
 Ken Morrison, Faculty, Music, Dance & Design (to April 2021)
 Kevin Marcoux, Faculty, Transportation Trades (to November 2021)
 Kristina Oldenburg, Faculty, Library & Learning Centre
 Laurence Mollerup, Faculty, Music, Dance & Design (from July 2021)
 Lucy Griffith, Faculty, Centre for Teaching, Learning & Research (to November 2021)
 Melanie Burke, Faculty, Transportation Trades (from December 2021)
 Natasha Mandryk, Faculty, Arts & Sciences
 Nicole Degagne, Coordinator, Curriculum & Policy
 Phoebe Patigdas, Student Representative (to September 2021)
 Reba Noel, Dean (interim), Indigenous Initiatives
 Robyn Wood, Support Staff (from November 2021)
 Sheri Wiwchar, Student Success (designate)
 Sydney Sullivan, Student Representative (from October 2021)
 Tanny Marks, Arbiter of Student Issues (ex officio)
 Todd Rowlett, Chair, Education Council (interim; from November 2021)

APPEALS OVERSIGHT COMMITTEE

Chair: Lucy Griffith

The Appeals Oversight Committee is responsible for defining the standard processes through which VCC conducts its appeals. Members are responsible for ensuring consistency and fairness across VCC's appeals procedures, including redefining appeals policies for the betterment of the College and all those involved. The Appeals Oversight Committee is also one of the key resources for training for appeal panels through its [annual] Tribunal Training Day. Appeals Oversight Committee acts in an advisory capacity to Education Council on all appeals-related matters.

The committee met for two sessions on Indigenization with Robert Daum and Lindsay Heller in early 2021.

Subcommittees continued their work on two projects: developing a process for tracking appeals and a protocol for appeal hearings. The committee also discussed and provided feedback on policy A.2.1 Appeal to Education Council on Academic Matters.

A proposal was put forward in October to dissolve this standing committee of Education Council, while ensuring the continuity of this important work. These discussions are ongoing.

MEETINGS

The Appeals Oversight Committee met five times in 2021: January 28, March 2, March 4, October 7, and November 11.

MEMBERSHIP

Alison Rudko, Associate Registrar, International Education (from June 2021)
 Andy Sellwood, Faculty, Centre for Teaching, Learning & Research
 Azeez Alabdulhassan, Assistant Registrar
 Celine Huang, Manager, International Education (to May 2021)
 Claire Sauvé, Associate Director, Continuing Studies
 Dennis Innes, Dean, Hospitality, Food Studies & Applied Business

Elle Ting, Chair, Education Council (ex officio; to October 2021)
 Heidi Parisotto, Faculty, Health Sciences
 Janet Theny, Faculty, Arts & Sciences
 Lucy Griffith, Faculty, Centre for Teaching, Learning & Research
 Nona Coles, Student Success (designate)
 Marcus Ng, Student Representative
 Reba Noel, Dean (interim), Indigenous Initiatives
 Shane McGowan, Support Staff (to October 2021)
 Tanny Marks, Arbiter of Student Issues (ex officio)
 Todd Rowlatt, Chair, Education Council (interim; from November 2021)

EDUCATION QUALITY COMMITTEE

Chair: Todd Rowlatt

The Education Quality Committee is responsible for guiding fundamental aspects of VCC, such as program review, program renewal, and CD fund allocation. Members of the committee ensure all of these processes are clearly defined, and are constantly on the lookout for new and better methods to improve integral College processes.

In 2020, the committee formed a working group to conduct a gap analysis between accreditation processes and program renewals, a recommendation arising from the Quality Assurance Process Audit (QAPA) process. The group developed a Quality Assurance Process for Externally Accredited or Reviewed Programs, which was approved by EdCo in June 2021.

In 2021, a working group was established to create a feasibility report on VCC's Heavy Mechanical Trades (HMT) programming at the Annacis Island Campus, as per policy C.3.3 Suspension and/or Discontinuance of Programs. Regular updates were provided to Education Council, and the final report submitted in July. In Spring 2022, VCC left Annacis Island; part of the HMT program moved back to the Broadway Campus.

The committee updated its Terms of Reference to add the Dean of Indigenous Initiatives (or designate) to its membership, as well as an Operations Manager.

CURRICULUM DEVELOPMENT FUNDS 2021/2022

The College sets aside an annual budget for curriculum development funds that support projects related to our educational programming. It is meant to support new ideas, and foster creativity and innovation. The budget is \$400,000. Education Council's Standing Committee on Education Quality provides advice to the Vice President Academic & Research in allocating the funds. In order to support VCC's Online Learning Strategy and the increase in online and blended delivery, the development of online teaching and learning materials was again eligible for funding (since 2020).

A total of about \$760,000 in funding was requested. As a result, the committee gave priority to: 1) projects identified in the Academic or department-level plans; 2) projects currently in progress needing additional funds for completion; 3) projects arising from program reviews or renewals; and 4) projects needed for program accreditation. In addition, scheduled program renewals received automatic seed funding of at least \$5,000.

Funded projects were:

1. Business and Project Management Post-Degree Diploma redevelopment
2. Culinary Arts Diploma
3. Culinary Arts–Workplace Apprentice 123
4. Baking & Pastry Arts Diploma development–phase 1
5. Leadership Suite of Programs–program revisions

6. Building Management curriculum development
7. Business & Technical Writing
8. E-Commerce micro-credential
9. New UI/UX Design Diploma program
10. New Web Design & Development program
11. New Mechanical Engineering Technical specialty
12. Civil/Structural Certificate
13. Steel Construction Modelling–second cohort online review & development
14. Hairstyling & Esthetics Certificate Program–transition to online delivery
15. Auto Service Technician–online learning (Moodle) development–teaching & learning materials
16. Certificate in Jewellery Design
17. Deaf and Hard of Hearing (DHH) program renewal completion
18. College & Career Access (CCA) online/blended Moodle course development
19. Building Bridges through ENGL 0300
20. Transitioning Math 0300 to a blended course-phase 2
21. ABE Advanced Social Science course
22. ESL Pathways curriculum remapping
23. LINC online resources & assessments development
24. Self-guided Biology field trips
25. Updating Bachelor of Science in Nursing (BSN Curriculum) with new entry-level competencies from BCCNM (British Columbia College of Nurses and Midwives)
26. Certified Dental Assisting (CDA) curriculum revision
27. Dental Reception Coordinator (DRC) curriculum implementation
28. International Health Care Assistant (HCA) Diploma program
29. Health Unit Coordinator (HUC) Program Renewal

Program Renewals:

- ASL & Deaf Studies
- CACE–Computer Applications; combined with CCA Computer Skills
- EAL Pathways
- Hospitality Management Degree & Diploma
- Medical Office & Medical Transcription

MEETINGS

Education Quality Committee met on the fourth Tuesday of each month, except for July, August, and December. Several additional meetings were held related to CD Funds.

2021 meeting dates:	January 26	February 22	February 24
	March 3	March 10	March 23
	April 27	May 25	June 22
	September 28	October 26	November 24

MEMBERSHIP

Andy Sellwood, Faculty, Centre for Teaching, Learning & Research
 Brett Griffiths, Dean, School of Trades, Technology & Design (to March 2021)
 Claire Sauvé, Associate Director, Continuing Studies
 David Wells, Vice President, Academic & Research
 Elle Ting, Chair, Education Council (ex officio; to October 2021)
 Heidi Parisotto, Faculty, Health Sciences
 Jacqueline Shehadeh, Faculty, Arts & Sciences (to June 2021)
 Natasha Mandryk, Faculty, Arts & Sciences (from September 2021)
 Patris Aghakian, Associate Director, Institutional Research
 Pervin Fahim, Operations Manager, School of Health Sciences
 Phoebe Patigdas, Student Representative (to September 2021)
 Reba Noel, Dean (interim), Indigenous Initiatives (from April 2021)
 Shane McGowan, Support Staff (to October 2021)
 Shirley Lew, Dean, Arts & Sciences
 Sydney Sullivan, Student Representative (from October 2021)
 Tannis Morgan, Associate Vice President, Academic Innovation (from April 2021)
 Todd Rowlett, Faculty, Library, Teaching & Learning Services; Chair, Education Council (interim; from November 2021)
 Ysabel Sukic, Faculty, School of Hospitality, Food Studies & Applied Business

PREPARED BY: Natasha Mandryk, Chair, Education Council

DATE: May 31,2022

APPENDIX A



DECISION NOTE

PREPARED FOR: Education Council

DATE: September 14, 2021

ISSUE: Curriculum Changes during the COVID-19 Pandemic

BACKGROUND:

Following guidance from the Provincial Health Officer and the Ministry of Advanced Education, Skills & Training (AEST) during the COVID-19 pandemic, VCC suspended face-to-face instruction as of March 17, 2020. The transition to alternative delivery methods made it necessary to adjust courses and programs very quickly to allow for a smooth transition and positive learning experience, but due to the urgency of the situation, following standard governance processes was not practicable at that time.

Education Council approved a provisional process for curriculum changes necessitated by the COVID-19 pandemic, consisting of two pathways, on May 12, 2020.

Pathway 1: Changes to curriculum driven by the need to transition to alternative delivery due to the COVID-19 pandemic.

- Departments and instructors are allowed to make changes to courses and programs without seeking prior governance approval, except for changing or meeting program learning outcomes (see Pathway 2 below).
- These changes should be focused on ensuring students can meet overall learning outcomes and competencies.
- Guidelines provided by regulatory, accrediting, or governing bodies (such as the Industry Training Authority) can be followed without internal VCC governance approval.
- A summary of changes must be sent to Education Council for information. The summary can be sent as soon as reasonable; in some cases, this will be after the start date of the program. This chronology of changes will record the College's teaching approach and facilitate future debriefing that will take place after the COVID-19 health emergency has ended.
- Changes are considered temporary and are only in effect during program/course offerings during the COVID-19 pandemic. The summary of changes sent to EDCO should include dates.
- It is the responsibility of instructors and department leaders to inform students as soon as possible about changes to courses or programs (including evaluation plans, sequencing of courses, and teaching modes). Whenever possible, changes to courses

should be established in the syllabus at the start of a class. Given the likelihood of conditions changing, Education Council authorizes reasonable changes to be made that are required on short notice (such as the availability of lab or clinical opportunities).

Pathway 2: Changes to program learning outcomes (PLOs) for cohort-based programs; changes to course learning outcomes (CLOs) for non-cohort-based courses; and the granting of credentials based on *substantial completion*.

- Changes to program learning outcomes (and some course learning outcomes) require approval from Education Council. These changes will receive expedited review by Education Council.
- For courses that are not primarily part of a program (e.g., University Transfer), and in cases where course learning outcomes cannot be met in that course, changes to course learning outcomes must be approved by Education Council. However, alternate options for delivery (such as delaying a lab component) are acceptable and fall under Pathway 1 above.
- Substantial completion: Programs awarding credentials to students based on substantial completion of the program must submit a description of how substantial completion has been determined for expedited approval by Education Council. Consultation with external stakeholders/Program Advisory Committees is recommended. Programs whose regulatory, accrediting, or external governance bodies (such as the ITA) have provided guidelines for substantial completion are exempt from this requirement but must report these guidelines under Pathway 1.

The alternative process was put in place for the duration of the COVID-19 pandemic; the return to campus on September 7, 2021 prompted a review of the current process.

DISCUSSION:

The Education Council Executive discussed the question of ending or extending the alternative curriculum change process at its August 17, 2021 meeting.

While the College is resuming on-campus operations as of September 7, 2021, the pandemic has not ended, and the planned transition to Phase 4 of the Province of British Columbia's COVID-19 Restart Plan has been delayed indefinitely.

The return to campus means a high workload for departments, as they incorporate aspects of what they learned and did during the pandemic into their programs; requiring additional paperwork to bring changes through the full governance process at this time would create a significant additional burden. In addition, most aspects of delivery (online versus face-to-face) are not embedded in formal curriculum, and instructors have flexibility without the need for formal curriculum changes.

The Program Reset Working Group under Tannis Morgan is currently working on various aspects of returning to campus, including implications for governance.

Within this context, the Education Council Executive recommends extending the alternative curriculum change process approved on May 12, 2020 for Fall 2021 and Winter 2022 programming (until the end of March 2022).

RECOMMENDATION:

THAT Education Council approve extension of the provisional process for curriculum changes necessitated by the COVID-19 pandemic for Fall 2021 and Winter 2022 programming (until the end of March 2022).

PREPARED BY: Elle Ting, Chair, Education Council
Natasha Mandryk, Vice Chair, Education Council
Lucy Griffith, Executive Member, Education Council
Todd Rowlatt, Executive Member, Education Council

DATE: September 2, 2021

Appendix B

Deactivated Courses:

ACAP 2001 Auto Collision Repair Technician
 Apprentice Level 2
 AGAP 1010 Automotive Glass Apprentice
 APAP 1001 Auto Paint and Refinishing Technician
 Apprentice
 ASBT 2015 Head Body Massage Treatment
 ASBT 2020 Aromatherapy Massage Treatment
 CNSK 1402 Foundations of Counselling
 CNSK 1403 Theories of Counselling
 CNSK 1404 Lifespan Development
 CNSK 1405 Individ Couns Skills-Community
 CNSK 1406 Individ Couns Skills-Addiction
 CNSK 1407 Diversity, Culture and Couns
 CNSK 1408 Group Counselling Skills
 CNSK 1409 Family Systems-an Overview
 CNSK 1410 Assessment Practices-Community
 CNSK 1411 Assessment Practices-Addiction
 CNSK 1412 Personal and Professional Development
 CNSK 1413 Aboriginal Counselling Skills
 CNSK 1414 Vocational Counselling Skills
 CNSK 1415 Addiction and Human Behaviour
 CNSK 1416 Cns Skills A Youth Perspective
 CNSK 1488 Practicum – Volunteer
 CNSK 1489 Practicum – Employment
 CPEN 0646 Pronunciation A – Intermediate
 CPEN 0647 Pronunciation B – Intermediate
 CPEN 0666 Pronunciation A – Advanced
 CPEN 0667 Pronunciation B – Advanced
 DTEC 3100 S/R/T:Bosch,Cav,AMBAC Fuel Sys
 EASL 0620Q Upper Beginner
 EASL 0643 Listening & Speaking - Lower Int
 EASL 0659Q Reading & Writing UI
 EASL 0660F Lower Advanced
 EASL 0660Q Lower Advanced
 EASL 0663Q Listening & Speaking LA
 EASL 0666 Pronunciation A – Advanced
 EASL 0667 Pronunciation B - Advanced
 ESTH 1100 Intro Skin and Body Therapies
 ESTH 1105 Safe Practices
 ESTH 1156 Anatomy, Phys & Histology
 ESTH 1225 Practicum
 GEMM 1110 Gemmology Accelerated Program
 HAIR 1356 Men's Hair Styling
 HOSP 1101 Communications
 HOSP 1103 Food and Beverage Operations
 HOSP 1104 Food Production Principles
 HOSP 1106 Accommodations 1
 HOSP 1107 Business Mathematics
 HOSP 1202 Hospitality Computer Applications
 HOSP 1203 Restaurant Operations
 HOSP 1206 Accommodations 2
 HOSP 1207 Business Statistics
 HOSP 1210 Financial Accounting
 HOSP 1212 Human Resources Management
 HOSP 4740 Canadian Labour Relations
 LTCA 7492 Clinical 1A
 MATH 0311 Mathematics Level 1
 MATH 0312 Mathematics Level 2
 MATH 0313 Mathematics Level 3
 MATH 0314 Mathematics Level 4
 MATH 0315 Mathematics Level 5
 MATH 0316 Mathematics Level 6
 MDRT 1101 Medical Reprocessing Theory
 MDRT 1102 Medical Reprocessing Practicum
 MUSC 3294 New Music Ensemble 6
 MUSC 3298 Jazz Orchestra
 MUSC 3299 Jazz Ensemble 6
 MUSC 549 Fretted Instrument Minor Study
 MUSC 659 Classical Keyboard Minor Study
 ORSK 0652 EPA Speak & Listen Level 1
 ORSK 0762 EPA Speak & Listen Level 2
 SESL 091 SPESL Level 4 Writing
 SETL 0602H Settlement English Lvl 2 Pt 1
 SETL 0606H Settlement English Lvl 6 Pt1
 VOV1 0710 Braille 1
 VOV1 0720 Braille 2