



**Vancouver Community College  
EDUCATION COUNCIL**

**MEETING AGENDA - revised  
May 14, 2019, 3:30-5:30pm, Room 5025 BWY-A**

Item	Topic	Time	Speaker	Pre-reading materials	Action	Pages
1.	Call to Order	1 min	Denise Beerwald			
2.	Acknowledgement	1 min	Denise Beerwald			
3.	Adopt Agenda	1 min	Denise Beerwald	May 14, 2019 Agenda	Approval	1–2
4.	Approve Past Minutes	1 min	Denise Beerwald	April 2, 2019 Minutes April 9, 2019 Minutes	Approval	3–9
5.	Enquiries & Correspondence	1 min	Denise Beerwald		Information	
6.	Business Arising					
	a) Annual Update/Report Deans and Directors	10 min	Dave McMullen	Verbal Report	Information	
	b) Contract Training Update	5 min	Tanis Sawkins	Contract Training Report	Information	10
	c) Non-credit course outlines (Continuing Studies)	5 min	Gordon Mclvor	Information Note	Information	11–12
	d) Online Learning Strategy and Design	5 min	Andrew Dunn	Verbal Report	Information	
7.	Committee Reports					
	a) Curriculum Standing Committee		Todd Rowlatt			
	i) Course Deactivations: MATH 0855, MTSK 0987, SCIE 0757, 0861, 0867, 0871, 0877	5 min	David Wells	Decision Note, Course Outlines	Approval	13–30
	ii) Course Updates: ACED 0707, 0709, 0710, 0711	5 min	Cindy Reeves	Decision Note, Course Outlines	Approval	31–51
	iii) New Program: Train the Trainer Short Certificate	5 min	Karen Brooke	Decision Note, PCG	Approval	52–57
	iv) Program Updates: Professional Cook 1 Plus Certificate & Culinary Arts Diploma	10 min	Collin Gill	Decision Note, PCGs	Approval	58–70
	v) Provisional Approval of New Programs Ad Hoc Committee	10 min	Todd Rowlatt	Terms of Reference	Approval	71–73

Item	Topic	Time	Speaker	Pre-reading materials	Action	Pages
	b) Policy Standing Committee	5 min	John Demeulemeester		Information	
	i) D.1.4 Curriculum/Educational/ Instructional Materials Created within the College	5 min	John Demeulemeester	Decision Note, Policy, Procedures	Approval	74–80
	c) Appeals Oversight Committee	5 min	Denise Beerwald	Verbal Report	Information	
	d) Program Review and Renewal Committee		Todd Rowlatt			
	i) Update to Terms of Reference	5 min	Todd Rowlatt	Terms of Reference Drafts (versions without and with tracked changes)	Approval	81–86
	ii) PRRC Action Plan	5 min	Todd Rowlatt	Action Plan	Approval	87–89
8.	Research Report	5 min	Elle Ting	Verbal Report	Information	
9.	Chair Report	5 min	Elle Ting	Verbal Report	Information	
10.	Student Report	5 min	Ilyes Belhacene, Gurpreet Kaur	Verbal Report	Information	
11.	Next Meeting: June 11, 2019 3:30-5:30pm room 240 DTN	1 min	Denise Beerwald		Information	
12.	Adjournment	1 min	Denise Beerwald			



Vancouver Community College  
EDUCATION COUNCIL

MEETING MINUTES - DRAFT  
April 2, 2019, 2:30-3:00pm, Room 5025 BWY-A

Item	Topic	Discussion
1.	Call to Order	The meeting was called to order at 2:31 p.m.
2.	Acknowledgement	E. Ting acknowledged that the meeting is being held on the traditional unceded territory of the Sḵwxwú7mesh Úxwumixw (Squamish), xʷməθkʷəy̓əm (Musqueam) and Tsleil-Waututh peoples.
3.	Adopt Agenda	<b>Motion:</b> Moved by T. Rowlatt and seconded THAT Education Council adopt the April 2, 2019 agenda as presented. All in favour. <b>Motion carried.</b>
4.	Business Arising a) Academic Plan	<p><b>Motion:</b> Moved by K. McNaughton and seconded THAT Education Council recommends the Board of Governors approve the 2019-2024 Academic Plan. All in favour. <b>Motion carried.</b></p> <p>K. McNaughton presented the Academic Plan and noted the difference to previous years' Integrated College Plan. K. McNaughton highlighted diversity, changing delivery models, partnership development, and streamlining of processes as important factors. She emphasized the importance of adapting to demographic change and the demands of a knowledge and digital economy. The goal of the nascent Strategic Plan is to ensure sustainable, innovative programming for the future.</p> <p>A. Candela asked D. Wells how the Academic Plan for the School of Arts and Sciences was developed. D. Wells explained that the content is largely based on department plans, with some additions regarding ABE restructuring and redesign in the context of a proposal for innovation funding from the ministry. Initiatives will be guided by experiences gained from the EAL Pathways program, with the scope largely dependent on funding. The ABE Literature Review report has been sent to funding bodies and partners and is being distributed to departments.</p> <p>K. McNaughton agreed to A. Candela's request to include language around collaboration and department-wide consultation regarding ABE 2020-2021 initiatives.</p> <p>K. McNaughton acknowledged that this is the last Academic Plan she is presenting to Education Council and thanked everyone involved for their work. In view of the upcoming Strategic Plan and possible changes to the format, she recommended continuing with a rolling plan model built on department plans as a clear and flexible roadmap.</p>

Item	Topic	Discussion
	b) Enrolment Plan	<p><b>Motion:</b> Moved by D. Wells and seconded THAT Education Council recommends the Board of Governors approve the 2019-2020 Enrolment Plan. All in favour. <b>Motion carried.</b></p> <p>B. Beacham presented the final draft of the 2019–20 Enrolment Plan. He explained that the numbers for the Centre for International Education (CIN) include international cohorts only, while international students in blended cohorts are attributed to the home school. He noted the forecast increase in international FTEs.</p> <p>T. Rowlatt inquired about the purpose of including a separate line for the CIN, since the numbers do not include all international students and the CIN does not run the programs. There was a discussion regarding different options for reporting international student FTEs.</p> <p>D. McMullen explained that the previous system of duplicate CRNs for international and domestic students was changed to increase efficiency. While international students have historically been reported under the CIN, B. Beacham was open to the idea of combining all students under their respective home schools.</p> <p>T. Rowlatt suggested minor edits to the Enrolment Plan. D. Wells explained that LINC numbers are always added at a later point. H. Parisotto will inquire with J.-E. Zakoor why the FTE number for Dental Assisting has increased.</p>
5.	Next Meeting:	April 9, 2019 3:30-5:30 p.m., room 240 DTN
6.	Adjournment	<b>Motion:</b> Moved by E. Ting and seconded THAT Education Council adjourn the April 2, 2019 meeting. All in favour. <b>Motion carried.</b> The meeting was adjourned at 2:59 p.m.

**ATTENDEES:**

Elle Ting  
Kathryn McNaughton  
Andrew Candela

Todd Rowlatt  
Denise Beerwald  
Ilyes Belhacene

John Demeulemeester  
Dave McMullen  
Karen Crossett

Shawna Broekhuizen  
David Wells

**via teleconference:**

Paul Yeung

Heidi Parisotto

Nona Coles

**REGRETS:**

Robert Kunka

Jo-Ellen Zakoor

Natasha Mandryk

Gurpreet Kaur

**GUESTS:**

Brian Beacham  
Les Apouchtine

Taryn Thomson  
Tami Pierce

Yulia Gracheva  
Natalie Wood-Wiens

Jennifer Gossen  
Sydney Sullivan

**RECORDING SECRETARY:** Darija Rabadzija



Vancouver Community College  
EDUCATION COUNCIL

MEETING MINUTES - DRAFT  
April 9, 2019, 3:30-5:30pm, Room 240 DTN

Item	Topic	Discussion
1.	Call to Order	The meeting was called to order at 3:31 p.m.
2.	Acknowledgement	E. Ting acknowledged that the meeting is being held on the traditional unceded territory of the Sḵw̱x̱wú7mesh Úxwumixw (Squamish), xʷməθkʷəy̓əm (Musqueam) and Tsleil-Waututh peoples.
3.	Adopt Agenda	<b>Motion:</b> Moved by I. Belhacene and seconded THAT Education Council adopt the April 9, 2019 agenda as amended. J. Demeulemeester requested adding further discussion of the Academic Plan as item 6b. All in favour. <b>Motion carried.</b>
4.	Approve Past Minutes	<b>Motion:</b> Moved by P. Yeung and seconded THAT Education Council adopt the March 12, 2019 minutes as presented. All in favour. <b>Motion carried.</b>
5.	Enquiries & Correspondence	There were none.
6.	Business Arising a) Annual Update/Report Deans and Directors	Deans and directors presented their departments' accomplishments from 2018/19 and priorities for 2019/20. Presentations were made by Gordon Mclvor, Dean of Continuing Studies; David Wells, Dean of Arts & Sciences; and Jane Shin, Associate Vice President, Student Success.  Responding to questions about the ABE restructuring, D. Wells D. Wells summarized the process, starting with a proposal in January 2018, which was modified based on feedback received by a group of about eight faculty members. A conversation with the VCCFA took place two months ago, including discussions about the semester structure, with changes expected for September. Further conversations are planned with HR and the VCCFA. T. Thomson noted that there has been one unofficial meeting with the VCCFA so far.
	b) Academic Plan	J. Demeulemeester requested further discussion of the Academic Plan, due to technical issues with the teleconference at the April 2 special meeting of Education Council.  N. Coles inquired about the initiative regarding the Adler Community Health Clinic and Morneau Shepell SSP. K. McNaughton explained that the goal is not to reduce VCC's existing counselling services, but to enhance them, for example, by providing instant 24/7 access to counselling in different languages through Morneau Shepell. K. McNaughton and J. Shin explained that the initiative is in the exploratory stage, but research now is critical to prepare for future provincial funding opportunities. J. Shin clarified that support of the Adler Community Health Clinic would be tied to external funding.

Item	Topic	Discussion
		<p>J. Demeulemeester inquired about department consultation regarding the initiative to convert continuous intake courses in CCA into a flipped blended/online format. D. Wells responded that this initiative was proposed in consultation with the department and based on the observation of students' learning moving increasingly online.</p> <p>K. McNaughton clarified that the VP ASR's initiative for reviews of "targeted programs" simply refers to programs identified at the school level for potential review. She confirmed that there will be opportunities for input regarding the initiative of the VP ASR and CTLR to develop a Teaching &amp; Learning Framework.</p> <p>Responding to questions regarding agents, J. Gossen explained their important role in international student recruitment, with associated costs included in IE's operating budget. J. Gossen agreed to present on the international student recruitment process and the role of agents at a future Education Council meeting.</p>
	c) Affiliation Agreements ILAC/ILSC	<p>T. Thomson requested a discussion of these affiliation agreements with IE and EAL, represented by J. Gossen and K. McMorris. T. Thomson questioned the practice of referring international students to these private language schools for English upgrading, rather than VCC's EAL program. J. Gossen explained that the pathway agreements with ILAC and ILSC are designed to bring students to VCC. This topic was discussed within IE, and forms and information provided to students were updated to include VCC's EAL Pathways program. J. Gossen emphasized that students make their own choice based on factors such as cost, time they have to study in Canada, and educational goals. T. Thomson acknowledged that a full-time EAL Pathways program may not be suitable for all students and inquired about discussions with EAL regarding other programming options. J. Gossen responded that she plans on discussing options with the new Vice President, Enterprise and International Development.</p> <p>K. McMorris welcomed a conversation between IE and EAL and pointed out the variety of existing EAL programs, including part-time and blended offerings. S. Broekhuizen noted the importance of language support for students in Hospitality with its high international student enrolment.</p>
7.	<p>Committee Reports</p> <p>a) Curriculum Standing Committee</p> <p>i) New Course: WRSK 0802 Writing Skills 11 Health Sciences</p>	<p><b>Motion:</b> Moved by T. Rowlatt and seconded THAT Education Council approve, in the form presented at this meeting, the course outline for WRSK 0802 Writing Skills 11 for Health Sciences.</p> <p>T. Rowlatt reported that this non-credit writing skills improvement course has been taught for years, but the course outline went missing. M. Buxton prepared a replacement course outline at the request</p>

Item	Topic	Discussion
		of the Registrar's Office. With regards to pre-requisites, P. Yeung suggested reviewing the language equivalencies chart for courses ENGL 0861 and 0871. All in favour. <b>Motion carried.</b>
	ii) Program Update: First-Year University Transfer Computing Science and Software Systems Certificate	<p><b>Motion:</b> Moved by T. Rowlatt and seconded THAT Education Council approve, in the form presented at this meeting, the program content guide for the First-Year University Transfer Computing Science and Software Systems Certificate.</p> <p>T. Rowlatt presented proposed updates to the PCG based on recent changes to the agreement between VCC and SFU. The assured pathway now allows transfer into the Software Systems program at SFU, but not its Computing Science program. In addition, updates include a higher GPA requirement and an annual cap on the number of students transferring from VCC to SFU.</p> <p>T. Rowlatt noted Curriculum Committee's concern about PCGs including information about pathways to other institutions, which are not fully in VCC's control. D. Wells is working with Marketing to explore other options to share this information with students. All in favour. <b>Motion carried.</b></p>
	iii) New Program: Gladue Report Writing Certificate	<p><b>Motion:</b> Moved by T. Rowlatt and seconded THAT Education Council approve, in the form presented at this meeting, the curriculum for the Gladue Report Writing Certificate and Short Certificate program, and recommend the Board of Governors approve the credential and implementation of the program.</p> <p>C. Sauvé explained that a Gladue Report is a type of pre-sentencing and bail hearing report for Indigenous offenders facing loss of liberty. The report incorporates personal, family, and community history and puts forward recommendations for the court to consider as alternatives to incarceration. Students can exit the program after the first five courses with a Short Certificate or complete the capstone course to graduate with a Certificate. T. Rowlatt emphasized the lack of training in Gladue Report writing across Canada and the opportunity for VCC to become a leader and develop partnerships. All in favour. <b>Motion carried.</b></p>
	b) Policy Standing Committee i) Update to Terms of Reference	<p><b>Motion:</b> Moved by J. Demeulemeester and seconded THAT Education Council approve, in the form presented at this meeting, updates to the Education Policy Committee Terms of Reference.</p> <p>J. Demeulemeester presented the proposed changes, including a reference to procedural fairness and natural justice precepts, the addition of a representative from International Education, and a change of the quorum from five to eight members. All in favour. <b>Motion carried.</b></p>
	ii) D.1.4 Curriculum/Educational/	J. Demeulemeester presented D.1.4 Curriculum/Educational/ Institutional Materials Created within the College policy and procedures for information. A motion to recommend approval to the Board of

Item	Topic	Discussion
	Institutional Materials Created within the College	<p>Governors passed at the Education Council meeting on March 12, 2019. However, it was later found that the policy has not gone out for community feedback.</p> <p><b>Motion:</b> Moved by T. Rowlatt and seconded THAT Education Council rescind the motion approved at the March 12, 2019 meeting recommending the Board of Governors approve D.1.4 Curriculum/Educational/Institutional Materials Created within the College, and post the policy for community feedback. All in favour. <b>Motion carried.</b></p>
	iii) C.1.4 Assignment of Credits to Courses	<p>J. Demeulemeester presented C.1.4 Assignment of Credits to Courses policy and procedures for information. In this draft, one credit generally equates to 45 hours of learning time (both inside and outside the classroom). Four broad types of instruction are outlined; instructors can change the instruction type to a maximum of 10% of class hours before a change of the course outline is required. The policy sets out a minimum number of hours per credit, with Education Council approval required to go below the minimum. C.1.4 Assignment of Credits to Courses will be posted for community feedback.</p>
	c) Appeals Oversight Committee	<p>A. Candela reported that T. Marks conducted a “Train the Trainers” session for committee members at the April 3 meeting. Committee hopes to offer shorter, but more frequent training sessions, for example, at Lunch &amp; Learns and the Leaders’ Forum. Committee is revising the draft of a Chair’s Resource Package and working on where to house the roster of trained panel members. The Tribunal Training Moodle course is being promoted in the VCC Digest.</p> <p>J.-E. Zakoor inquired whether, with tribunal training in place, committee will look at outreach to faculty regarding documentation, communication, and de-escalation, with the goal of preventing appeals. T. Rowlatt suggested committee might be able to arrange training or find speakers to talk about best practices. A. Candela was open to conversation, but noted that each department has a different approach, and this work may not fall under the committee’s mandate based on its Terms of Reference.</p>
	d) Program Review and Renewal Committee i) CD Funds	<p>T. Rowlatt presented the list of projects approved for CD funding for 2019-20 and a summary of funding trends. He is meeting with all Deans to discuss the process and provide feedback about submitted proposals. K. McNaughton thanked the Instructional Associates for facilitating workshops and commended the quality of proposals. She noted the need to identify additional funding options, for example, for online development.</p>
	ii) Renewal Reports	<p>T. Rowlatt presented four program renewal reports. This is the first time committee has received reports to provide to Education Council. K. McNaughton emphasized the importance of consistent documentation, which became clear during the QAPA process. T. Rowlatt added that committee is discussing archiving options. P. Yeung inquired whether reports would be publicly available. T. Rowlatt</p>



Item	Topic	Discussion
		responded that only the summary report and action plan are presented to Education Council, not the self-study or external panel report.
8.	Research Report	E. Ting reported an increase in activity and will provide numbers at the next meeting. The new Research Advisory Committee had two meetings and is working on adjudicating the President's Research Fund.
9.	Chair Report	E. Ting thanked members for their participation at the special meeting of Education Council on April 2 to review and approve the Academic and Enrolment Plans.
10.	Student Report	I. Belhacene reported on SUVCC's semester send-off events and Green Shirt Day, raising awareness for organ donation. S. Sullivan added updates on SUVCC's campaigns, including a learning conversation with faculty about Open Educational Resources and the work towards a needs-based grant program.
11.	Next meeting	May 14, 2019 3:30-5:30pm room 5025 BWY-A
12.	Adjournment	The meeting was adjourned at 5:26 p.m.

**ATTENDEES:**

Elle Ting  
Kathryn McNaughton  
Ilyes Belhacene  
Shawna Broekhuizen

Todd Rowlett  
Dave McMullen  
Paul Yeung  
Robert Kunka

Jo-Ellen Zakoore  
David Wells  
Heidi Parisotto

John Demeulemeester  
Andrew Candela  
Nona Coles

**REGRETS:**

Margaret Buxton  
Natasha Mandryk

Denise Beerwald

Gurpreet Kaur

Karen Crossett

**GUESTS:**

Gordon McIvor  
Ken McMorris  
Nicole Degagne

Jane Shin  
Yulia Gracheva  
Sydney Sullivan

Taryn Thomson  
Jacqueline Shehadeh

Jennifer Gossen  
Claire Sauv e

**RECORDING SECRETARY:** Darija Rabadzija

## Contract Training Activity Fiscal 2018-2019 Annual Report to Education Council

\*Some contracts overlap fiscal years or have been extended; might have been included in 17/18 report and/or will continue into 19/20

Org Code	Contract/Funding Name	Funder	Contract Description	START	END	Managing Dept.
A179	1415 CIC LINC	IRCC (federal funding)	LINC Program	1-Apr-14	31-Mar-20	Partnership Development Office
A223	1617 BUILDING SERVICES WORKER TRAIN	Advanced Education & Skills Training	Building Service Worker Training	29-Oct-15	31-Mar-18	Partnership Development Office
A224	1617 ENTRY TO HOSPITALITY FOR WOMEN	Advanced Education & Skills Training	Entry To Hosp For Women	1-Sep-16	28-Sep-18	Partnership Development Office
A225	1617 OFFICE ASSISTANT TRAINING	Advanced Education & Skills Training	Office Assistant Training	1-Sep-16	31-Mar-19	Partnership Development Office
A226	1617 INTRO TO CULINARY SKILLS	Industry Training Authority	Intro to Culinary Skills Training	1-Sep-16	30-Sep-20	Partnership Development Office
A230	1617 TRICORP	Tribal Resources Invest. Corp.	Instructor Diploma program	1-Jan-18	31-Dec-18	Instructor Education
A237	1718 PIDP SQUAMISH NATION	Squamish Nation	Instructor Diploma program	1-Jan-18	30-Apr-18	Instructor Education
A239	1819 ACCESS TO HEALTH CARE PROGRAM	ACCESS (Indigenous Funding)	Access To Health Care Program	1-Mar-18	31-Mar-19	Health Sciences
A240	1819 ONE TIME FUND HCA	Advanced Education & Skills Training	Health Care Assistant Training	1-Nov-19	30-Jun-19	Health Sciences
A243	1819 BCMEA	BC Maritime Employers Association	Instructor Diploma program	1-Jan-18	30-Apr-20	Instructor Education
A244	1819 ECCE TRAINING PROJECT	Ministry of Social Development and Pov	Early Childhood Care & Education Assistant Plus	1-May-18	18-Dec-18	Partnership Development Office
A245	1819 ECCE TRAINING MIB	Contract Training	Early Childhood Care & Education Assistant	1-Apr-18	11-Jun-18	Partnership Development Office
A246	1819 SOURCES BUILDING SERVICE WORK	Contract Training	Building Service Worker Training for Sources	1-Apr-18	31-Mar-20	Partnership Development Office
A247	1819 BC HYDRO	Contract Training	Instructor Diploma program	1-Sep-18	1-Sep-18	Instructor Education
A248	1819 CACE PILOT PROGRAM	Advanced Education & Skills Training	[No add. Info.]	1-Apr-18	31-Mar-19	Arts & Sciences
A249	1819 LEADERSHIP TRAINING	Contract Training	Leadership for faculty	1-Apr-18	31-Mar-19	Hospitality, Food & Business
A250	1819 EMILY CARR PATHWAY	Emily Carr University of Art & Design	English as an Additional Lang. Pathway	11-Jul-18	10-Jul-19	Partnership Development Office
A251	1819 CHILDCARE TRAINING LL	Ministry of Jobs, Trades and Technology	Childcare Training for Immigrant Women	1-Sep-18	31-Mar-19	Partnership Development Office
A252	1819 MIB	Contract Training	Office Admin: Medical Office Skills Certificate	1-Oct-18	15-Mar-19	Partnership Development Office
A253	1819 BC FERRIES	Contract Training	Instructor Diploma program	1-Oct-18	31-Mar-19	Instructor Education
A254	1819 BC HYDRO NOV	Contract Training	Instructor Diploma program	19-Oct-18	23-Oct-18	Instructor Education
A255	1819 KOREAN CUISINE	Contract Training	[No add. Info.]	1-Oct-18	31-Dec-19	Hospitality, Food & Business
A256	1819 DENT ACCESS	ACCESS (Indigenous Funding)	Dental Receptionist	1-Jan-19	31-Mar-20	Health Sciences
A257	1819 IRCC MAKE IT	IRCC (federal funding)	Make It - social entrepreneurship for women	19-Sep-18	31-Mar-20	Partnership Development Office
A258	1819 IRCC MLEARNING	IRCC (federal funding)	M-Learning - learning English via mobile phone	1-Aug-18	31-May-20	Partnership Development Office
A259	1819 AST INNOVATION PILOT	[No add. Info.]	[No add. Info.]	30-Sep-18	31-Mar-19	Hospitality, Food & Business
A260	1920 MUSQUEAM ECCE	Advanced Education & Skills Training	ECCE Certificate Training	29-Apr-19	31-Mar-20	Partnership Development Office
A261	1819 VCH BASIC ED	Contract Training	Basic upgrading for employees	1-Jan-19	31-Dec-19	Arts & Sciences
A262	1819 GATEWAY TO PS	Contract Training	Online training in PS readiness for indigenous	16-Jan-19	6-Jun-19	Arts & Sciences
A263	1819 GCT CANADA	Contract Training	[No add. Info.]	1-Jan-19	31-Mar-20	Instructor Education
A264	1819 METIS NATION	Contract Training	Basic Office Skills Training	19-Feb-19	17-May-19	Partnership Development Office



## INFORMATION NOTE

**PREPARED FOR:** VCC Education Council

**DATE:** May 3, 2019

**ISSUE:** Summary of non-credit offerings in CS in 2018

### **BACKGROUND:**

Continuing Studies offers a robust selection of non-credit courses in 19 program areas on a regular basis. In 2018, 42% of all CS courses were non-credit, and 57% were credit. Continuing Studies has submitted all new and revised course outlines for courses offered in 2018 to the Education Council office, as per policy C.3.14, Curriculum Development and Approval Process. All new and revised course outlines are also now in CourseLeaf.

### **DISCUSSION:**

In 2018, 28 new courses were offered in CS (see Appendix A). Some highlights and points of note include:

- New courses were offered in 13 of the 19 program areas
- New program areas launched:
  - Personal Finance
  - Gladue Report Writing Pilot (courses were created in 2017 but ran in 2018)
- Particularly successful courses:
  - REAL 1140: Pool Operator Level 1
  - MACD 1141: Introduction to Logic Pro (music software)
  - ECCE 1113: Introduction to School-Age Care
  - FASH 1160: Personal Pattern Making 1
  - CWRI 1177: Mystery and Crime Writing

### **PREPARED BY:**

Gordon McIvor, Dean, Continuing Studies

Claire Sauv , Sr Program Coordinator, Continuing Studies

**Appendix A: New CS non-credit courses (2018)**

<b>Course</b>		
<b>Number</b>	<b>Course Title</b>	<b>First offered</b>
CMPT 1450	Google AdWords Training	October 24, 2018
CMPT 1510	Introduction to Python Programming	October 23, 2018
CMPT 1511	Visual Analytics with Tableau: Level 1	October 11, 2019
CMPT 1521	Google Fusion Tables	February 6, 2019
CMPT 1531	Designing Infographics	March 9, 2019
CUIS 1106	World of Breads	February 26, 2019
CUIS 1250	Introduction to Chocolate	March 20, 2019
CWRI 1123	Writing Sparks to Completion	May 1, 2018
CWRI 1177	Mystery and Crime Writing	January 22, 2019
ECCE 1510	Inclusive Trauma Informed Practice	November 24, 2018
ECCE 1511	Superhero Play	October 13, 2018
ECCE 1512	Mistaken Goals of Young Children's Behaviour	September 22, 2018
ECCE 1513	The Need for Unstructured Play	October 20, 2018
ECCE 1113	Introduction to School-Age Care	February 6, 2019
FASH 1160	Personal Pattern Making 1	April 14, 2018
FNCE 1002	Understanding the Stock Market	January 22, 2019
FNCE 1001	Building a Stock Portfolio	May 14, 2019
FNCE 1000	Finance Literacy 101	April 30, 2019
GEMM 1238	Diamond Appreciation-Mandarin	April 11, 2018
GEMM 1161	Gemstone Appreciation	July 12, 2018
HLTH 1112	RHF Accessibility Assessor Training - Accelerated Course	May 23, 2018
HLTH 1115	Accessibility Assessor Training	April 1, 2019
HLTH 1120	Leadership and Ethics in Nursing	upcoming
JEWL 1136	JAD Alumni Jewellery Workshop	September 10, 2018
LANG 1152	Russian 1	April 13, 2018
MACD 1141	Introduction to Logic Pro	February 19, 2019
REAL 1140	Pool Operator Level 1	October 27, 2018



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** May 14, 2019

**ISSUE:** Deactivation of 7 CCA courses

**BACKGROUND:**

The College & Career Access (CCA) department is proposing the deactivation of seven (7) courses they have previously taught: MATH 0855 Trades Math 11; MTSK 0987 Mathematics Skills 12 Part 1; SCIE 0757 Science Skills 10; SCIE 0861 General Science 11 Part 1; SCIE 0867 Science Skills 11 Part 1; SCIE 0871 General Science 11 Part 2; and SCIE 0877 Science Skills 11 Part 2.

Six of the courses were used to provide instruction to students at Harbour Light who had started non-VCC correspondence courses while in prison; the department no longer teaches at Harbour Light. The last course – MATH 0855 – has not been taught in the last 10 years and can be retired.

**DISCUSSION:**

David Wells, Dean of Arts & Sciences, presented this proposal. Curriculum Committee had no concerns.

**RECOMMENDATION:**

THAT Education Council approve the deactivation of MATH 0855, MTSK 0987, SCIE 0757, SCIE 0861, SCIE 0867, SCIE 0871, and SCIE 0877.

**PREPARED BY:** Todd Rowlett, Chair, Curriculum Committee

**DATE:** April 23, 2019

# Course Change Request

A deleted record cannot be edited

## Course Deactivation Proposal

Date Submitted: 03/21/19 2:10 pm

Viewing: **MATH 0855 : Trades Math 11**

Last approved: 03/30/18 4:29 am

Last edit: 03/21/19 2:10 pm

Changes proposed by: awoods

Course Name:

Trades Math 11

Effective Date:

April 2019

School/Centre:

Arts & Sciences

Department:

College & Career Access(2004)

Contact(s)

Banner Course  
Name:

Trades Math 11

Subject Code:

MATH - Mathematics

Course Number

0855

Year of Study

ABE Advanced Level (Grade 11)

Credits:

0

Course Description:

MATH 0855 is designed for students seeking entry into those trades which require math skills beyond Grade 10 as well as some familiarity with physics. This course may be sufficient for entry into a specific trade, or it may be used as background to help students be more successful in upgrading their math and physics skills to the required level. This course includes algebra and trigonometry, with practical applications for both topics. It also covers work, energy and power as used in physics

### In Workflow

1. **2004 Leader**
2. **SAS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 03/21/19 3:22 pm  
KJ Hills (kjhills):  
Approved for 2004  
Leader
2. 03/22/19 3:16 pm  
David Wells  
(dwells): Approved  
for SAS Dean
3. 04/17/19 2:21 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

### History

1. Mar 30, 2018 by  
Todd Rowlatt  
(trowlatt)

Course Pre-requisites: VCC MATH 0755 or MATH 0750 with a C-, or Math 9 with a C, or Apprenticeship and Workplace mathematics 10 with a C, or 80% on the VCC Basic Arithmetic Assessment.

Course Pre-Requisites (if applicable):

VCC MATH 0755 or MATH 0750 with a C-, or Math 9 with a C, or Apprenticeship and Workplace mathematics 10 with a C, or 80% on the VCC Basic Arithmetic Assessment.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

<b>Upon successful completion of this course, students will be able to:</b>	
CLO #1	Students will meet some of the competencies for ABE Advanced Level Business/Technical Mathematics as described in the most recent Articulation Handbook.
CLO #2	If they wish, students may apply the work done in MATH 0855 to MATH 0882 for credit.

Instructional

Strategies:

Self-paced - uses an individualized, one-one model with personalized attention and continuous intake.

## Evaluation and Grading

---

Grading System:      Satisfactory/Unsatisfactory      Passing grade:  
S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	60	4 Unit tests, 15% each
Lab Work	40	4 practical assignments, 10% each

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

32

Practicum

Self Paced / Individual Learning

64

Course Topics

### Course Topics:

Basic Algebra

Advanced Algebra

Trigonometry

Work, Energy, Power

## 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?

Consultations

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer

Comments



# Course Change Request

A deleted record cannot be edited

## Course Deactivation Proposal

Date Submitted: 03/21/19 2:11 pm

Viewing: **MTSK 0987 : Mathematics Skills 12 Part**

**1**

Last edit: 03/21/19 2:11 pm

Changes proposed by: awoods

Other Courses  
referencing this  
course

As A Banner Equivalent:

Course Name:

Effective Date: April 2019

School/Centre: Arts & Sciences

Department: College & Career Access(2004)

Contact(s)

Banner Course Name: Mathematics Skills 12 Part 1

Subject Code: MTSK - Mathematics Skills

Course Number: 0987

Year of Study

Credits: 0

Course Description:

Selected topics from Math 12 or equivalent.

### In Workflow

1. **2004 Leader**
2. **SAS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 03/21/19 3:22 pm  
KJ Hills (kjhills):  
Approved for 2004  
Leader
2. 03/22/19 3:16 pm  
David Wells  
(dwells): Approved  
for SAS Dean
3. 04/17/19 2:21 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning  
Outcomes (CLO):

Instructional  
Strategies:

## Evaluation and Grading

---

Grading System:      Satisfactory/Unsatisfactory      Passing grade:

Evaluation Plan:

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

6

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

# Course Change Request

A deleted record cannot be edited

## Course Deactivation Proposal

Date Submitted: 03/21/19 2:05 pm

Viewing: **SCIE 0757 : Science Skills 10**

Last edit: 03/21/19 2:05 pm

Changes proposed by: awoods

Other Courses  
referencing this  
course

As A Banner Equivalent:

Course Name:

Effective Date: April 2019

School/Centre: Arts & Sciences

Department: College & Career Access(2004)

Contact(s)

Banner Course Name: Science Skills 10

Subject Code: SCIE - Science

Course Number: 0757

Year of Study

Credits: 0

Course Description:

Selected topics in Science 10 or equivalent.

### In Workflow

1. 2004 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

### Approval Path

1. 03/21/19 3:22 pm  
KJ Hills (kjhills):  
Approved for 2004 Leader
2. 03/22/19 3:16 pm  
David Wells (dwells): Approved for SAS Dean
3. 04/17/19 2:21 pm  
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning  
Outcomes (CLO):

Instructional  
Strategies:

## Evaluation and Grading

---

Grading System:      Satisfactory/Unsatisfactory      Passing grade:

Evaluation Plan:

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

6

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

# Course Change Request

A deleted record cannot be edited

## Course Deactivation Proposal

Date Submitted: 03/21/19 1:57 pm

Viewing: **SCIE 0861 : General Science 11 Part 1**

Last approved: 03/30/18 4:29 am

Last edit: 03/21/19 1:57 pm

Changes proposed by: awoods

Other Courses  
referencing this  
course

As A Banner Equivalent:

Course Name:

General Science 11 Part 1

Effective Date: April 2019

School/Centre: Arts & Sciences

Department: College & Career Access(2004)

Contact(s)

Banner Course Name: General Science 11 Part 1

Subject Code: SCIE - Science

Course Number: 0861

Year of Study: ABE Advanced Level (Grade 11)

Credits: 4

Course Description:

### In Workflow

1. **2004 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 03/21/19 3:22 pm  
KJ Hills (kjhills):  
Approved for 2004  
Leader
2. 03/22/19 3:16 pm  
David Wells  
(dwells): Approved  
for SAS Dean
3. 04/17/19 2:21 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

### History

1. Mar 30, 2018 by  
Todd Rowlatt  
(trowlatt)

This course provides students with a general overview of science. In this course students are introduced to the study of Ecology (biomes, ecosystems, and energy flow) and Chemistry (atomic theory, compounds, and chemical reactions). Both SCIE 0861 and SCIE 0871 are required for ABE Advanced level General and Applied Science.

Course Pre-requisites: Completion or concurrent registration in English 11, English 0861 or ELSK 0715 and/or ELSK 0720

Course Pre-Requisites (if applicable):

Completion or concurrent registration in English 11, English 0861 or ELSK 0715 and/or ELSK 0720

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	Students will meet the learning outcomes for ABE Advanced General and Applied Science as stated in the most recent ABE Articulation Handbook.
--------	---

Instructional  
Strategies:

Self-paced: one-to-one individualized instruction

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)  
D

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	90	6 tests, equally weighted
Lab Work	10	4 labs, equally weighted

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

96

Course Topics

### Course Topics:

Biomes and Ecosystems

Energy Flow

Ecosystems Change

Atomic Theory

Compounds

Chemical Reactions

## 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?

Consultations

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

# Course Change Request

A deleted record cannot be edited

## Course Deactivation Proposal

Date Submitted: 03/21/19 2:07 pm

Viewing: **SCIE 0867 : Science Skills 11 Part 1**

Last edit: 03/21/19 2:07 pm

Changes proposed by: awoods

Other Courses  
referencing this  
course

As A Banner Equivalent:

Course Name:

Effective Date: April 2019

School/Centre: Arts & Sciences

Department: College & Career Access(2004)

Contact(s)

Banner Course Name: Science Skills 11 Part 1

Subject Code: SCIE - Science

Course Number: 0867

Year of Study

Credits: 0

Course Description:  
Selected topics from Biology, Physics, or General Science 11 or equivalent.

### In Workflow

1. 2004 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

### Approval Path

1. 03/21/19 3:22 pm  
KJ Hills (kjhills):  
Approved for 2004 Leader
2. 03/22/19 3:17 pm  
David Wells (dwells): Approved for SAS Dean
3. 04/17/19 2:21 pm  
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair



Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning  
Outcomes (CLO):

Instructional  
Strategies:

## Evaluation and Grading

---

Grading System:      Satisfactory/Unsatisfactory      Passing grade:

Evaluation Plan:

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

6

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

# Course Change Request

A deleted record cannot be edited

## Course Deactivation Proposal

Date Submitted: 03/21/19 1:58 pm

Viewing: **SCIE 0871 : General Science 11 Part 2**

Last approved: 03/30/18 4:30 am

Last edit: 03/21/19 1:58 pm

Changes proposed by: awoods

Other Courses  
referencing this  
course

As A Banner Equivalent:

Course Name:

General Science 11 Part 2

Effective Date: April 2019

School/Centre: Arts & Sciences

Department: College & Career Access(2004)

Contact(s)

Banner Course Name: General Science 11 Part 2

Subject Code: SCIE - Science

Course Number: 0871

Year of Study: ABE Advanced Level (Grade 11)

Credits: 4

Course Description:

### In Workflow

1. **2004 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 03/21/19 3:22 pm  
KJ Hills (kjhills):  
Approved for 2004  
Leader
2. 03/22/19 3:17 pm  
David Wells  
(dwells): Approved  
for SAS Dean
3. 04/17/19 2:21 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

### History

1. Mar 30, 2018 by  
Todd Rowlatt  
(trowlatt)

This course continues the general study of science started in SCIE 0861. In this course students are introduced to physical science of motion and energy, including distance, velocity, acceleration, kinetic molecular theory, climate change, thermal energy and plate tectonics.

Both SCIE 0861 and SCIE 0871 are required for ABE Advanced level General and Applied Science.

Course Pre-requisites: Completion or concurrent registration in English 11, English 0861 or ELSK 0715 and/or ELSK 0720

Course Pre-Requisites (if applicable):

Completion or concurrent registration in English 11, English 0861 or ELSK 0715 and/or ELSK 0720

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	Students will meet the learning outcomes for ABE Advanced General and Applied Science as stated in the most recent Articulation Handbook.
--------	---

Instructional  
Strategies:

Self-paced: one-to-one individualized instruction

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	90	5 tests, equally weighted
Lab Work	10	4 labs, equally weighted

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

96

Course Topics

### Course Topics:

Distance

Velocity

Acceleration

Kinetic Molecular Theory

Climate Change

Thermal Energy

Plate Tectonics

## 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?

Consultations

### Additional Information

---

Provide any additional information if necessary.

# Course Change Request

A deleted record cannot be edited

## Course Deactivation Proposal

Date Submitted: 03/21/19 2:08 pm

Viewing: **SCIE 0877 : Science Skills 11 Part 2**

Last edit: 03/21/19 2:08 pm

Changes proposed by: awoods

Other Courses  
referencing this  
course

As A Banner Equivalent:

Course Name:

Effective Date: April 2019

School/Centre: Arts & Sciences

Department: College & Career Access(2004)

Contact(s)

Banner Course Name: Science Skills 11 Part 2

Subject Code: SCIE - Science

Course Number: 0877

Year of Study

Credits: 0

Course Description:

Selected topics from Biology, Physics, or General Science 11 or equivalent.

### In Workflow

1. 2004 Leader
2. SAS Dean
3. Curriculum  
Committee Chair
4. EDCO Chair
5. Records
6. Banner

### Approval Path

1. 03/21/19 3:22 pm  
KJ Hills (kjhills):  
Approved for 2004  
Leader
2. 03/22/19 3:17 pm  
David Wells  
(dwells): Approved  
for SAS Dean
3. 04/17/19 2:21 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning  
Outcomes (CLO):

Instructional  
Strategies:

## Evaluation and Grading

---

Grading System:      Satisfactory/Unsatisfactory      Passing grade:

Evaluation Plan:

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

6

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** May 14, 2019

**ISSUE:** Revisions to 4 courses: ACED 0707, 0709, 0710 and 0711

**BACKGROUND:**

The College & Career Access (CCA) department is proposing revisions to four of their career planning courses, taught at Downtown campus. The four courses are: ACED 0707 Job Search Techniques; ACED 0709 Education & Career Exploration; ACED 0710 Work Experience; and ACED 0711 Communications. These courses are in the process of being articulated so that if a student takes all four, it is the equivalent of ABE Career Planning in the ABE Articulation Handbook. This articulation is contingent upon Education Council approving these minor changes.

**DISCUSSION:**

Cindy Reeves, the Coordinator of the area in CCA, presented this proposal. She explained that, unlike most ABE articulated courses where we would typically link to the ABE Guide for the learning outcomes, the Articulation Committee requested the specific learning outcomes be provided, since these four courses are combining to equal ABE Career Planning.

Curriculum Committee requested a few minor changes to clarify instructional strategies, hours, and assessments. All of the changes have been made.

**RECOMMENDATION:**

THAT Education Council approve, in the form presented at this meeting, revisions to the course outlines for ACED 0707 Job Search Techniques; ACED 0709 Education & Career Exploration; ACED 0710 Work Experience; and ACED 0711 Communications.

**PREPARED BY:** Todd Rowlett, Chair, Curriculum Committee

**DATE:** April 24, 2019

# Course Change Request

Date Submitted: 03/28/19 2:12 pm

Viewing: **ACED 0707 : Job Search Techniques**

Last approved: 12/14/18 3:31 am

Last edit: 04/17/19 2:30 pm

Changes proposed by: creeves

Programs  
referencing this  
course

[109: ABE Intermediate Program Certificate](#)

Course Name:

Job Search Techniques

Effective Date: June 2019

School/Centre: Arts & Sciences

Department: Employ & Ed Acc for Women(2001)

Contact(s)

## In Workflow

1. **2001 Leader**
2. **SAS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

## Approval Path

1. 02/11/19 5:53 pm  
KJ Hills (kjhills):  
Approved for 2001  
Leader
2. 02/11/19 10:22 pm  
David Wells  
(dwells): Approved  
for SAS Dean
3. 03/11/19 3:14 pm  
Todd Rowlatt  
(trowlatt): Rollback  
to Initiator
4. 03/29/19 3:33 pm  
KJ Hills (kjhills):  
Approved for 2001  
Leader
5. 04/01/19 9:13 am  
David Wells  
(dwells): Approved  
for SAS Dean
6. 04/17/19 2:34 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair



History <sup>33</sup>

1. Dec 14, 2018 by  
Carlie Deans  
(cdeans)

Name	E-mail	Phone/Ext.
<b>Cindy Reeves -</b>	<b>creeves@vcc.ca -</b>	<b>8301 -</b>
<b>Allison Schubert</b>	<b>aschubert@vcc.ca</b>	<b>8301</b>

Banner Course      Job Search Techniques

Name:

Subject Code:      ACED - Access to Careers & Education

Course Number      0707

Year of Study      ABE Provincial Level (Grade 12)

Credits:            1

#### Course Description:

This course provides students with the opportunity to develop professional job search documents and review and practice interview skills. Students learn about different work search strategies and apply for positions.

ACED 0707, 0709, 0710, and 0711 are required for completion of ABE Provincial level Career Planning

#### Course Pre-Requisites (if applicable):

English 9 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:**

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

<b>CLO #1</b>	<del>Students will meet the learning outcomes for ABE Provincial level Career Planning as stated in the most recent ABE Articulation Guide.</del>
<b>CLO #1</b>	<b>Job Search</b> <ul style="list-style-type: none"> <li>• identify and plan the major steps of the job search process</li> <li>• develop effective interview strategies</li> <li>• develop and maintain job search networks</li> <li>• create effective resume and cover letter</li> </ul>
<b>CLO #2</b>	<b>Communication Skills</b> -develop and apply effective writing processes for resumes and cover letters
<b>CLO #3</b>	<b>Personal Awareness Skills</b> -assess and manage stress during a job interview

Instructional Strategies:

~~This course is offered in one of two formats: self-paced on-line or class-based.~~ This course is a combination of classroom instruction that includes workshops, computer lab and assignments. Students will be expected to work individually, in small groups and as a whole class to complete the course curriculum.

## Evaluation and Grading

---

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	<del>30</del> 50	<del>30% Completed resume, cover letter and references sheet. Job Search Documents. Job Interview Review</del>
Assignments	30	30% cover letter and references sheet
Assignments	20	Job Interview preparation documents and mock interview
Participation	<del>10</del> 50	<del>Class discussion and in-class activities Role-play, interview skills practice and group discussion</del>
Attendance	10	

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

12

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

12

Course Topics

**Course Topics:**

Building a professional resume

Cover letters

Hidden Job Market and Networking

Health careers-tips for job search

Developing leads lists

Common Interviewing Questions

Applying for work

What to wear to an interview

Thank you letters

## 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

ACED 0711

## Additional Information

---

Provide any additional information if necessary.

From articulation: "Recommend to place VCC's ACED 0707 and ACED 0709 and ACED 0710 and ACED 0711 combined on the grid at the provincial level (CP) with minor changes on the condition that it is approved by VCC's EdCo."

The committee recommended that for these courses, we not use the statement, "Students will meet the outcomes as stated for ABE Career Planning, located in the 2018/2019..." because we are combining courses to meet the requirements and must show which courses are meeting which specific requirements.

Supporting

documentation:

Reviewer

Comments

**Todd Rowlett (trowlett) (03/11/19 3:14 pm):** Rollback: additional edits needed.

Key: 108

# Course Change Request

Date Submitted: 03/28/19 2:12 pm

## Viewing: **ACED 0709 : Education & Career Exploration**

Last approved: 07/27/18 4:41 am

Last edit: 04/17/19 2:32 pm

Changes proposed by: creeves

Programs referencing this course

[109: ABE Intermediate Program Certificate](#)

Course Name: Education and Career Exploration

Effective Date: June 2019

School/Centre: Arts & Sciences

Department: Employ & Ed Acc for Women(2001)

Contact(s)

### In Workflow

1. **2001 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 02/11/19 5:53 pm  
KJ Hills (kjhills): Approved for 2001 Leader
2. 02/11/19 10:22 pm  
David Wells (dwells): Approved for SAS Dean
3. 03/11/19 3:14 pm  
Todd Rowlatt (trowlatt): Rollback to Initiator
4. 03/29/19 3:34 pm  
KJ Hills (kjhills): Approved for 2001 Leader
5. 04/01/19 9:13 am  
David Wells (dwells): Approved for SAS Dean
6. 04/17/19 2:34 pm  
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History <sup>38</sup>

1. Apr 27, 2018 by  
Carlie Deans  
(cdeans)
2. Jul 27, 2018 by  
Nicole Degagne  
(ndegagne)

Name	E-mail	Phone/Ext.
<b>Cindy Reeves -</b>	<b>creeves@vcc.ca -</b>	<b>8301 -</b>
<b>Allison Schubert</b>	<b>aschubert@vcc.ca</b>	<b>8301</b>

Banner Course      Education & Career Exploration  
Name:

Subject Code:      ACED - Access to Careers & Education

Course Number      0709

Year of Study      ABE Provincial Level (Grade 12)

Credits:      2

## Course Description:

This course provides students with an opportunity to research education and career options and develop individual education and career action plans. Students complete a variety of assessment tools to help them generate ideas for appropriate individual career and educational directions. Students develop decision-making and goal-setting skills.

ACED 0707, 0709, 0710, and 0711 are required for completion of ABE Provincial level Career Planning

## Course Pre-Requisites (if applicable):

English 9 or equivalent

## Course Co-requisites (if applicable):

## PLAR (Prior Learning Assessment &amp; Recognition)

No

Course Learning

Outcomes (CLO):

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

CLO #1	<b>Education and Career Exploration Skills</b> <ul style="list-style-type: none"> <li>• analyze current labour market and future trends</li> <li>• investigate and develop a personal network</li> <li>• undertake occupational and educational research</li> <li>• identify available funding supports</li> <li>• apply personal values, strengths, skills and interests to optional career paths</li> <li>• investigate entrepreneurial options</li> <li>• investigate and utilize work-related community resources</li> <li>• familiarize themselves with student support services</li> <li>• use a fluid process of goal setting for educational and career planning</li> </ul> <p style="color: red; font-size: small;">Students will meet the learning outcomes for ABE Provincial level Career Planning as stated in the most recent ABE Articulation Guide.</p>
CLO #2	<b>Career Management</b> <ul style="list-style-type: none"> <li>• develop strategies preparing for career transition</li> </ul> <p>-review Labour Standards Act</p>
CLO #3	<b>Living Skills</b> <ul style="list-style-type: none"> <li>• design and implement a personal budget</li> <li>• investigate and utilize community resources</li> <li>• examine the impact of lifestyles choices</li> </ul>

Instructional

Strategies:

Students will be expected to work individually, in small groups and as a whole class to complete the course curriculum. Some reading assignments will be done out of class.

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	25	Attendance and participation in group activities
Assignments	20 50	Occupational profile Completion of career assessments and Occupational Profile Assignment

Type	Percentage	Brief description of assessment activity
Assignments	20	Informational interview
Assignments	20	Career interests, values, and skills assessments
Other	20 25	Reflective journaling <del>Reflective journal and readings on assessment results</del>
Participation	10	Class discussion and in-class activities
Attendance	10	

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

24

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

24

Course Topics

### Course Topics:

Personality Dimensions (assessment)  
 Career Cruising Interests (assessment)  
 The Myers Briggs Type Indicator (assessment)  
 Values Inventory  
 Skills Inventory  
 Introduction to Library Research  
 Labour Market Information  
 Effective decision making and goal setting

## 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

ACED 0711

### Additional Information

---

Provide any additional information if necessary.

From articulation: "Recommend to place VCC's ACED 0707 and ACED 0709 and ACED 0710 and ACED 0711 combined on the grid at the provincial level (CP) with minor changes on the condition that it is approved by VCC's EdCo."

The committee recommended that for these courses, we not use the statement, "Students will meet the outcomes as stated for ABE Career Planning, located in the 2018/2019..." because we are combining courses to meet the requirements and must show which courses are meeting which specific requirements.

Supporting  
documentation:

Reviewer

Comments

**Todd Rowlatt (trowlatt) (03/11/19 3:14 pm):** Rollback: additional edits needed

Key: 8046

# Course Change Request

Date Submitted: 03/28/19 5:11 pm

Viewing: **ACED 0710 : Work Experience**

Last approved: 07/27/18 4:41 am

Last edit: 04/17/19 2:33 pm

Changes proposed by: creeves

Programs  
referencing this  
course

[109: ABE Intermediate Program Certificate](#)

Course Name:  
Work Experience

Effective Date: June 2019

School/Centre: Arts & Sciences

Department: Employ & Ed Acc for Women(2001)

Contact(s)

## In Workflow

1. 2001 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

## Approval Path

1. 02/11/19 5:52 pm  
KJ Hills (kjhills):  
Approved for 2001  
Leader
2. 02/11/19 10:23 pm  
David Wells  
(dwells): Approved  
for SAS Dean
3. 03/11/19 3:14 pm  
Todd Rowlatt  
(trowlatt): Rollback  
to Initiator
4. 03/29/19 3:33 pm  
KJ Hills (kjhills):  
Approved for 2001  
Leader
5. 04/01/19 9:14 am  
David Wells  
(dwells): Approved  
for SAS Dean
6. 04/17/19 2:34 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

History <sup>43</sup>

- Jul 27, 2018 by  
Carlie Deans  
(cdeans)

Name	E-mail	Phone/Ext.
<b>Cindy Reeves -</b>	<b>creeves@vcc.ca -</b>	<b>8301 -</b>
<b>Allison Schubert</b>	<b>aschubert</b>	<b>8301</b>

Banner Course      Work Experience

Name:

Subject Code:      ACED - Access to Careers & Education

Course Number      0710

Year of Study      ABE Provincial Level (Grade 12)

Credits:            1

Course Description:

**Work Experience will provide** ~~This course provides~~ students **who already have a minimum with the opportunity to explore their occupational areas** of **270 hours of paid and/or volunteer interest by participating in** work **with a framework to recognize and demonstrate knowledge of occupational health and safety, effective communication, workplace ethics, and applied skills.** ~~study placements.~~

ACED 0707, 0709, 0710, and 0711 are required for completion of ABE Provincial level Career Planning

Course Pre-Requisites (if applicable):

English 9 or equivalent

**270 hours of work or volunteer experience**

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:**

<b>CLO #1</b>	<del>Students will meet the learning outcomes for ABE Provincial level Career Planning as stated in the most recent ABE Articulation Guide.</del>
<b>CLO #1</b>	<b>Occupational Health and Safety</b> -apply hazard recognition and injury prevention skills -demonstrate knowledge and practice of basic workplace incident and accident response procedures and protocols -demonstrate knowledge and practice of Worksafe BC's workplace health and safety rights and responsibilities -analyze hazards or potential hazards in an occupation or industry sector -demonstrate knowledge of workplace harassment and discrimination prevention policies
<b>CLO #2</b>	<b>Workplace Application (from Work Experience)</b> -describe the type of work done -demonstrate use of employability skills as defined by the Conference Board of Canada -describe transferable skills acquired and where you might apply them in the future -describe how you demonstrated a positive work ethic and met the performance standards -describe how you acted upon a workplace problem
<b>CLO #3</b>	<b>Work Training and Experience</b> -demonstrate appropriate work habits -gain exposure to work or training situations -gather information about vocational choices -demonstrate effective interpersonal skills with co-workers and supervisors -explore and/or participate in required industry training certificates

Instructional

Strategies:

Students will be expected to work individually, in small groups and as a whole class to complete the course curriculum. Some reading assignments will be done out of class.

## Evaluation and Grading

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Grading System: Letter Grade (A-F)

Passing grade:

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
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Type	Percentage	Brief description of assessment activity
Participation	25	<del>Attendance and participation in planning work/study placements</del>
Field Experience	10 <del>50</del>	Documentation of completion of work or volunteer experience through third party recommendation <del>Completion of work/study placements</del>
Assignments	20	Job Description
Assignments	20	Workplace training, experience and skills inventories
Assignments	10	Transferable skills assignment
Quizzes/Tests	15	Workplace Health and Safety
Other	25	Reflective journal on <b>work or volunteer</b> <del>work/study</del> placements

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

12

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

~~12~~

Self Paced / Individual Learning

12

Course Topics

### Course Topics:

**Workplace health and safety**

**Essential skills for a continually changing labour market**

**Problem solving skills**

**Self-advocacy skills and self-efficacy**

**Workplace ethics and best practices**

**Describing work experience and transferable skills** ~~How to Set Up Work/Study Placements~~

~~Introduction to Work/Study Placements~~

~~Placement Evaluation and Follow-Up~~

~~Student/Employer Expectations~~

~~Work/Study Placements~~

## 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

ACED 0711

### Additional Information

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Provide any additional information if necessary.

From articulation: "Recommend to place VCC's ACED 0707 and ACED 0709 and ACED 0710 and ACED 0711 combined on the grid at the provincial level (CP) with minor changes on the condition that it is approved by VCC's EdCo."

\*\*The committee specifically recommended that we not use PLAR. Rather, they recommended that the intention of this course be to recognize that many adult learners have gained significant workplace skills and knowledge and provide them with a framework to recognize and reflect on the work experience.

The committee recommended that for these courses, we not use the statement, "Students will meet the outcomes as stated for ABE Career Planning, located in the 2018/2019..." because we are combining courses to meet the requirements and must show which courses are meeting which specific requirements.

Supporting  
documentation:

Reviewer

Comments

**Todd Rowlatt (trowlatt) (03/11/19 3:14 pm):** Rollback: additional edits needed

Key: 8047

# Course Change Request

Date Submitted: 03/28/19 2:14 pm

Viewing: **ACED 0711 : Communications**

Last approved: 07/27/18 4:41 am

Last edit: 04/17/19 2:33 pm

Changes proposed by: creeves

Programs  
referencing this  
course

[109: ABE Intermediate Program Certificate](#)

Course Name:  
Communications

Effective Date: June 2019

School/Centre: Arts & Sciences

Department: Employ & Ed Acc for Women(2001)

Contact(s)

## In Workflow

1. **2001 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

## Approval Path

1. 02/08/19 10:58 am  
Nicole Degagne (ndegagne):  
Rollback to Initiator
2. 02/11/19 5:51 pm  
KJ Hills (kjhills):  
Approved for 2001 Leader
3. 02/11/19 10:23 pm  
David Wells (dwells): Approved for SAS Dean
4. 03/11/19 3:14 pm  
Todd Rowlatt (trowlatt): Rollback to Initiator
5. 03/29/19 3:33 pm  
KJ Hills (kjhills):  
Approved for 2001 Leader
6. 04/09/19 10:50 am  
David Wells (dwells): Approved for SAS Dean
7. 04/17/19 2:34 pm  
Todd Rowlatt

<sup>48</sup>  
 (trowlatt): Approved  
 for Curriculum  
 Committee Chair

### History

- Jul 27, 2018 by  
 Carlie Deans  
 (cdeans)

Name	E-mail	Phone/Ext.
<b>Cindy Reeves -</b>	<b>creeves@vcc.ca -</b>	<b>8301 -</b>
<b>Allison Schubert</b>	<b>aschubert@vcc.ca</b>	<b>8301</b>

Banner Course Name: Communications

Subject Code: ACED - Access to Careers & Education

Course Number: 0711

Year of Study: ABE Provincial Level (Grade 12)

Credits: 1

#### Course Description:

This course introduces students to communication skills applicable to work, school, and life. Students examine communication styles and learn different skills to communicate effectively to a variety of audiences and in many contexts.

ACED 0707, 0709, 0710, and 0711 are required for completion of ABE Provincial level Career Planning

#### Course Pre-Requisites (if applicable):

~~Completion of~~ English 9 **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	<p><b>Communication Skills:</b></p> <ul style="list-style-type: none"> <li>• identify and practice active listening skills in a variety of situations</li> <li>• demonstrate a knowledge of the range of effective speaking strategies</li> <li>• extract, assess and exchange information using visual and electronic media</li> <li>• recognize diverse cultural styles of communication</li> <li>• identify and interpret non-verbal communication</li> <li>• apply critical thinking skills</li> </ul> <p><del>Students will meet the learning outcomes for ABE Provincial level Career Planning as stated in the most recent ABE Articulation Guide.</del></p>
CLO #2	<p><b>Interpersonal Skills</b></p> <ul style="list-style-type: none"> <li>• research and use the various methods of conflict resolution and demonstrate their use</li> <li>• clarify the definition of assertiveness and implement successful techniques</li> <li>• analyze the reasons for bias and develop the ability to recognize it in everyday situations</li> <li>• identify issues around all forms of prejudice and practice non-discrimatory interpersonal skills</li> </ul>

Instructional  
Strategies:

Students will be expected to work individually, in small groups and as a whole class to complete the course curriculum. Some reading assignments will be done out of class.

## Evaluation and Grading

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Grading System: Letter Grade (A-F)  
D

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30 <del>50</del>	Presentation using a communication <b>concept</b> <del>concept, reflective journaling</del>
<b>Assignments</b>	<b>30</b>	<b>reflective journaling</b>
Participation	30 <del>50</del>	<b>Class discussion and in-class activities</b> <del>assessments, attendance, group activities</del>
<b>Attendance</b>	<b>10</b>	

## Hours by Learning Environment Type

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Lecture, Seminar, Online

12

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

12

Course Topics

#### Course Topics:

Communication styles

Assertiveness

Active Listening

Emotional Intelligence

Conflict Resolution

Presentation Skills

## 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:

From articulation: "Recommend to place VCC's ACED 0707 and ACED 0709 and ACED 0710 and ACED 0711 combined on the grid at the provincial level (CP) with minor changes on the condition that it is approved by VCC's EdCo."

The committee recommended that for these courses, we not use the statement, "Students will meet the outcomes as stated for ABE Career Planning, located in the 2018/2019..." because we are combining courses to meet the requirements and must show which courses are meeting which specific requirements.

Are there any  
expected costs as a

result of this  
proposal?

Not that I am currently aware of.

Consultations

Consulted Areas	Consultation Comments
Faculty/Department	KJ Hills, CCA Department Head is supportive of changes.
Centre for Teaching, Learning, and Research (CTLR)	Garth Manning was consulted and is supportive.
Affiliation, Articulation, and/or Accreditation Bodies	Articulation of these courses was approved by the Education and Career Planning Working Committee meeting on March 14 and 15, pending approval by VCC's EdCo.

### Additional Information

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Provide any additional information if necessary.

Supporting  
documentation:

Reviewer  
Comments

**Nicole Degagne (ndegagne) (02/08/19 10:58 am):** Rollback: further revisions requested

**Todd Rowlatt (trowlatt) (03/11/19 3:14 pm):** Rollback: additional edits needed



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** May 14, 2019

**ISSUE:** New Program: Train the Trainer Short Certificate

**BACKGROUND:**

The School of Instructor Education is proposing a new short certificate program called “Train the Trainer.” It is designed as an introduction to the skills needed to plan, deliver, and evaluate learning. It consists of the three core courses of the Provincial Instructor Diploma (PIDP) and is an exit option for students who begin that program, as well as a starting point. This shorter credential was developed as the department renewed the full PIDP last year.

**DISCUSSION:**

Karen Brooke from the Department presented the proposal. A few minor changes were requested in the PLAR section to reflect that not all courses have PLAR available, and that informal education could be assessed as part of the process.

**RECOMMENDATION:**

THAT Education Council approve, in the form presented at this meeting, the program content guide for the Train the Trainer Short Certificate, and recommend the Board of Governors approve the credential.

**PREPARED BY:** Todd Rowlett, Chair, Curriculum Committee

**DATE:** April 24, 2019

# Program Change Request

## New Program Proposal

Date Submitted: 03/15/19 10:13 am

Viewing: **Train the Trainer Short Certificate**

Last edit: 04/17/19 2:45 pm

Changes proposed by: kbrooke

### In Workflow

1. 1500 Leader
2. SIE Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Board of Directors

Program Name:

Train the Trainer Short Certificate

Credential Level: Certificate

Effective Date: January 2020

School/Centre: School of Instructor Education

Department: Provincial Instructor Diploma (1500)

Contact(s)

### Approval Path

1. 03/18/19 10:41 am  
Doug Mauger (dmauger):  
Approved for 1500 Leader
2. 03/27/19 4:06 pm  
Shirley Lew (slew):  
Approved for SIE Dean
3. 04/17/19 2:45 pm  
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Karen Brooke	kbrooke@vcc.ca	7507

## Program Content Guide

### Goal

The Train the Trainer Short Certificate (TTSC) provides students with the foundational knowledge, skills, and attitudes needed to instruct adults needed to plan, deliver, and evaluate learning.

## Admission Requirements

English 11 or Communications 12 with a C-, or equivalent

Evidence of subject matter expertise (diploma, bachelor's degree, trades certification, substantial workplace experience) or departmental approval

### Prior Learning Assessment & Recognition (PLAR)

You can request Prior Learning Assessment Recognition (PLAR) for some courses in the Train the Trainer program based on informal education, previous experience and current level of knowledge and skills.

Please contact the office and request Prior Learning Assessment Recognition PLAR for one course at a time. You will be directed to the Department Leader who will supply you information about completing PLAR. You may apply for a maximum of 3 credits of PLAR and transfer credit.

Please contact the office for fees charged for PLAR.

Process:

Apply and meet all the entrance requirements for the TTSC

Contact the program office to request PLAR for a particular course.

Speak with the Department Leader about the PLAR process and compile the particular information and evidence requested to substantiate your request.

Complete the application for PLAR and submit payment.

See Policy D.3.5 for more information about VCC's PLAR procedures.

### Program Duration & Maximum Time for Completion

8 credits (120 hours)

Completion time will vary depending on individual circumstances. The program is designed to allow for flexibility, and may be completed at an accelerated pace.

The program must be completed within 3 years.

### Program Learning Outcomes

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

1. Design, deliver and evaluate adult learning and teaching on a continuum of instructional approaches.
2. Integrate critical reflection strategies to stay current in education and bring about change in one's own practice.
3. Act in an ethical and professional manner when working in an adult education setting.

## Instructional Strategies, Design, and Delivery Mode

A wide variety of instructional strategies is used in the program. Instructional strategies may include interactive lecture, presentations, assignments, guest speakers, discussions, group work, field trips, and case studies. Courses may be offered in online, face-to-face, and blended formats. PIDP 3220 must be taken face-to-face.

### Evaluation of Student Learning

Evaluation of student learning is based on completion of course assignments. Due dates and criteria for successful completion of each course assignment will be outlined by the instructor at the beginning of each course. Students must achieve a minimum grade of C- in PIDP 3210 and PIDP 3230, and S in PIDP 3220 in order to be awarded the Train the Trainer Short Certificate.

### Recommended Characteristics of Students

The TTSC is appropriate from those with no teaching experience to those with substantial teaching experience but little training in instructional skills. Students should have:

a willingness to participate in a wide variety of instructional strategies, both face-to-face and online

basic computer skills

the ability to work independently and with others

### Courses

#### Course List

Code	Title	Credits
<a href="#">PIDP 3210</a>	Curriculum Development	3
<a href="#">PIDP 3220</a>	Delivery of Instruction	2
<a href="#">PIDP 3230</a>	Evaluation of Learning	3
Total Credits		8

## 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 each course. The transcript typically shows a letter grade or S/U (successful/unsuccessful) for each course. The grade point equivalent for a course is obtained from letter grades as follows:

### Grading Standard

#### Transcript of Achievement

Grade	Percentage	Description	Grade Point Equivalency
A+	98-100		4.33
A	94-97		4.00
A-	90-93		3.67
B+	85-89		3.33
B	80-84		3.00
B-	75-79		2.67
C+	70-74		2.33
C	65-69		2.00
C-	60-64		1.67
F	0-59	Failing Grade	0.00
S	60 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

### 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 Train the Trainer Short Certificate is intended to be an introduction to the skills needed to plan, deliver, and evaluate learning. It may be delivered to clients looking for a short program for groups of instructors. It also provides a way to ladder into the PIDP for students who do not want to start by doing the full diploma, as well as providing an early exit option for PIDP students who are not able to continue with the whole diploma.

Consultations were conducted throughout the college as part of the PIDP redesign process.

Are there any expected costs to this proposal.

No - these courses will be offered as part of the PIDP so no additional costs are expected.

Consultations

### **Additional Information**

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Provide any additional information if necessary.

Supporting documentation:

### **Marketing Information**

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*FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.*

*These fields are used by Marketing to help populate some of the information about your program on the website. If you have suggestions or edits to these sections, contact [webmaster@vcc.ca](mailto:webmaster@vcc.ca).*

Marketing Description

What you will learn

What to expect

Reviewer  
Comments



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** May 14, 2019

**ISSUE:** Revisions to admission requirements related to vaccinations in the Culinary Arts Diploma and Professional Cook 1 Plus

### **BACKGROUND:**

The Culinary Arts department is proposing to remove the requirement for immunizations and TB skin tests from both its Culinary Arts Diploma and the Professional Cook 1 Plus Certificate. These requirements were added to both PCGs in February 2019, largely as a reaction to concerns about an outbreak. With some additional hindsight, the department believes they over-reacted. Immunizations and TB tests are not standard practice in the industry, and the risks to clients are limited. They plan on improving education on the topic for students, and manage immunization expectations with departmental guidelines.

### **DISCUSSION:**

Collin Gill, Department Head of Culinary Arts, presented this proposal. He explained the background and department's reaction. Curriculum Committee accepted the rationale for the changes.

### **RECOMMENDATION:**

THAT Education Council approve, in the form presented at this meeting, revisions to the admission requirements for the Culinary Arts Diploma and the Professional Cook 1 Plus Certificate.

**PREPARED BY:** Todd Rowlatt, Chair, Curriculum Committee

**DATE:** April 24, 2019

# Program Change Request

Date Submitted: 04/03/19 12:10 pm

Viewing: **Professional Cook 1 Plus Certificate**

Last approved: 02/04/19 2:22 pm

Last edit: 04/05/19 11:01 am

Changes proposed by: cgill

Program Name:

Professional Cook 1 Plus Certificate

Credential Level: Certificate

Effective Date: **July** ~~January~~ 2019

School/Centre: Hospitality, Food Studies & Applied Business

Department: Professional Cook 1 (5408)

Contact(s)

## In Workflow

1. **5408 Leader**
2. **SHP Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records

## Approval Path

1. 03/22/19 12:12 pm  
Collin Gill (cgill):  
Approved for 5408  
Leader
2. 04/01/19 5:11 pm  
Dennis Innes  
(dinnes): Rollback to  
Initiator
3. 04/03/19 12:11 pm  
Collin Gill (cgill):  
Approved for 5408  
Leader
4. 04/05/19 11:01 am  
Dennis Innes  
(dinnes): Approved  
for SHP Dean
5. 04/17/19 2:48 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

## History

1. May 3, 2018 by  
Todd Rowlatt

(trowlatt)<sup>60</sup>

2. May 3, 2018 by  
Todd Rowlatt  
(trowlatt)
3. May 30, 2018 by  
Ysabel Sukic (ysukic)
4. Sep 12, 2018 by  
Ysabel Sukic (ysukic)
5. Oct 1, 2018 by Todd  
Rowlatt (trowlatt)
6. Feb 4, 2019 by  
Nicole Degagne  
(ndegagne)

Name	E-mail	Phone/Ext.
Ysabel Sukic	ysukic@vcc.ca	8474

## Program Content Guide

---

### Goal

To prepare learners for employment in the food industry by providing an authentic learning experience in industry kitchens to develop their culinary knowledge, skills, and professionalism.

## Admission Requirements

English 10 or equivalent

Math 10 or equivalent

Valid Food Safe Level 1 Certificate

OR

~~Department Head Approval Upon acceptance: An immunization record showing current vaccinations for tetanus, hepatitis A and influenza. Negative TB skin test, or if the skin test is positive, then proof of a negative TB chest X-ray valid for one year. The department will provide students with all the necessary information on how to complete these requirements once registered.~~ **Department Head Approval**

Applicants must be able to physically handle; all seafood including but not limited to fish & shellfish, beef, lamb, pork, all types of poultry, all types of game, all dairy products, and all associated by-products required to meet the program outcomes. Any other known food allergies must be disclosed.

Applicants with a VCC Baking & Pastry Certificate or Baking & Pastry Red Seal Certificate may be exempt from [CULI 1504](#) Baking Techniques.

Applicants with a Meat Cutter's Red Seal Certificate may be exempt from [CULI 1505](#) Butchery.

Prior Learning Assessment & Recognition (PLAR)

n/a

Program Duration & Maximum Time for Completion

The program is 32 weeks. Students have a maximum of three years to complete the credential.

Program Learning Outcomes

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

Apply cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment.

Evaluate product for consistency and accuracy in yield, taste, flavour, and overall appearance according to product specifications and standards.

Identify and describe the principles of nutrition and balanced food combinations for institutional menus.

Adhere to industry health, safety and employment standards in the preparation, handling and storage of food and equipment.

Apply the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.

Reflect on performance and practice to enhance professional skills needed to enter and advance in the culinary industry.

## Instructional Strategies, Design, and Delivery Mode

The Professional Cook 1 Plus Certificate is designed to meet the training needs of the Industry and the required training objectives established by the Industry Training Authority (ITA). Courses are delivered 4 days per week over 32 weeks.

The program is delivered in fully operational industrial kitchens, service outlets and classroom settings. Working in authentic service kitchens and outlets provides opportunity for students to develop their practical cooking and professional skills. Classroom instruction is designed for students to develop theoretical knowledge and skills required for success in the culinary industry.

The program design is based on a learning-centred and experiential approach whereby students learn through experience in authentic culinary work settings. Active student learning and participation is emphasized to promote the development of knowledge, skills and attitudes required for success in the food industry.

Professional skills, such as teamwork, critical thinking, self-reflection and communication, are also emphasized throughout the program.

### Evaluation of Student Learning

Evaluation of student learning includes both summative and formative assessments. Summative evaluations of students' theoretical, practical and professional skills are conducted through exams, practical assessments, course assignments and portfolios. Formative assessments allow instructors to provide students with feedback on their progress and learning needs. At the same time, students are given an opportunity to self/peer assess and demonstrate and reflect on their learning through portfolios.

Students must receive a **minimum 70%** in each course to receive the Professional Cook Plus Certificate.

Students who do not achieve the 70% minimum required to pass a course are allowed to continue in the program and must enroll in make-up courses to meet the requirements for certification.

### Recommended Characteristics of Students

It is strongly recommended that applicants consider the daily tasks associated with working in a professional kitchen. These include the following Essential Skills Requirements:

Physical condition and stamina to meet the demands of the culinary industry e.g. lift 50lbs.

Ability to stand for long periods of time e.g. 5 hours or more

Good motor skill coordination

Ability to multi-task, with strong and efficient organizational and time management skills

Strong reading, comprehension and study skills

Ability to work independently

Maturity, interpersonal & communication skills

Some creativity is an asset

### Courses

## Course List

Code	Title	Credits
<a href="#">CULI 1501</a>	Kitchen Orientation	5
<a href="#">CULI 1502</a>	Culinary Techniques	4
<a href="#">CULI 1503</a>	Garde Manger & Breakfast	4
<a href="#">CULI 1504</a>	Baking Techniques	4
<a href="#">CULI 1505</a>	Butchery	4
<a href="#">CULI 1506</a>	Cook Chill Production Kitchen	4
<a href="#">CULI 1507</a>	Flavour Principles & Menus	1
<a href="#">CULI 1508</a>	Short Order Cafe	4
<a href="#">CULI 1509</a>	Catering	4
Total Credits		34

## 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

### Transcript of Achievement

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-	70-75	Minimum Pass	2.67
C+			2.33
C			2.00
C-			1.67
D			1.00
F	0-69	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
Grade I	Percentage	Description	Grade Point Equivalency
		Incomplete	N/A

IP	Course in Progress	N/A <sup>64</sup>
W	Withdrawal	N/A
<b>Course</b>		
<b>Standings</b>		
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.

TB is being removed because we discovered that the illness does not have a direct relation or pose a higher level of risk to the food service industry. The implementation of this prerequisite was in fact a reaction to an outbreak we experienced in our department. The decision was perhaps rather reactionary and out of context with our concerns. We are moving ahead with new mandatory immunizations related to the food service industry. Culinary Arts has a revised sense of awareness around immunizations and food service risks moving forward. There will be additional talking points added to Block 1 and plans to introduce learning activities on the subject. As well we are going manage immunization expectations using our internal department house guidelines. These expectations will follow current leading industry standards.

Are there any expected costs to this proposal.

Consultations

### Additional Information

Provide any additional information if necessary.



# Program Change Request

Date Submitted: 04/09/19 4:00 pm

Viewing: **Culinary Arts Diploma**

Last approved: 03/12/19 3:20 pm

Last edit: 04/09/19 4:00 pm

Changes proposed by: cgill

Program Name:

Culinary Arts Diploma

Credential Level: Diploma

Effective Date: July 2019

School/Centre: Hospitality, Food Studies & Applied Business

Department: Culinary Arts (Blended) (5410)

Contact(s)

## In Workflow

1. **5410 Leader**
2. **SHP Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records

## Approval Path

1. 04/10/19 9:39 am  
Todd Rowlatt  
(trowlatt): Approved for 5410 Leader
2. 04/10/19 9:40 am  
Todd Rowlatt  
(trowlatt): Approved for SHP Dean
3. 04/17/19 2:48 pm  
Todd Rowlatt  
(trowlatt): Approved for Curriculum Committee Chair

## History

1. Dec 18, 2017 by  
clmig-jwehrheim
2. Mar 16, 2018 by  
Todd Rowlatt  
(trowlatt)
3. Jun 13, 2018 by  
Todd Rowlatt  
(trowlatt)
4. Jan 25, 2019 by  
Ysabel Sukic (ysukic)

5. Mar 12, 2019 by  
Ysabel Sukic (ysukic)

Name	E-mail	Phone/Ext.
Collin Gill	cgill@vcc.ca	8487

## Program Content Guide

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### Goal

The Culinary Arts Diploma is designed to prepare international students for employment as line cooks or third cooks in hotel kitchens, restaurants, catering companies, airport flight kitchens, trains, cruise ships, camps, and institutional kitchens.

### Admission Requirements

Grade 10 English or equivalent

OR

Academic IELTS of 5.5 (no band less than 5); TOEFL iBT 68; Canadian Language Benchmark: Listening 7, Speaking 7, Reading 7 and Writing 6

Math 10 or equivalent

#### Upon acceptance:

The following must be provided to the Culinary Arts Department before the end of CULI 1501 Kitchen Orientation (the first course of the program):

~~Valid Food Safe Level 1 Certificate Negative TB skin test, or if the skin test is positive, then proof of a negative TB chest X-ray~~ **Valid Food Safe Level 1 Certificate** ~~An immunization record showing current vaccinations for tetanus, hepatitis A and influenza~~

Applicants must be able to physically handle; all seafood including but not limited to fish & shellfish, beef, lamb, pork, all types of poultry, all types of game, all dairy products, and all associated by-products required to meet the program outcomes. Any other known food allergies must be disclosed.

Applicants with a VCC Baking & Pastry Certificate or Baking & Pastry Red Seal Certificate may be exempt from [CULI 1504](#) Baking Techniques.

Applicants with a Meat Cutter's Red Seal Certificate may be exempt from [CULI 1505](#) Butchery.

### Prior Learning Assessment & Recognition (PLAR)

Not available.

## Program Duration & Maximum Time for Completion

The program is 17 months. Students have a maximum of three years to complete the diploma.

## Program Learning Outcomes

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

Apply cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment.

Evaluate product for consistency and accuracy in yield, flavour, texture and overall appearance according to product specifications and standards.

Plan, design and write menus for a culinary establishment that reflects nutritional and specific dietary needs.

Adhere to industry health, safety and employment standards in preparation, handling and storage of food and equipment.

Adapt the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.

Reflect on performance and practice to identify and develop advanced professional skills needed to further advance in the culinary industry.

## Instructional Strategies, Design, and Delivery Mode

The Culinary Arts Diploma focuses on practical skill development and is delivered primarily in VCC kitchens and food service outlets. Students spend a minimum of one month in each of the teaching kitchens and service outlets where instructional activities include demonstration, hands-on practice, and group discussion. Culinary theory is taught in a classroom setting and uses a combination of lecture, class discussion, and independent study to promote the development of professional practice in the food industry.

A major emphasis of the diploma program is active student participation. Students are encouraged to become self-directed and responsible for their own learning and to come to class well prepared for active participation in classroom and kitchen activities.

## Evaluation of Student Learning

Students are evaluated through written and practical exams, assignments, projects, and portfolios.

Students must receive a **minimum 70%** in each course to receive the Culinary Arts Diploma.

Students who do not achieve the 70% minimum required to pass a course are allowed to continue in the program and must enroll in make-up courses to meet the graduation requirements for the diploma.

Students who meet all the requirements for the Culinary Arts Diploma are eligible to take the ITA's theoretical and practical exams required for the ITA Certificate of Qualification.

## Recommended Characteristics of Students

It is strongly recommended that applicants consider the daily tasks associated with working in a professional kitchen.

- Ability to communicate effectively in written and spoken English
- Physical condition and stamina to meet the demands of the culinary industry e.g. lift 50lbs.
- Ability to stand for long periods of time e.g. 5 hours or more
- Good motor skill coordination
- Ability to multi-task, with strong and efficient organizational and time management skills
- Strong reading, comprehension and study skills
- Work independently
- Maturity
- Interpersonal communication skills
- Some creativity is an asset

## Courses

### Plan of Study Grid

Term One	Credits
<a href="#">CULI 1501</a> Kitchen Orientation	5
<a href="#">CULI 1502</a> Culinary Techniques	4
<a href="#">CULI 1503</a> Garde Manger & Breakfast	4
<a href="#">CULI 1504</a> Baking Techniques	4
Credits	17
Term Two	
<a href="#">CULI 1505</a> Butchery	4
<a href="#">CULI 1506</a> Cook Chill Production Kitchen	4
<a href="#">CULI 1507</a> Flavour Principles & Menus	1
<a href="#">CULI 1508</a> Short Order Cafe	4
<a href="#">CULI 1509</a> Catering	4
Credits	17
Term Three	
<a href="#">CULI 1526</a> Cook Chill Production Kitchen 2	4
<a href="#">CULI 1528</a> Short Order Cafe 2	4
Credits	8
Term Four	
<a href="#">CULI 2501</a> Kitchen Management	1
<a href="#">CULI 2502</a> Purchasing & Receiving	2
<a href="#">CULI 2503</a> Restaurant Customer Service	2
<a href="#">CULI 2504</a> Nutritional Menu Development	1
<a href="#">CULI 2505</a> Advanced Cookery	2

<u>CULI 2506</u> Global & Vegetarian Cuisine	2
<u>CULI 2507</u> Advanced Baking	5
<u>CULI 2508</u> Restaurant Line Cooking	1.5
<u>CULI 2509</u> Appetizers & Platters	1.5
<u>CULI 2510</u> Advanced Butchery-Charcuterie	1.5
Credits	19.5
Term Five	
<u>CULI 2511</u> Modern Cuisine	8.5
<u>CULI 2512</u> Culinary Practicum	3
Credits	11.5
Total Credits	73

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

### 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

### Transcript of Achievement

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-	70-75	Minimum Pass	2.67
C+			2.33
C			2.00
C-			1.67
D			1.00
F	0-69	Failing Grade – unable to proceed to next term	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
Grade I	Percentage	Description	Grade Point Equivalency
		Incomplete	N/A

IP	Course in Progress	N/A <sup>70</sup>
W	Withdrawal	N/A
<b>Course</b>		
<b>Standings</b>		
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.

TB is being removed because we discovered that the illness does not have a direct relation or pose a higher level of risk to the food service industry. The implementation of this prerequisite was in fact a reaction to an outbreak we experienced in our department. The decision was perhaps rather reactionary and out of context with our concerns. We are moving ahead with new mandatory immunizations related to the food service industry. Culinary Arts has a revised sense of awareness around immunizations and food service risks moving forward. There will be additional talking points added to block 1 and plans to introduce learning activities on the subject. As well are going to manage immunization expectations using our internal department house guidelines. These expectations will follow current leading industry standards.

Are there any expected costs to this proposal.

Consultations

### Additional Information

Provide any additional information if necessary.

## Provisional Approval of Programs Committee of Education Council Terms of Reference

Approved by [approving body]: [date]

<b>Committee name:</b>	Provisional Approval of New Programs Committee
<b>Type:</b>	Ad Hoc Committee of Education Council, to be reviewed after two years for consideration as a standing committee
<b>Chairperson:</b>	Chair of Curriculum Committee
<b>Responsible To:</b>	Education Council
<b>Purpose:</b>	<p>To provide new programs with the opportunity for support and guidance while implementing a new program, and to refine their curriculum and delivery approaches over the first year(s) of their program. It is an adaptive, continuous improvement model of curriculum review that requires active and ongoing reflection by instructors and department leads.</p> <p>New programs (or significantly revised ones) have the option to take provisional approval of their new curriculum, with Education Council's agreement.</p> <p>Provisional approval provides an opportunity for making some adjustments to curriculum during the first two years (or the length of the first complete offering of the program), and for program faculty to meet quarterly to review the program, and then report to a small committee.</p> <p>It is a hands-on, eyes-on process. It allows programs to more quickly make changes to their curriculum, but monitored through reporting and regular reviews.</p>
<b>Duties:</b>	<p>The Department will:</p> <ol style="list-style-type: none"> <li>1. Meet after each term (or other natural check-in point) and at the end of the program, and review elements such as: student success, assessments, sequencing, gaps, student profile, student and faculty feedback, teaching materials, and additional supports needed. This meeting will involve at a minimum all instructors teaching in the program, the department leader, the Dean, Instructional Associates who have worked on the program, and any program assistants working with the program. Members from Institutional Research and any curriculum developers who worked on the initial program design are invited, as appropriate.</li> </ol>

2. Complete all required reports and send them to the Provisional Approval Committee, and send representatives to meet with the committee.
3. Identify gaps in their program (curriculum or other issues) and develop plans to fill those gaps.

The Committee will:

1. Meet with the program representatives after each term (or other natural check-in point) and review the current state of the program.
2. Review and approve changes to the curriculum for courses for subsequent terms (if those changes do not in any way disadvantage the current group of students and do not jeopardize the integrity of the program). Examples of changes are adjustments to the evaluation plans, topics, or course sequence.
3. At the end of the review period, review and approve changes to the curriculum moving forward, and provide advice to Education Council on the provisional status of the program. At this point, final program approval would be the desired outcome.

**Authority:**

Education Council grants the Committee the ability to approve changes to curriculum given the status of Provisionally Approved without the curriculum being reviewed by Curriculum Committee or Education Council prior to implementation.

When the program comes forward for final approval, it will go through the process of Curriculum Committee and Education Council review and approval.

**Timeframes and Reporting:**

The Committee meets between terms, or as needed based on the schedule of new programs under review, and reports to Education Council at the meeting following the Committee's meetings.

**Membership:**

The Committee is composed of the following members:

1. Curriculum Committee Chair as Chair of the Committee
2. Vice President Academic & Applied Research
3. One (1) Curriculum Committee member elected by Curriculum Committee
4. Two (2) members of Program Review and Renewal Committee, elected by the PRR Committee
5. Associate Registrar, appointed by the Registrar

Any member of the Committee who works as an instructor, staff member, or administrator of a new program under discussion will



recuse themselves as a member of the Committee but can participate in discussions as a member of the program department.

**Length of Term:** All terms will be two (2) years, renewable.

**Quorum:** The quorum shall be three (3) members.

**Other Resources:** The Education Council Recording Secretary provides support as needed. This person is responsible for collecting submissions, preparing and distributing documents, agendas, and notes, and providing organizational support for meetings.

**Notes:** Notes are taken at all committee meetings.

**Communication with Council:** Other business arising from the Provisional Approval of New Programs Committee meeting may be forwarded as agenda items to the Education Council through the Council Executive. The Provisional Approval of New Programs Chair presents any required actions in the form of a motion to Education Council. Information will be reported to Curriculum Committee and Education Council throughout the provisional approval period.

DRAFT



## DECISION NOTE

May 8, 2019

**PREPARED FOR:** Education Council

**ISSUE:** D.1.4 Curriculum/Educational/Institutional Materials Created within the College

**BACKGROUND:**

This policy has now been discussed by the full Education Policy Committee three times and been sent for public feedback.

**DISCUSSION:**

Very little public feedback was received on this policy. At the meeting, there was some discussion of whether or not work done on PD would be covered by the assigned duty exception to College ownership of the work. There was general agreement that it would. There was also some discussion of the specific meaning of pieces of the Collective Agreement language, which the committee considered to be outside of its scope.

**MOTION:**

MOVE that Education Council recommend that the Board of Governors approve Policy and Procedures D.1.4 Curriculum/Educational/Institutional Materials Created within the College.

**Prepared by:**

John Demeulemeester  
Chair, Education Policy Committee



## POLICY

Policy No.	<b>D.1.4</b>
Title	<b>Curriculum/Educational/Institutional Materials Created within the College</b>
Approval Body	Board of Governors
Policy Sponsor	Vice President Academic, Students & Research
Last Revised/Replaces	March 2009/November 2003
Effective Date	

**CONTEXT AND PURPOSE**

To establish ownership of copyright and/or patent rights for curriculum, educational, institutional, creative and other materials created by employees of Vancouver Community College (VCC; the College).

**SCOPE AND LIMITS**

This policy applies to all employees of VCC, and is subject to all applicable federal and international copyright and patent laws.

**STATEMENT OF POLICY PRINCIPLES**

1. The College owns copyright and patent for curriculum, educational, institutional, creative and other materials, in any format, that are produced using College time, services or materials, in the course of employment, unless one of the following exceptions applies

Exceptions:

- a. An agreement has been entered into which vests copyright or patent with the employee or a third party. An example of such an agreement is the VCC/VCCFA Common Agreement (Appendix I)
  - b. Faculty have prepared or created materials as part of their assigned duties (see Appendix I)
2. With regard to the respectful use and protection of Indigenous knowledge, the College will honour the United Nations Declaration on the Rights of Indigenous Peoples, Article 31 (Appendix II)

**DEFINITIONS**

**Copyright:** The sole right of the copyright owner of a work to produce, copy, perform, publish, adapt, translate or telecommunicate that work and to authorize others to do the same.

Patent: Defined in the Patent Act as “letters patent for an invention”.

Curriculum, educational, institutional, creative and other materials: Includes physical and digital versions of all materials created by College employees for instructional and College purposes, and includes books, laboratory manuals, exercises, audio and video materials, images, photos, computer software, instructional strategies, PowerPoint presentations, creative work, annual reports, strategic plans, information/decision notes, and other materials.

## **RELATED LEGISLATION & POLICIES**

### Legislation

Copyright Act, RSC 1985, c C-42 <http://laws-lois.justice.gc.ca/eng/acts/C-42/>

Patent Act, RSC 1985, c C-4 <http://laws-lois.justice.gc.ca/eng/acts/P-4/>

### Policies

D.1.3 Copyright

## **RELATED PROCEDURES**

Refer to D.1.4 Curriculum/Educational/Institutional Materials Created within the College Procedures.

## APPENDIX I

### VCC/VCCFA Common Agreement Article 5

The following written agreement contained in the VCC/VCCFA Collective Agreement, Article 5, 2014-2019 [Common Agreement](#) covers VCCFA members.

#### Article 5 – Copyright and Intellectual Property

##### 5.1 Copyright Ownership

The copyright or patent for any work product, including creative work, instructional strategies or curriculum/instructional material, software or any other material or technology that may be copyrighted or patented:

- 5.1.1 belongs to the employee(s) where the work product has been prepared or created as part of assigned duties, other than the duties listed in 5.1.2 below, and the copyright to all copyrightable material shall be the sole property of the employee(s) and shall be retained throughout his or her lifetime and upon his/her death by his/her heirs or assigns; and
- 5.1.2 belongs to the institution where one or more employees:
  - (a) have been hired or agrees to create and produce copyrightable work product for the institution, or
  - (b) are given release time from usual duties to create and produce copyrightable work product, or
  - (c) are paid, in addition to their regular rate of pay, for their time in an appointment to produce copyrightable work product.

##### 5.2 Employer Rights to Materials Copyrighted by Employee(s)

Where the employee holds the copyright pursuant to 5.1.1, the institution shall have a right to use his/her copyrighted material in perpetuity for institutional purposes. The institution may amend and update the copyrighted material with the approval of the employee(s) holding the copyright to the material. Such approval will not be unreasonably withheld.

##### 5.3 Employee Rights to Materials Copyrighted by the Employer

Where the institution holds the copyright pursuant to 5.1.2, the employee(s) shall have the right to use in perpetuity, free of charge, such copyrighted material. The employee may amend and update the copyrighted material with the approval of the institution holding the copyright to the material. Such approval will not be unreasonably withheld.

##### 5.4 Joint Review

JADRC may, at the request of either party, review issues arising from the application of this article.

**APPENDIX II****United Nations Declaration on the Rights of Indigenous Peoples****Article 31**

1. Indigenous peoples have the right to maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions, as well as the manifestations of their sciences, technologies and cultures, including human and genetic resources, seeds, medicines, knowledge of the properties of fauna and flora, oral traditions, literatures, designs, sports and traditional and visual and performing arts. They also have the right to maintain, control, protect and develop their intellectual property over such cultural heritage, traditional knowledge, and traditional cultural expressions.
2. In conjunction with indigenous peoples, States shall take effective measures to recognize and protect the exercise of these rights.



## PROCEDURES

Policy No.	<b>D.1.4</b>
Title	<b>Curriculum/Educational/Institutional Materials Created within the College</b>
Approval Body	Board of Governors
Policy Sponsor	Vice President Academic, Students & Research
Last Revised/Replaces	March 2009/November 2003
Effective Date	

1. Ideally, prior to starting an assignment or project that will produce materials, copyright ownership should be established by means of an agreement between the College and the employee(s), and the VCCFA when pertinent, especially when there is uncertainty around who owns copyright
2. As appropriate, employee(s) will contact the Coordinator, Copyright & Scholarly Communications to initiate discussions around copyright ownership.
3. The Dean, Library, Teaching & Learning Services will represent the College in reaching an agreement.
4. Copyright agreements between the College and employee(s) will be kept on file in the office of the Dean, Library, Teaching & Learning Services.
5. For print or digital materials that will be sold through the College Bookstore, the College and employee(s) will reach an agreement regarding the distribution of royalties.
6. For works that will be published as *Open Access Resources* and/or with *Creative Commons Licensing*, the agreement will outline copyright ownership.
7. It is the responsibility of employees to ensure that the materials they create are copyright compliant.
8. The Coordinator, Copyright & Scholarly Communications will offer copyright support to College employees who produce materials, including guidance on copyright compliance, ownership and open source licensing.
9. For works that will be published in-print or digitally, and as appropriate, the Coordinator, Copyright & Scholarly Communications will review the material for copyright compliance.

10. For works that contain Indigenous knowledge, there will be an agreement among the College, Indigenous Education and Community Engagement, and the author, which respects article #31 of the UN Declaration of the Rights of Indigenous Peoples.

**RELATED PROCEDURES**

Refer to D.1.4 Curriculum/Educational/Institutional Materials Created within the College Policy

DRAFT



## Quality Assurance Committee of Education Council Terms of Reference

Approved by Education Council:

**DRAFT APRIL 2019**

<b>Committee name:</b>	Quality Assurance Committee
<b>Type:</b>	Standing Committee of Education Council
<b>Chairperson:</b>	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 Quality Assurance Committee.
<b>Responsible To:</b>	Education Council
<b>Purpose:</b>	The Quality Assurance Committee is a standing committee of Education Council charged with supporting the educational quality of the College by ensuring that the reviews and renewals of College programs and educational service areas are consistent with approved policies and processes.
<b>Duties:</b>	<p>The Committee will:</p> <ol style="list-style-type: none"><li>1. Support the overall educational quality of the College's programs and courses through the establishment and maintenance of a quality assurance framework.</li><li>2. Ensure that all program reviews, renewals, accreditations, and educational service renewals are done regularly and systematically as required by approved policies and regulatory bodies.</li><li>3. Provide advice and recommendations around trends and priorities identified in reviews and renewals to Education Council and other appropriate committees.</li><li>4. Track action plans developed during the program reviews, renewals, accreditations, and educational service renewals to ensure progress is being made, identifying barriers to success.</li><li>5. Respond to Ministry-directed cyclical quality assurance audits in consultation with the Vice President Academic and Applied Research and follow up on recommendations.</li><li>6. Recommend changes to policies related to educational quality assurance as needed.</li><li>7. Provide advice on the allocation of curriculum development funds as requested by the Vice President Academic and Applied Research.</li></ol>
<b>Authority:</b>	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:** The Committee meets as required, and reports to Education Council.

**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. Three (3) faculty members selected by the faculty representatives of Education Council.
3. One (1) support staff member selected by the support staff representatives of Education Council.
4. One (1) student selected by the student representatives of Education Council.
5. Vice President Academic and Applied Research.
6. Director of Institutional Research or designate.
7. Dean of the Centre for Teaching, Learning, and Research.
8. One (1) Dean appointed by the Vice President Academic and Applied Research.
9. One (1) Instructional Associate appointed by the Dean of the Centre for Teaching, Learning, and Research.
10. Senior Program Coordinator from the Centre for Continuing Studies or designate.
11. Other members of the College deemed to provide relevant input, appointed by the Committee Chair, for a defined period of time of no more than one (1) year.
12. Chair of Education Council is an ex officio member.

**Length of Term:** All terms are two (2) years in renewable alternating terms, except for the Chair, who is elected for a one (1) year term.

**Quorum:** The quorum shall consist of a simple majority of the voting members, with no less than five (5) members attending.

**Other Resources:** The Education Council Assistant provides support as needed. This person is responsible for 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 Quality Assurance Committee.

**Communication with Council:** Business arising from the Quality Assurance Committee meeting may be forwarded as agenda items to the Education Council through the Council Executive.

DRAFT

~~Program Review and Renewal~~ **Quality Assurance** Committee of Education Council  
**Terms of Reference**

Approved by Education Council: ~~April 12, 2016~~

**DRAFT APRIL 2019**

- Committee name:** ~~Program Review and Renewal~~ Quality Assurance Committee
- Type:** Standing Committee of Education Council
- 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 ~~Program Review and Renewal~~ Quality Assurance Committee.
- Responsible To:** Education Council
- Purpose:** The ~~Program Review and Renewal~~ Quality Assurance Committee is a standing committee of Education Council charged with supporting the educational quality of the College by ensuring that the reviews and renewals of College programs and educational service areas are consistent with approved policies and processes.
- Duties:** The Committee will:
1. Support the overall educational quality of the College's programs and courses through the establishment and maintenance of a quality assurance framework.
  - 1.2. Ensure that all program reviews, and renewals, accreditations, and educational service renewals are done regularly and systematically as required by approved policies and regulatory bodies.
  - 2.3. Provide advice and recommendations around trends and priorities identified in reviews and renewals to Education Council and other appropriate committees.
  4. Track action plans developed during the program reviews, and renewals, accreditations, and educational service renewals to ensure progress is being made, identifying barriers to success.
  - 3.5. Respond to Ministry-directed cyclical quality assurance audits in consultation with the Vice President P-Academic and Applied Research and follow up on recommendations.
  - 4.6. Recommend changes to policies related to educational quality assurance the Program Review and Renewal policy as needed.
  - 5.7. Provide advice on the allocation of curriculum development funds as requested by the Vice President Academic and Applied Research. President, Academic, Students and Research.

**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:** The Committee meets as required, and reports to Education Council.

**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. ~~Two-Three~~ (23) faculty members selected by the faculty representatives of Education Council.
3. One (1) support staff member selected by the support staff representatives of Education Council.
4. One (1) student selected by the student representatives of Education Council.
5. Vice President Academic and Applied Research.
6. Director of Institutional Research or designate.
7. Dean of the Centre for Teaching, Learning, and Research.
- ~~6-8.~~ One (1) Dean appointed by the Vice President Academic and Applied Research.
- ~~7-9.~~ One (1) Instructional Associate appointed by the Dean of the Centre for Teaching, Learning, and Research—Instructional Development.
- ~~8.~~ Senior Program Coordinator from the Centre for Continuing Studies or designate.
- ~~9-10.~~ Other members of the College deemed to provide relevant input, appointed by the Committee Chair, for a defined period of time of no more than one (1) year.
- ~~10-11.~~ Chair of Education Council is an ex officio member.

**Length of Term:** All terms are two (2) years in renewable alternating terms, except for the Chair, who is elected for a one (1) year term.

**Quorum:** The quorum shall consist of a simple majority of the voting members, with no less than ~~be~~ five (5) members attending.

**Other Resources:** The Education Council Assistant provides support as needed. This person is responsible for 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 ~~Program Review and Renewal~~Quality Assurance Committee.

**Communication with Council:** Business arising from the ~~Program Review and Renewal~~Quality Assurance Committee meeting may be forwarded as agenda items to the Education Council through the Council Executive.

DRAFT

# PROGRAM REVIEW AND RENEWAL COMMITTEE | EDCO

## ACTION PLAN 2019-2022



Initiatives 2019-2020	Lead	2020-2021	2021-2022	Updates
<b>PROGRAM RENEWAL</b>				
<ul style="list-style-type: none"> <li>Revise Policy C.3.2 Program Review and Renewal: VPASR appoints external assessors based on recommendations from Steering Committee.</li> </ul>	PRRC Chair		<ul style="list-style-type: none"> <li>Complete a full review of C.3.2 policy and revise policy as needed.</li> </ul>	
<ul style="list-style-type: none"> <li>Review the Self-Study process. Consult with department leaders who have recently gone through the process.</li> </ul>	IAS & Committee	<ul style="list-style-type: none"> <li>Adjust the policy and procedures if needed.</li> </ul>		
<ul style="list-style-type: none"> <li>Continue to make improvements to the renewal forms and templates</li> <li>Continue developing guidelines and support documents for External Panels.</li> </ul>	IAS	<ul style="list-style-type: none"> <li>Continue to make improvements to the renewal forms and templates</li> <li>Continue developing guidelines and support documents for External Panels.</li> </ul>		
	Committee	<ul style="list-style-type: none"> <li>Conduct a gap analysis between our program renewal process and accreditation processes used for our programs.</li> <li>Review process ITA programs undergo for updating their curriculum, and ensure our current processes support them.</li> </ul>		
<ul style="list-style-type: none"> <li>Review the current 5-year Renewal schedule to ensure it is feasible.</li> </ul>	Committee	<ul style="list-style-type: none"> <li>Review current status of all programs and how recently their curriculum has been updated.</li> </ul>		
<b>ANNUAL PROGRAM REVIEW</b>				
<ul style="list-style-type: none"> <li>Simplify and streamline the Program Review forms and reports to focus on 4-7 key questions.</li> <li>Review statistics currently provided for relevancy and adjust. Consult with department leaders.</li> </ul>	Committee, IR			

# PROGRAM REVIEW AND RENEWAL COMMITTEE | EDCO

## ACTION PLAN 2019-2022



COURSE AND PROGRAM FEEDBACK				
<ul style="list-style-type: none"> <li>Complete pilot of course and program feedback and review results.</li> <li>Analyze requirements for a college-wide process.</li> </ul>	IR & Committee	<ul style="list-style-type: none"> <li>Develop a proposal and implementation plan.</li> </ul>	<ul style="list-style-type: none"> <li>Implement a college-wide process.</li> </ul>	
CD FUNDS				
<ul style="list-style-type: none"> <li>Train Operations Managers on the reporting process.</li> <li>Clarify reporting requirements on CD Funds.</li> <li>Refine oversight processes by Project Coordinator to ensure reports received and money spent in time to re-allocate if needed.</li> </ul>	VPASR Project Coordinator			
<ul style="list-style-type: none"> <li>Develop arguments/champion for additional financial support for CD, renewal, and online development.</li> </ul>	VPASR & Committee			
COMMUNICATION, TRAINING & AWARENESS				
<ul style="list-style-type: none"> <li>Change name of PRRC to the Quality Assurance Committee, to better reflect scope of our work (overall quality assurance, training, development of department leaders).</li> <li>Review membership of PRRC and adjust Terms of Reference as needed.</li> </ul>	PRRC Chair			
<ul style="list-style-type: none"> <li>Clarify processes for renewal and accreditation reports to be sent to VPASR Office and then to PRRC and EDCO.</li> <li>Review plan for making summary reports available to College and for long-term archives.</li> </ul>	VPASR Project Coordinator, IR & Committee	<ul style="list-style-type: none"> <li>Establishment webpages on MyVCC that will house information for annual program reviews and program renewals (ie. Dashboard-style information) where all College members can access on an on-going basis.</li> </ul>	<ul style="list-style-type: none"> <li>Continue work on program QA webpages</li> </ul>	
<ul style="list-style-type: none"> <li>Establish training plan for department leaders, such as:                             <ul style="list-style-type: none"> <li>Panel discussion at Leaders' Forum of dept leaders who have recently completed Renewal, to support departments starting their renewals.</li> <li>Set up mentorship of renewal department leaders with recent renewal participant.</li> </ul> </li> </ul>	IAs & Committee	<ul style="list-style-type: none"> <li>Continue training opportunities</li> </ul>	<ul style="list-style-type: none"> <li>Continue training opportunities</li> </ul>	



# PROGRAM REVIEW AND RENEWAL COMMITTEE | EDCO

## ACTION PLAN 2019-2022



OTHER QUALITY ASSURANCE PROCESSES				
<ul style="list-style-type: none"> <li>Review action plan submitted to QAPA on an annual basis to ensure progress is happening.</li> </ul>	PRRC Chair	<ul style="list-style-type: none"> <li>Review action plan submitted to QAPA.</li> </ul>	<ul style="list-style-type: none"> <li>Review action plan submitted to QAPA.</li> </ul>	
	Committee	<ul style="list-style-type: none"> <li>Review current situation of Program Advisory Committees across the College. Where are the gaps and are there plans in plan to close them?</li> </ul>		
TOPICS FOR DISCUSSION				
<ul style="list-style-type: none"> <li>Discussion of micro-credentials and the overall Pan Canadian conversation. Next steps?</li> <li>Discussion of co-curricular activities. What is required for support and integration into College policies?</li> </ul>	Committee	<ul style="list-style-type: none"> <li>Discussion of supporting Practicums and Co-op experiences in the College. How do we effectively and efficiently support more experiential learning?</li> </ul>		