



Vancouver Community College Education Council  
 Meeting Agenda  
 December 6, 2022  
 3:30–5:30 p.m. Videoconference  
<https://vcc.zoom.us/j/62872794679>

Topic	Action	Speaker	Time	Attachment	Page
<b>1. CALL TO ORDER</b>		N. Mandryk			
<b>2. ACKNOWLEDGEMENT</b>		V. Munroe			
<b>3. ADOPT AGENDA</b>	Approval	N. Mandryk	1 min	✓	<b>1-2</b>
<b>4. APPROVE PAST MINUTES</b>	Approval	N. Mandryk	1 min	✓	<b>3-7</b>
<b>5. ENQUIRIES &amp; CORRESPONDENCE</b>	Info	N. Mandryk	1 min		
<b>6. BUSINESS ARISING</b>					
a. Blended Learning Quality Evaluation Pilot	Info	A. Dunn	10 min	✓	<b>8-23</b>
b. EAL Pathways Scheduling	Info	S. Lew	10 min		
c. RFQ Academic Process Overview – Part 3: Quality Review	Info	D. Wells	30 min		
d. Dissolving Appeals Oversight Committee	Approval	N. Mandryk	15 min	✓	<b>24-27</b>
e. EdCo Planning Day Debrief	Info	N. Mandryk	5 min		
<b>7. ELECTIONS</b>	Decision	D. McMullen	10 min		
a. EdCo Chair					
b. EdCo Vice-Chair					
c. Two Executive Committee Standing Committee Chairs					
i. Curriculum Committee					
ii. Education Policy Committee					
iii. Education Quality Committee					
iv. Appeals Oversight Committee (TBC)					
<b>8. COMMITTEE REPORTS</b>					
<b>a. Curriculum Committee</b>					
i. New Course: SOSC 0861 Social Science 11	Approval	G. Manning, J. Lefaivre	5 min	✓	<b>28-33</b>
ii. New Course: SOSC 0999 Social Justice 12	Approval	M. Buxton	5 min	✓	<b>34-38</b>

	Topic	Action	Speaker	Time	Attachment	Page
	iii. Program Update: Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Diploma	Approval	K. Wightman, R. Palma	5 min	✓	<b>39-81</b>
	iv. New Program: Event Management Short Certificate	Approval	J. Dalla-Tina, C. Sauvé	5 min	✓	<b>82-140</b>
	<b>b. Policy Committee</b>					
	i. C.1.3 Granting of Credentials	Approval	S. Kay	5 min	✓	<b>141-145</b>
	<b>c. Education Quality Committee</b>					
	i. Renewal Report: Medical Transcription Certificate	Info	T. Rowlatt	5 min	✓	<b>146-159</b>
<b>9.</b>	<b>RESEARCH REPORT</b>	Info	A. Copp	5 min		
<b>10.</b>	<b>CHAIR REPORT</b>	Info	N. Mandryk	5 min		
<b>11.</b>	<b>STUDENT REPORT</b>	Info	G. Sarnoh	5 min		
<b>12.</b>	<b>NEXT MEETING &amp; ADJOURNMENT</b>	Info	N. Mandryk	1 min		

Next meeting: January 10, 2023,  
3:30–5:30 p.m.



## VANCOUVER COMMUNITY COLLEGE EDUCATION COUNCIL

**DRAFT – MEETING MINUTES**

November 8, 2022

3:30–5:30 p.m., Videoconference

### ATTENDANCE

#### Education Council Members

Natasha Mandryk (Chair)  
 Andy Sellwood  
 Belinda Kaplan  
 Dave McMullen  
 David Wells  
 Derek Sproston  
 Gabby Sarnoh  
 Louise Dannhauer  
 Marcus Ng  
 Sarah Kay  
 Sonal Singh  
 Todd Rowlatt  
 Vivian Munroe

#### Guests

Aamra Bilal  
 Adrian Lipsett  
 Alison Woods  
 Clay Little  
 Jay Baik  
 Jennifer Gossen  
 John Demeulemeester  
 Julie Gilbert  
 Karen Wilson  
 Kate Dickerson  
 Ken McMorris  
 Les Apouchtine  
 Nicole Degagne  
 Reza Nezami  
 Stefan Nielsen  
 Tannis Morgan  
 Taryn Thomson

#### Regrets

Ali Oliver  
 Heidi Parisotto  
 Janita Schappert  
 Jo-Ellen Zakoor  
 Lucy Griffith

#### Recording Secretary

Darija Rabadzija

### 1. CALL TO ORDER

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

### 2. ACKNOWLEDGEMENT

- N. Mandryk acknowledged the College's location on the traditional and unceded territories of the x<sup>w</sup>məθk<sup>w</sup>əy̓ əm (Musqueam), Sḵw̓x̓ wú7mesh (Squamish), and səilíw̓ ətaʔt (Tsleil-Waututh) peoples who have been stewards of this land from time immemorial and extended the acknowledgement to the ancestral territories of all participants joining remotely. M. Ng also contributed a land acknowledgement during the meeting.
- New EdCo members were welcomed: B. Kaplan, D. Sproston, G. Sarnoh, and S. Singh.

### 3. ADOPT AGENDA

**MOTION:** THAT Education Council adopt the November 8, 2022 agenda as presented.

**Moved by N. Mandryk, Seconded & CARRIED (Unanimously)**

#### 4. APPROVE PAST MINUTES

**MOTION:** THAT Education Council approve the October 11, 2022 minutes as presented.

**Moved by N. Mandryk, Seconded & CARRIED (Unanimously)**

#### 5. ENQUIRIES & CORRESPONDENCE

- N. Mandryk reported on correspondence from S. Kay regarding potential changes in the EAL (English as an Additional Language) term structure. The first inquiry related to communication and operational timelines; the second inquiry related to EdCo's responsibility to advise the Board of Governors on policies related to the academic schedule. N. Mandryk will continue the conversation with S. Kay and report at the next EdCo meeting.

#### 6. BUSINESS ARISING

##### a) Micro-Credential Approval Process

- T. Rowlett presented the micro-credential approval process developed by the micro-credential working group. Other group members include T. Morgan, A. Lipsett, L. Apouchtine, C. Sauv , E. Lenz, and F. Barillaro.
- There are efforts across Canada to better define and standardize micro-credentials, which generally consist of short programming closely tied to industry needs. Awards of Achievement, one type of micro-credential, are already offered by VCC and approved by the Dean of Continuing Studies, since they are not for credit. The proposed approval process is in line with existing policy. Any credit-bearing offerings or micro-credentials embedded into programs will require standard governance approval.
- The process will be piloted over the next year. All micro-credentials will be run out of Continuing Studies, utilizing the CS registration system. A key requirement for proposed offerings is cost recovery.
- Work on B.C.'s provincial micro-credential framework is expected to resume and may lead to greater standardization of different types of micro-credentials.
- The Registrar's Office is developing a badging system using the MyCreds system, owned by the Association of Registrars of the Universities and Colleges of Canada (ARUCC). Badges are a type of micro-credential students can access digitally and, e.g., add to their LinkedIn profile.
- It was clarified that a "PCG lite" will be required for micro-credentials; this would be a pared down version of a program content guide for Awards of Achievement, primarily for internal tracking and documentation purposes.

##### b) Strategic Innovation Plan (SIP) Objectives Update

- K. Dickerson presented an update on Strategic Innovation Plan (SIP) objectives, which align with the five priorities in the [Strategic Innovation Plan](#) (SIP). The plan officially launched in January 2022. The update included a list of objectives that are completed or in progress as of October 2022.
- The agile approach to addressing the 97 identified SIP objectives was outlined. This includes review and adjustments of priorities, as needed, as well as reporting to the College community in regular intervals. A report on Year 1 will be provided to the Board of Governors and the College community in March 2023.
- There were questions about the inventory of access and community programs, which aims to collect stories about VCC's work with the community and partners, as well as about the annual performance management program for administrators, which will be aligned with the SIP. It was confirmed that all strategic projects include evaluation and assessment components.
- There was a discussion about how the SIP priorities are infusing the work of departments, particularly around decolonization and reconciliation, and justice, equity, diversity and inclusion (JEDI). VCC has

has completed an [Indigenization readiness assessment](#), and one of the next steps will be to hire a new Dean of Indigenous Initiatives.<sup>5</sup>

- Feedback on initiatives can be brought forward through deans and other leaders at this time. Marketing is working on a one-page summary document to create more awareness of the SIP, and feedback options will be explored.

#### c) RFQ Academic Process Overview – Part 2: Enrolment Risk Review

- D. Wells presented the RFQ Academic process (Operational Risk, Financial Sustainability, Educational Quality), a framework encompassing the entire lifecycle of programs, including new program development, program renewal, accreditation, etc. This presentation focused on the enrolment risk review, which is largely operational but also impacts educational quality.
- The risk review focuses on the format of delivery and considers external requirements (ministry, third party obligations) and impacts on students (international student status, eligibility for funding, etc.). The goal is to identify both legal and operational risks and either remediate or mitigate them. For this purpose, detailed data on all courses will be collected and analyzed. There were questions about the data collection process. Information will be pulled from various systems and discussed with departments. D. McMullen recently met with the first department.

#### d) Election: Interim Vice-Chair and Executive Committee Member

- D. McMullen conducted the election of an interim Vice-Chair (November-December 2022), since S. Ivits' term on EdCo has ended.  
N. Mandryk nominated S. Kay. Nomination accepted.  
Second and third call for nominations: There were none.  
By acclamation, S. Kay was announced interim Vice-Chair of Education Council.
- As this appointment created a vacancy on the EdCo Executive Committee, nominations were taken to fill this position.  
S. Kay and M. Ng nominated L. Dannhauer. Nomination accepted.  
Second and third call for nominations: There were none.  
By acclamation, L. Dannhauer was announced interim Executive Committee Member of Education Council.

#### e) Notice of Elections

- N. Mandryk announced elections taking place at the December EdCo meeting for the following positions: EdCo Chair and Vice-Chair; two EdCo Executive members; and EdCo Standing Committee Chairs.

#### f) EdCo Planning Day

- EdCo Planning Day will take place on November 25.

### 7. COMMITTEE REPORTS – PART 1

#### a) Curriculum Committee

##### i) Course Updates: BIOL 0983 & 0993, CHEM 0861 & 0871

**MOTION:** THAT Education Council approve, in the form presented at this meeting, revisions to four courses: BIOL 0983, BIOL 0993, CHEM 0861 and CHEM 0871.

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

- T. Rowlatt presented proposed revisions to four courses, including adjustments to assessments, and creating a self-paced option for the chemistry courses.

- It was clarified that total hours (96) are listed under both lecture and self-paced category, since the<sup>6</sup> courses can be delivered in either format. The lab hours were added in consultation with the Registrar's Office to facilitate scheduling. It was suggested to separate the evaluation plans for the self-paced and class-based options. The CourseLeaf CIM system does not allow for this distinction on the course form. It is practice at VCC to use combined course outline for both delivery options, since students' learning outcomes are the same.

## ii) Program Updates: ESL Pathways Standard Certificate

**MOTION:** THAT Education Council approve, in the form presented at this meeting, the revised program content guide for the ESL Pathways Standard Certificate and nine revised course outlines.

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

- T. Rowlatt presented revisions based on the program renewal. "Standard" was added to the program name to differentiate it more clearly from the advanced certificate. The most significant change was to add Level 8 courses into the program, which are articulated (English for Academic Purposes (EAP), Level IV) and provide a better exit point for students. As the program will not be re-costed, the proposal does not require Board of Governors approval.
- Moving Level 8 to the standard certificate reduced the credits in the advanced program below the minimum required for an advanced certificate as per policy C.1.3 Granting of Credentials. Discussions about the advanced credential are in progress.

## 8. BUSINESS ARISING – CONTINUED

### b) Brand and Web Project (BAWP) Update

- K. Wilson presented an update on two major marketing projects: the brand refresh and new website content management system. The work was put on hold due to the pandemic but has now resumed.
- The College community will have an opportunity to provide feedback through surveys and focus groups. Anyone interested in participating in interviews and user testing should connect with K. Wilson.

## 9. COMMITTEE REPORTS – CONTINUED

### a) Policy Committee

#### i) C.1.3 Granting of Credentials

- S. Kay reported that the committee did not meet last month. However, the Prior Learning Assessment and Recognition (PLAR) working group recently proposed a change to draft policy C.1.3 Granting of Credentials. The policy was previously reviewed by Education Policy Committee and EdCo and is slated to move forward to the Board of Governors for approval. One proposed change was to count Prior Learning Assessment and Recognition (PLAR) towards the residency requirement.
- Based on further research on PLAR practices in BC's post-secondary sector, the working group is now proposing reverting back to the current model, in which neither PLAR nor transfer credit count towards the residency requirement.
- To prevent a delay in the approval of this policy, the proposal was presented to Education Council for information at this meeting. Education Policy Committee will discuss the policy at its November 9 meeting and make a recommendation to EdCo. Education Council will then make a decision via consent resolution; if the proposal is not approved, it will come to a future Education Council meeting.

### b) Appeals Oversight Committee

- Following the preliminary discussion at the last meeting, N. Mandryk announced a vote for the December EdCo meeting on dissolving the Appeals Oversight Committee as a standing committee of EdCo. The continuance of this work in other forms will be discussed at that meeting.

## c) Education Quality Committee

### i) 2022 Annual Program Reviews

- T. Rowlett reported that notification of this year's annual program reviews was sent out to department heads. The CTLR ran a well-attended training session on Monday. The annual program review form was shortened, and the process streamlined; departments will need to complete only the form and the department plan, which was aligned with the Academic Plan.

## 10. RESEARCH REPORT

- D. Wells reported that the Research Ethics Board is seeking new members from the College community; a call for expressions of interest was sent out.

## 11. CHAIR REPORT

- N. Mandryk reported that Curriculum Committee approved a change to the admission requirements for the Medical Laboratory Assistant Certificate program. Going forward, either English 12 or proof of English Language Proficiency is required, not both. Since this was the original intent of the department, it was agreed at the meeting to treat this as a correction, approved by Curriculum Committee, rather than moving it forward for EdCo approval. Members had no concerns about this approach.
- N. Mandryk was consulted in the review of policy C.3.14 Curriculum Development and Approval. Discussions are taking place around concept papers as well as minor and major curriculum changes.

## 12. STUDENT REPORT

- G. Sarnoh outlined challenges faced by students around online delivery and adapting to online learning; one particular concern was scheduling of online sessions for extended time periods (up to four hours). N. Mandryk will follow up with G. Sarnoh.

## 13. NEXT MEETING AND ADJOURNMENT

- EdCo Planning Day is scheduled for November 25, 9 a.m. to 12 noon, followed by lunch and planning sessions for Curriculum Committee and Education Policy Committee in the afternoon (1–3 p.m.)
- The next regular meeting will be held on December 6, 3:30–5:30 p.m.
- The meeting was adjourned at 5:36 p.m.

**Natasha Mandryk**  
**Chair, VCC Education Council**

## Blended Learning Quality Evaluation, July 2022

Blended Learning Quality Evaluation, July 2022 .....	1
Background .....	1
Student Focus Groups .....	1
Online Faculty Survey.....	6
Recommendations .....	10

### Background

As part of the program reset working group, the Blended and Online Learning Quality Evaluation Group was detailed with the task of soliciting feedback from students and instructors about their experience of blended learning. We specifically asked about their experiences during the Fall 2021 term, the first term during which it was possible for students and instructors to return in-person to campus.

The aim of the evaluation was to gather feedback that would allow us to evaluate and improve upon the blended learning delivered during this first term. While blended learning is not a new mode of delivery for VCC, the pandemic has led to an increase in its adoption, sometimes in subject areas and with instructors who did not have previous experience of blended delivery.

Given the results of the most recent student survey, it is clear that there is a desire on the part of students to continue to enjoy the flexibility of online and blended learning at VCC. Based on the results of this evaluation, we are in a position to build on strong foundations of quality blended delivery.

The evaluation comprised two parts:

1. In-person (via Zoom) Student Focus Groups
2. Online Faculty Survey

The findings of both are summarized below, with recommendations offered at the end of the findings.

### Student Focus Groups

Two student focus groups were conducted on May 5<sup>th</sup> and June 10<sup>th</sup>, 2022, with a total of 11 students taking part. Student participation was voluntary, and students from nursing, business management, dental, and graphic design programs signed up and took part in the focus groups. A small incentive (\$20 Amazon gift card) was offered to students completing the focus group. Each focus group lasted 45 minutes.

The focus groups were facilitated by Julie Gilbert, Instructional Adviser in CTLR, with representatives from Institutional Research also being present in each group. Groups were conducted over Zoom, with the session being recorded for the purposes of notetaking afterwards.



The following three open-ended questions were used in the focus groups to prompt and direct discussion:

1. What does a high-quality blended course look like to you?
2. Can you talk about your sense of engagement in a blended course?
3. What was your experience with focusing on your studies in a blended learning course?

Students also provided feedback and comments that did not specifically answer one of these prompts, but which was valuable nonetheless, and which is included here.

Each focus group started with the following disclaimer:

“Your participation in these sessions is completely voluntary and all feedback is anonymous and confidential. None of the responses will be connected to identifying information. The results may be used by the Institutional Research department for institutional research purposes only. We are permitted to collect the information in this survey under the College and Institute Act and it is compliant with the Freedom of Information and Protection of Privacy Act of British Columbia.”

Q1 What does a high-quality blended course look like to you?

*Course Design and Delivery*

In a high-quality blended course...

- Appropriate use would be made of synchronous and asynchronous modes, and a good balance of the two modes would be achieved. A typical student comment was ‘if it can be done online then do it online’.
- Course design and delivery would be consistent between courses in the same program, and within a course where multiple instructors teach the content. Some students reported that content delivery, comfort with the technology etc. varied between instructors in the same class, and between classes in the same program, leading to an inconsistent learning experience.
- The course would include opportunities for the student to review the content more than once (e.g., recorded lectures). Repeatedly students reported that they really liked the ability to review pre-recorded lectures.
- All content would be accessible – e.g., recorded lectures would include closed captioning. This was reported as being especially beneficial to students with learning disabilities and would reduce the need for accommodation in some cases.
- For remote synchronous sessions via e.g., Zoom students would be encouraged to keep their camera on, with ‘camera off’ breaks at regular intervals – this was seen to be key to student engagement and full participation
- All course material would be aligned – some students reported being assessed on content that had not been taught.
- All instructions for assignments and other coursework would be clear – this was seen as especially important for online learning; students reported a lack of clarity of expectations for some of the online assignments and group work they were required to complete.

*Student preparedness*

In a high-quality blended course...

- Students would be prepared for self-directed study and would understand the expectations from their instructor prior to starting the course. Some students reported that they weren't sufficiently informed of these expectations at the start of the course and had to learn for themselves which subject matter they were expected to learn themselves, and which subject matter would be covered in the instructor-led sessions.
- Students would have early access to course schedules so they could plan their studies around other life commitments (work, family, etc.). Students reported that many of them need to work as well as study, have other commitments, and may live far from the campuses.
- Thoughtful scheduling within a program and individual courses would mean that all students could participate in synchronous sessions. As above, early, thoughtful scheduling would allow more students to fit their studies around other commitments.

*Instructor presence*

In a high-quality blended course...

- Instructors would be accessible for communication at predictable times (e.g., office hours would be posted somewhere) and would give prompt feedback via multiple modes (email, Moodle messaging, Zoom). Most students reported that their instructors were available and went out of their way to provide feedback and support.
- There would be multiple ways to connect with the instructor
- Instructors would make use of available analytics to identify where a student was struggling and needed extra help. A comment from the focus group alluded to the fact that it's harder for instructors to 'see' who is struggling in an online class.

*Instructor preparedness*

In a high-quality blended course...

- Instructors would meet a minimum level of technical proficiency and would understand the unique requirements for blended teaching. Students reported an inconsistency in the extent to which instructors were prepared to teach in a blended format – from issues with the technology (leading to long delays in some remote synchronous classes) to issues with what should be delivered online and what should be reserved for in-person learning.

Q2 Can you talk about your sense of engagement in a blended course?

*Course Design and Delivery*

- Students craved interaction, in both the online and synchronous/f2f components, and saw interactivity as being key to an engaging learning experience.
- Students reported that having teambuilding or icebreaking activities early on (usually in-person) helped them to be more engaged with their classmates.
- Not being f2f encourage some students (e.g., introverts) to participate more fully. Students reported that not being in a f2f classroom environment meant that they heard opinions from a

wider range of the class, as opposed to hearing from the same group of confident speakers in their in-person classes.

- Using the range of engagement tools in Zoom was seen as a positive way to increase engagement. Zoom classes that included polling, presentations from students, breakout room sessions, were all seen as more engaging than if the instructor had simply delivered the content as a lecture.
- Being able to review content in their own time and at their own pace was seen as beneficial to student engagement.
- Working in smaller groups was mentioned as an engaging way to learn.

#### *Instructor presence*

- Having the instructor be available to answer questions and provide clarity was seen as an engaging feature of the blended courses

#### *Disengaging aspects of the blended experience included:*

- The tendency among students to have their camera off in a Zoom session.
- The shift between onsite and offsite delivery, especially if there were long blocks of all onsite or all offsite learning.
- Not being able to get immediate feedback when presented with a problem or when seeking clarification – whereas in class a student could raise their hand, online and in asynchronous activities they would have to wait for an instructor or a classmate to respond.
- Overlong Zoom sessions (a student reported being expected to attend from 9am – 4pm) were seen as disengaging.
- Inability to get to know fellow students.

### Q3 What was your experience with focusing on your studies in a blended learning course?

#### *Course Design and Delivery*

- Students reported that it was important for the instructions for asynchronous activities to be very clear – needing to contact the instructor for clarification and then await a response negatively impacted their focus.
- Overlong Zoom sessions led to a loss of focus.
- Students reported that sometimes task-based skills were taught online, making it hard to focus on the learning – they highlighted the importance of teaching content appropriate to the medium of delivery.
- Having a lot of asynchronous, self-paced activities made it possible for students to plan their studies and to retain focus.
- Students found it harder to retain focus when they had a lot of concurrent courses – thoughtful scheduling was seen as key to helping them to retain focus.

#### *Student preparedness*

- Students had to work harder in the online parts of a blended course to avoid falling behind. Sometimes the volume of pre-reading ahead of an in-person or synchronous class was overwhelming,

- Students reported that working in their own time led to fewer distractions and an increase in focus.
- A desire for more counsellor time to be available so that students had somebody to approach apart from their classmates and/or instructor if they were having difficulty.

#### *Instructor presence*

- When the instructor was not available to provide help and feedback the pace of learning was reduced.

#### *Instructor preparedness*

- Differences in instructor ability and readiness to teach online led to problems for students in focusing on the learning.

#### *Other comments and feedback*

Feedback was generally positive – none of the students we spoke with wanted a return to fully f2f delivery, and most of them appreciated the logistical benefits of blended learning – the ability to schedule their learning around other commitments, save on transit/gas costs and commute times etc.

Students reported that the delivery mode they ended up experiencing (blended) was not what they had expected on signing up for the course – in some cases they had hoped for a fully online learning experience because they were concerned about meeting other students face to face during the pandemic.

Students also questioned why their fees were still increasing by 2% PA despite the shift in delivery mode – there was the perception that blended learning should be cheaper to deliver and access than fully f2f learning.

It was noted that the appropriate selection of delivery mode was important – some courses/subjects were better taught f2f, some online and others in a blended way.

Students liked being able to advocate for change that would help the next cohort in the same class. They also appreciated the opportunity to have a former student being invited into class to provide advice at the start of their learning journey.

For some subject areas where teamwork is a core skill (e.g., nursing) it was very difficult to replicate a sense of teamwork in the online environment.

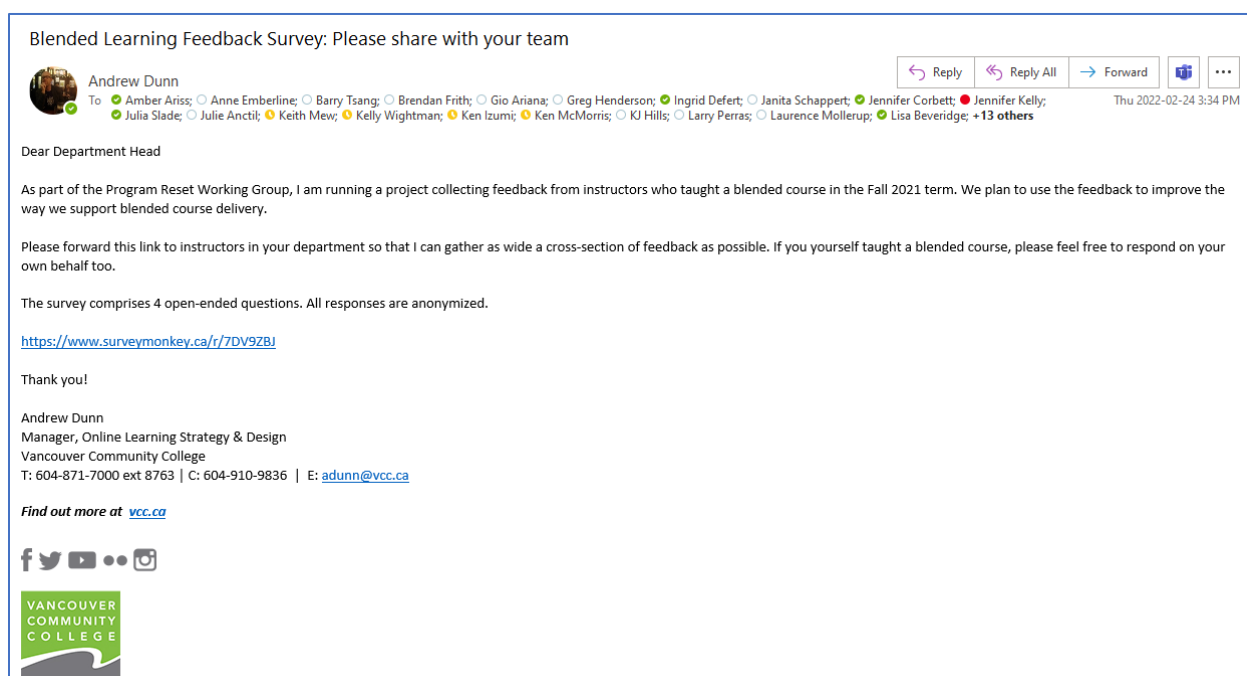
Students reported that blended learning made them more accountable for their own learning and saw this as a positive benefit.

## Online Faculty Survey

An online survey was created with the similar prompts/questions to those used in the student focus groups.

- Q1: What does a high-quality blended course look like to you? What do you think are the pros and cons of blended delivery?
- Q2: Can you talk about your sense of your students' engagement in a blended course you've delivered?
- Q3: What was your experience with your students focusing on their studies in a blended course you've delivered?
- Q4: Can you talk about the effect of blended delivery on meeting the learning goals of your course?

A link to the survey was sent out to department heads on 24 February 2022 in an email:



A total of 27 responses were received between 25 February and 9 June 2022. The average time spent on each response was between 6 and 7 minutes.

The responses are summarized below. The full survey results are included as Appendix 1.

Q1: What does a high-quality blended course look like to you? What do you think are the pros and cons of blended delivery?

### Emerging themes:

- Flow: the elements of the blend need to complement each other. For example, the online component could prepare the students for the in-person component. Theory is well suited to online, whereas practice is often better suited to in-person.

- Clear Expectations: Students need to understand the intent and purpose behind the learning activities. Learning outcomes need to be clearly stated and linked to activities and assessments.
- Assessment: Evaluation needs to be linked to the activities that the students completed. Avoid high-stakes assessments that require a lot of technical skill.
- Content: The content in the course should be directly relevant to the students. There should be regular opportunities for skills practice. There should be multiple ways of accessing knowledge (video, forum, quiz) and demonstrating learning.
- Community: There needs to be regular contact between the instructor and the students via Zoom, Moodle Messaging, email. The instructor needs to foster a sense of community.
- Ease of use/Accessibility: The UI needs to be easy to use and the materials need to be accessible to all.

*Pros:*

- Reduces students' commuting time – is a more efficient and productive use of students' available time for learning
- Sustains teaching/learning during illness/bad weather etc.
- Compared with fully online, engagement/community is easier to maintain because some parts are in-person
- Convenient – students can plan around other work/life commitments
- Self-directed online helps students develop essential digital literacy skills
- Can accommodate a variety of teaching and learning preferences
- Increases a sense of personal responsibility for one's own learning
- Online element can provide access to a huge variety of resources
- Works well for students who may not thrive in fully in-person classes (e.g., introverts)

*Cons:*

- It is difficult to create and sustain engagement for the online components
- More difficult to create a community of learners. Students can feel isolated
- Lack of personal contact with the instructor – limited options for instructor feedback. Harder to get to know the students in a course
- Less instructor support: Students have to figure out some things on their own
- The online course shells need to be well designed and organized. High development time to create online materials – asynchronous content can take a long time to develop and can be complex (e.g., online rubrics)
- Instructors often aren't trained/oriented in using the software tools required to teach online/blended
- There can be a lack of balance – e.g., too many asynchronous activities
- Danger of an 'application gap' if students don't complete necessary pre-work before attending an in-person session
- Plagiarism: It is hard to know if material submitted online by a student is an accurate snapshot of their ability. Too much access to online tools to enable plagiarism.
- There is less time for students to practice skills with their classmates. It is harder for the instructor to create and manage groupwork online.

- Students may rush through the self-paced online materials to 'get them done' rather than engage with the content for learning
- Instructors are less able to troubleshoot/hand-hold in the moment when compared to fully in-person delivery

Q2: Can you talk about your sense of your students' engagement in a blended course you've delivered?

*Emerging themes:*

- It's harder to measure how engaged students are in an online/zoom session, especially if the instructor can't physically see them.
- Measuring engagement in self-paced activities requires that the instructor creates a lot of knowledge checks to test that the students have engaged with and understood the materials
- In-person classes were generally more engaging than online
- It can be a challenge getting students organized to deliver assignments etc. on time
- Regular prompting/feedback from instructors is required to keep engagement levels high
- It's easier to keep engagement levels high with smaller class sizes

*Factors leading to high engagement:*

- Delivering the online component of a blended course synchronously helped with engagement
- Using multiple means of engagement helped
- Engagement was higher in synchronous sessions that used games and tools like Jamboard
- If an activity was required (completion was required) then engagement was high
- If an activity carried a grade, then engagement was high
- Breakout rooms led to higher engagement in Zoom sessions
- Shorter Zoom sessions (<2 hours) led to greater engagement
- Students really engaged with/appreciated recorded lectures

*Factors leading to low engagement:*

- Less able students struggled more with engagement in online components of the course
- Students' cameras tended to be off in Zoom sessions, leading to disengagement
- It was hard to get everyone to participate in a Zoom session
- If activities were optional, engagement was lower
- Students were sometimes keener to finish early than to take time to practice what they had learned

Q3: What was your experience with your students focusing on their studies in a blended course you've delivered?

*Emerging themes:*

- A perceived higher drop-out rate if students couldn't get the help they needed
- If students aren't able to keep up with the workload they tend to drop/ignore the non-graded asynchronous elements of a course

- To stay focused, students need to understand their role in the learning process and to be accountable for their learning
- Independent learners exhibited a higher degree of focus
- It is harder for instructors to identify and help students struggling with focusing on their studies in the online component of a blended course

*Factors leading to increased focus:*

- Keeping online synchronous sessions short
- Providing 1:1 support as part of the online synchronous session (e.g., at the end of a Zoom session). Students preferred to ask questions in the Zoom session that via forums
- Leaving the Zoom Room open so that students can use it for group study outside of the scheduled online synchronous class time
- Adding study/prep time to the course calendar
- Having a close relationship between the online materials (e.g., theory) and the in-person materials (e.g., practical)
- Consistent and regular communication from the instructor led to greater clarity, direction and confidence.

Q4: Can you talk about the effect of blended delivery on meeting the learning goals of your course?

*Positives:*

- Blended delivery has helped to make in-person time more efficient, increasing achievement of those goals
- Blended delivery has made instructors find more innovative ways to meet the learning goals of the course
- Blended delivery pushes students to be more self-directed, which is itself a learning goal in many courses
- Blended delivery has helped shift from memorization of materials to application of knowledge
- Available learning metrics in the LMS (e.g., activity completion status) has helped instructors to intervene and help individual students meet their learning goals
- Asynchronous materials proved useful in meeting higher-level/more conceptual learning goals as they allow for repeat and practice
- Blended delivery allows for a wider variety of activities to meet the learning goals

*Negatives:*

- Instructors may not know if their learning goals are being met if the online testing isn't sophisticated enough. Instructors lack the time to plan and create more involved assessments online
- It's harder to meet learning goals that require collaboration or socialization
- Students who think blended/online courses are less work will struggle.
- Students with low IT skills may struggle
- Students who are not self-directed will struggle



## Recommendations

Based on the feedback from students and faculty, we can offer the following recommendations for the design of blended learning at VCC in the future.

### Course Design and Delivery

- Use a design framework such as Backward Design to help balance synchronous and asynchronous activities in your course, and to make sure both types of activity are aligned with the learning outcomes. Backward Design can also help to ensure that appropriate delivery formats are selected for each type of activity or learning outcome (e.g., theory-based learning self-paced vs task-based learning in-person).
- Pay attention to the flow of the course content – make sure that the self-paced and in-person learning is complementary. For example, use in-person time to discuss topics that students have been learning on their own time.
- As a department or program, develop an agreed ‘house style’ for your online courses. Consider creating a Moodle template or an exemplar course that can be used as a model each time new courses are created. Consider not just the ‘look and feel’ of the course (although consistency here is important), but also the way the course is structured.
- Make sure your course includes information on expectations – e.g., a course schedule, a statement of the grade weightings, assignment due dates, etc. Include rubrics and/or model answers to help your students understand what is expected of them in self-directed activities.
- Give the students regular practice opportunities. Make use of online formative assessment tools such as quizzes.
- Create pre-recorded videos to explain key concepts. These can include ‘talking head’ lecture-style videos as well as animations (e.g., using a tool like Powtoons), recorded PowerPoint presentations... Keep the videos short. A series of shorter videos works better than a single long video.
- Make sure all the resources and activities in your course are accessible. For example, use closed captions in all your videos, add ALT text for all the images in your course, and don’t create PDFs by scanning a document.
- Be interactive – whether synchronous or asynchronous, give students the opportunity to interact with each other and with the content of the course.
- Be selective in your use of synchronous online activities (Zoom sessions) – keep them as short as possible and allow breaks in longer Zoom sessions.
- When using Zoom, make use of polls, breakout rooms, whiteboards and other ways to make the sessions interactive.
- Consider having a ‘cameras on’ policy for synchronous Zoom sessions but allow regular ‘cameras off’ breaks too.
- Consider setting aside a few minutes at the end of a synchronous Zoom session to check-in with how the students are doing with the self-paced parts of the course.
- Consider leaving your Zoom Room open so that students can use it for group study and to interact with one another outside of scheduled Zoom sessions.

### Student Preparedness and Engagement

- Give your students early access to the course schedule so they can plan around other commitments.
- Be mindful of your students' other commitments when planning a program of courses. For example, try not to have assignment and assessment dates all at the same time, but try instead to spread the workload across the program. Likewise, try to avoid requiring students to commute frequently from home to campus and back – plan on-campus activities thoughtfully so that students can make full use of on-campus time.
- Early in the course, make sure you communicate expectations to your students for managing their own learning (expected hours of self-study, for example).
- Early in the course provide an opportunity for students to get to know each other – an ice-breaker, an 'introduce yourself' forum, a teambuilding activity.
- Encourage student feedback during and at the end of the course and make use of the feedback to improve the course for the next cohort of learners.

### Instructor Preparedness

- Make use of the self-study tools for instructors that are offered by CTLR. These include the Training Map of short courses and the Knowledge Base of just-in-time how-to resources.
- Know where to get help when building your online courses.
- Become familiar with Universal Design for Learning and the ways you can make your courses accessible to all.
- Commit to trying one new thing each time you deliver a course (e.g., you might try creating H5P interactivities, or converting your static text resources into a more interactive format).
- Make sure you are familiar with the way synchronous technology (e.g., Zoom) works prior to using it with your students. Practice with colleagues to make sure you know how to manage breakout rooms, polls etc.
- Have a backup plan for when things go wrong – if your Zoom connection fails, do you have a place to send your students to work on their own until you can resolve the issue? Do you know where to find technical support?

### Instructor Presence

- Be available to answer student queries (e.g., by email or Moodle message) at regular and predictable times.
- Post these times to your online course.
- Check-in regularly with activities such as forums and chats.
- Use Moodle's analytics (e.g., activity completion reports) to identify and follow-up with students who may be struggling.
- Make use of the various student contact mechanisms available in Moodle – messaging students directly, messaging all students in a course (e.g., via a News Forum).
- Provide regular constructive feedback to student submissions.

# PREPARING TO TEACH A BLENDED COURSE



## 1 COMPLETE SOME TRAINING

Make use of the self-study tools for instructors that are offered by CTLR. These include the Training Map of short online courses and the Knowledge Base of just-in-time how to resources.

## 2 KNOW HOW TO FIND HELP

Know where to get help when building your online courses, and how to submit a ticket for assistance from eL Support.

## 3 DESIGN FOR EVERYONE

Become familiar with Universal Design for Learning and the ways you can make your course accessible for everyone.

## 4 TRY NEW THINGS

Commit to trying one new thing every time you deliver the course. For example, add a new H5P interactivity, or convert a PDF or presentation into a more interactive format.

## 5 TEST THE TECHNOLOGIES

Make sure you are familiar with the way synchronous technology (e.g. Zoom) works prior to using it with your students. Practice with colleagues to make sure you know how to manage breakout rooms, polls, etc.

## 6 HAVE A BACKUP PLAN

Plan for things going wrong. If your Zoom connection fails, do you have a place to send your students to work on their own while you resolve the issue? Do you know where to get technical support?





# 8

## BLENDED COURSE DESIGN RECOMMENDATIONS

01.

### USE A TEMPLATE

Consider creating a template for the appearance of your online courses. Include resources and activities common to many courses in your subject area.



02.



### USE A DESIGN FRAMEWORK

Use a framework like backward design to align activities with outcomes. This can help to ensure appropriate formats are selected for different types of content.

03.

### MAKE IT FLOW

Are the self-paced and in-person activities complementary? Do you use in-person time to expand on topics students have been learning online?



04.



### HAVE CLEAR EXPECTATIONS

Include a course schedule, a statement of the grade weightings, and assignment due dates. Make sure your students understand what's expected of them.

05.

### ALLOW FOR PRACTICE

Give students regular opportunities to practice through formative assessments, interactivities, etc.



06.



### MAKE VIDEOS

Create pre-recorded videos, animations and interactivities to explain key concepts. Keep videos short.

07.

### DESIGN FOR EVERYONE

Use principles of UDL in your course design. Make sure all resources and activities are accessible. Use ALT texts for images and caption all your videos.



08.



### BE INTERACTIVE

Whether synchronous or asynchronous, give your students opportunities to interact with you, with each other, and with the content of the course.

# Preparing your students for blended learning



## Plan with students' other commitments in mind

Be mindful of students' other commitments when planning sessions and assessments.

## Give your students planning tools themselves

Give students early access to the course schedule so they can plan their studies.



## Communicate expectations

Early in the course, make sure your students know what's expected of them: e.g. anticipated hours of self-study.



## Let your students get to know one another

Provide an early opportunity for students to get to know each other, e.g. an ice-breaker activity.



## Listen to feedback & use it to improve a course

Encourage student feedback during a course and at the end so you can improve the course for the next cohort.



# CONNECTING WITH YOUR STUDENTS IN A BLENDED COURSE

## BE AVAILABLE

Be available to answer questions by email or Moodle message. Have regular 'office hours' when your students know they can contact you and expect a response.



*Open*

## POST YOUR OFFICE HOURS

Post these 'office hours' somewhere prominent in your online course so that your students can find the information quickly and easily.

## CHECK-IN

Check-in regularly with your students, using things like Moodle forums and chats to maintain regular contact with your students.



## USE MOODLE ANALYTICS

Moodle collects some useful information. Make use of this data to identify and follow-up with students who may be struggling with parts of the course.



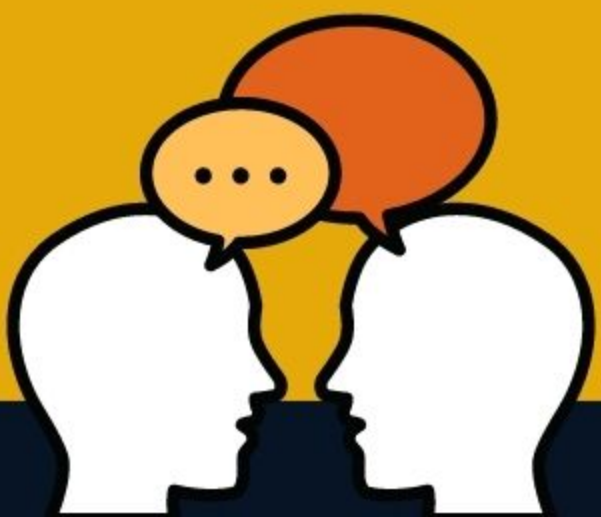
## MAKE CONTACT

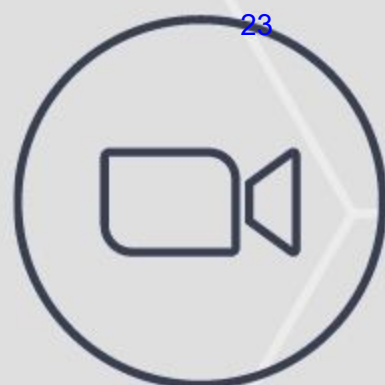
Make use of the various contact tools available in Moodle - messaging students directly, messaging all students in a course.



## PROVIDE FEEDBACK

Give your students regular constructive feedback. Make use of the various feedback tools available in Moodle.





TIPS FOR

# USING ZOOM IN YOUR BLENDED COURSE



01

Keep sessions short.  
If you absolutely must have a Zoom session longer than an hour, allow breaks.



02

Make use of polls, breakout rooms, whiteboards and other ways to make Zoom sessions interactive.



03

Consider having a 'cameras on' policy to keep students engaged, but allow for regular 'cameras off' breaks too.



04

Set aside a few minutes at the end of a Zoom session to check-in with the class. How are they doing with the self-paced materials?



05

Have an open Zoom room that students can use between scheduled sessions for group study and to hang out.



## DECISION NOTE

<b>PREPARED FOR:</b>	Education Council
<b>DATE:</b>	December 6, 2022
<b>ISSUE:</b>	Education Council Appeals Oversight Committee

### BACKGROUND

The Appeals Oversight Committee (the committee; AOC) was established in June 2013 to recruit and train panelists for student appeals, as well as to provide feedback on the overall functionality of the College's appeals processes.

The four main duties outlined in AOC's Terms of Reference are:

1. Coordinate the recruitment and training of individuals for student appeal committees and panels.
2. Collect anonymous data on appeals and outcomes.
3. Review and make recommendations to the College regarding the resources required to adequately respond to student appeals.
4. Provide feedback to Education Council on the overall functionality of the College's appeal processes.

Since the committee's inception, the overall landscape at the College has changed significantly due to

- updated or newly established College plans and initiatives;
- new and/or expanded areas and departments, particularly Students and Community Development;
- overlap of the committee's work with the work of other committees and areas.

As appeals processes at VCC became more robust, the committee's role gradually shifted from oversight to a working body, with subcommittees carrying out much of the work. On revisiting AOC's work in light of EdCo's mandate, the EdCo Executive considered whether the scope of the work went beyond the role of a governance body.

Education Council's responsibilities relating to appeals under the College and Institute Act are as follows:

- To "set policies and procedures for appeals by students on academic matters and establish a final appeal tribunal for these appeals" (College and Institute Act, RSBC 1996, c 52, s 24 (2)(e)).
- To advise the board on development of policy for "adjudication procedure for appealable matters of student discipline" (s 23(1)(j)).



## DISCUSSION

Previous AOC Chair Lucy Griffith presented a proposal to dissolve AOC in fall 2021. The proposal was discussed by the AOC and reported on at EdCo's October 2021 meeting.

AOC identified several responsibilities that would need to be appropriately delegated were the committee to dissolve.

- Ensure appeals processes are fair and transparent
- Support panelists and tribunal chairs
- Review and maintain training materials and resources relating to appeals panels
- Receive feedback from the Arbiter of Student Issues (ASI) relating to hearing observations
- Collect data relating to appeals

The EdCo Executive discussed which responsibilities should remain with the EdCo body, and which could be carried out by other areas. N. Mandryk discussed with Clayton Munro, AVP Student and Enrolment Services, how to ensure continuity in this work. The following is being proposed:

- Dissolve AOC as a standing committee of EdCo.
- Education Council will continue to fulfill its mandate under the College & Institute Act related to policies and procedures and establishing a tribunal for final appeals on academic matters.
- Create an Appeals Working Group to identify ways to continue the work begun by AOC in supporting and improving appeals functionality at VCC. This group has been established and currently consists of N. Mandryk, Education Council Chair; T. Marks, Arbiter of Student Issues; C. Munro, AVP Student & Enrolment Services; and Stefan Nielsen, SUVCC Organizer, Advocacy and Governance.

The Appeals Working Group, as an informal group sitting outside of Education Council, does not have a mandate from EdCo but aims to improve appeals processes at VCC and provides opportunities for collaborative problem-solving and resource-sharing. EdCo can both benefit from and contribute to such a group. This structure also provides an opportunity to collaborate and share knowledge and experiences on projects related to both academic and non-academic appeals.

It is widely acknowledged that the Appeals Oversight Committee has done outstanding work over the past several years to support students and develop best practices for appeals, and the contributions of committee members are deeply appreciated.

## RECOMMENDATION

THAT Education Council dissolve the Appeals Oversight Standing Committee.

**ATTACHMENT:** Appendix A – Appeals Oversight Committee Terms of Reference

**PREPARED BY:** Natasha Mandryk, Chair, Appeals Oversight Committee

**DATE:** November 29, 2022

## Appeals Oversight Committee of Education Council Terms of Reference

First Approved by Education Council: June 11, 2013  
Last revised and approved by Education Council: September 8, 2020

<b>Committee name:</b>	Appeals Oversight 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 1-year (January-December) term as Chair of the Appeals Oversight Committee.
<b>Responsible To:</b>	Education Council
<b>Purpose:</b>	The Committee is a standing committee of Education Council charged with ensuring that student appeal proceedings are consistent with approved processes and undertaken in full compliance with educational policies, the legislative requirements of the College & Institute Act and in accordance with procedural fairness and natural justice precepts.
<b>Duties:</b>	<p>The Committee will:</p> <ol style="list-style-type: none"><li>1. Coordinate the recruitment and training of individuals for student appeal committees and panels.</li><li>2. Collect anonymous data on appeals and outcomes.</li><li>3. Review and make recommendations to the College regarding the resources required to adequately respond to student appeals.</li><li>4. Provide feedback to Education Council on the overall functionality of the College's appeal processes.</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.
<b>Timeframe and Reporting:</b>	The Committee meets a minimum of two (2) times per year and reports to Education Council at the meeting following the Committee's meeting.
<b>Membership:</b>	<p>The Committee is comprised of the following members.</p> <p>Members do not have to be Education Council members to serve on Education Council committees.</p> <ol style="list-style-type: none"><li>1. One (1) Education Council member elected by the members of Education Council as Chair.</li><li>2. Registrar or designate.</li><li>3. One (1) dean appointed by the Vice President Academic representing administration.</li></ol>

4. Associate Vice President Student and Enrolment Services or designate.
5. Two (2) faculty members selected by the faculty representatives on Education Council.
6. One (1) representative from the Centre for Continuing Studies appointed by the Dean of Continuing Studies.
7. One (1) representative from Indigenous Education and Community Engagement appointed by the Dean of Indigenous Initiatives.
8. One (1) representative from International Education appointed by the Director of International Education.
9. One (1) support staff representative selected by the support staff representatives of Education Council.
10. One (1) student member selected by the student representatives of Education Council.
11. Education Council Chair, ex-officio.
12. Arbiter of Student Issues, ex-officio, voice no vote.

<b>Length of Term:</b>	All terms are two (2) years in renewable alternating terms, except for the Chair, who is elected for a one (1) year term.
<b>Quorum:</b>	The quorum shall be a simple majority.
<b>Other Resources:</b>	The Education Council Recording Secretary provides support as needed. This person is responsible for preparing and distributing documents, agendas, and taking and distributing notes.
<b>Notes:</b>	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 Appeals Oversight Committee.
<b>Communication with Council:</b>	Business arising from Appeals Oversight Committee meetings may be forwarded as agenda items to the Education Council through the Council Executive. The Committee Chair presents any recommendations in the form of a motion to Education Council.



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** December 6, 2022

**ISSUE:** New course: SOSC 0861 Social Science 11

### BACKGROUND:

The ABE Youth department is proposing a new course: SOSC 0861 Social Science 11. This course can be used as an elective for the BC Adult Graduation Diploma, VCC's ABE certificates and the Ministry of Education's high school graduation requirements. The course examines topics in Canadian society with a focus on developing critical thinking skills.

### DISCUSSION:

Jill Lefaivre and Garth Manning from ABE Youth presented the proposal. The Committee asked about Indigenous content in the course. The learning objectives do create space for an Indigenous lens, and the department described the work they are currently putting in to bring Indigenous knowledge and ways of knowing into the course. They estimate 15% of the students in the ABE Youth program are Indigenous. They are continuing to reach out to work with the Indigenous Education and Community Engagement department.

In addition, a few adjustments to the evaluation plan were made to provide additional flexibility for instructors in the types of activities used.

### RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the new course: SOSC 0861 Social Science 11.

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

**DATE:** November 15, 2022

# Course Change Request

## New Course Proposal

Date Submitted: 10/31/22 11:59 am

Viewing: **SOSC 0861 : Social Science 11**

Last edit: 11/15/22 3:24 pm

Changes proposed by: gmanning

Programs  
referencing this  
course

[108: ABE Graduation Program Certificate](#)

Course Name:  
Social Science 11

Effective Date: March 2023

School/Centre: Arts & Sciences

Department: ABE Intermediate Youth (2003)

Contact(s)

### In Workflow

1. 2003 Leader
2. SAS Dean
3. Curriculum  
Committee Chair
4. EDCO Chair
5. Records
6. Banner

### Approval Path

1. 10/31/22 12:05 pm  
KJ Hills (kjhills):  
Approved for 2003  
Leader
2. 11/07/22 4:10 pm  
Shirley Lew (slew):  
Approved for SAS  
Dean
3. 11/15/22 3:32 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
Jill Lefavre	jlefavre@vcc.ca	6047095640
Garth Manning	gmanning@vcc.ca	6047095640

Banner Course Name: Social Science 11

Subject Code: SOSC - Social Science

Course Number: 0861

Year of Study: Grade 11 Equivalency

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

In this course, students examine social science topics and issues in Canadian Society from a variety of perspectives by applying analytical and critical thinking skills that encourage them to develop and revise their points of view. Students explore issues and topics related to Canadian history, culture, governance, economy, and environment.

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

English 10 (ENGL 0750/0752) or equivalent.

**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 the learning outcomes for Advanced level Social Science as stated in the most recent ABE Articulation Handbook <a href="https://www.bctransferguide.ca/transfer-options/adult-basic-education/">https://www.bctransferguide.ca/transfer-options/adult-basic-education/</a>

**Instructional**

**Strategies:**

Self-Paced, Blended, Online

**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
Assignments	20	Research Report on historical issue/event
Assignments	15	Cultural Identity presentation
Project	10	Constitution and Charter of Rights and Freedoms
Assignments	15	Globalization case study
Project	20	Climate action presentation
Quizzes/Tests	20	4 @ 5% each

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 96

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Hours in Category 1:

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

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Check all that apply:

Self-Paced

## Course Topics

**Course Topics:**

Canadian History - significant historical events, Indigenous peoples, colonialism, Indian Act  
 Culture - cultural Identity, multiculturalism, racism, assimilation, ethnicity  
 Government, Law and Citizenship - government responsibilities, Constitution Act, democracy  
 Economics - micro/macro economics, community economic development, current issues  
 Social Justice - social action, climate change, current issues

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

## Rationale and Consultations

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

No

Provide a rationale  
for this proposal:

This course is intended to fulfill requirements for the B.C. Adult Graduation Diploma, VCC's ABE Graduation Certificate, and Ministry of Education's High School graduation

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

## Consultations

Consulted Areas	Consultation Comments
Advising & Recruitment	Domingo Salviejo - Mention of Duolingo (95) as an equivalent to English 10
Financial Aid	Murray MacGregor - Course will be eligible for AUG



Consulted Areas	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Emily Simpson has provided feedback on the course blueprint and outline throughout the process. Raised the question as to the ratio of course hours to credits per policy C.1.4, suggested to use category 3 delivery type for course hours, and advised to keep the description for the quizzes less prescriptive to allow greater flexibility
Faculty/Department	<p>Margaret Buxton - suggested some more details for the evaluation plan. Margaret was also consulted for the course blueprint. Also suggested to use category 3 delivery type for course hours.</p> <p>KJ Hills - suggested revisions to course description language</p>
Registrar's Office	Dawn Cunningham Hall - suggested changes to language in course prerequisites "English 10 (0750/0752) or equivalent".
Library	Kristina Oldenburg - asked about any specific resources that may be needed to support students in the course
Other	<p>Chantale Hutchinson (former Chair of the ABE Social Science articulation committee). Participated in course blueprint consultation meeting. Advised to include "student choice" into course activities and assessments and ensure 80% alignment to current articulated learning outcomes</p> <p>Lisa Tremblay (VCC Faculty - CCA and Basic Ed.) Suggested to weave Indigenous perspectives throughout the course units. Also cautioned about "teaching" aspects of Indigenous culture that may be sacred (i.e. ceremonies, songs, etc.). Advised to ensure students have choice of issues to explore in the history unit. Reminded us that ABE courses delivered through the VSB are 100 hours.</p>
Indigenous Education & Community Engagement (IECE)	IECE was contacted. No response received.

### Additional Information

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## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** December 6, 2022

**ISSUE:** New course: SOSC 0999 Social Justice 12

### BACKGROUND:

The College and Career Access (CCA) department is proposing a new course: SOSC 0999 Social Justice 12. This course can be used as an elective for the BC Adult Graduation Diploma, VCC's ABE certificates and the Ministry of Education's high school graduation requirements. Students will explore concepts in social justice through historical contexts and different viewpoints. Students in CCA have been requesting a social science elective as a self-paced course option for some time; this course will provide this option.

### DISCUSSION:

Margaret Buxton from CCA presented the proposal. The Committee had no major concerns, and members were excited about the course. Only a self-paced option will be offered for now, but the developers wrote the course outline to easily enable a class-based offering as well.

### RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, new course: SOSC 0999 Social Justice 12.

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

**DATE:** November 15, 2022

# Course Change Request

## New Course Proposal

Date Submitted: 10/27/22 12:13 pm

Viewing: **SOSC 0999 : Social Justice 12**

Last edit: 11/15/22 3:34 pm

Changes proposed by: mbuxton

Programs  
referencing this  
course

[108: ABE Graduation Program Certificate](#)

Course Name:

Social Justice 12

Effective Date:

April 2023

School/Centre:

Arts & Sciences

Department:

College & Career Access (2004)

Contact(s)

### In Workflow

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

### Approval Path

1. 10/27/22 5:05 pm  
KJ Hills (kjhills):  
Approved for 2004  
Leader
2. 11/07/22 4:05 pm  
Shirley Lew (slew):  
Approved for SAS  
Dean
3. 11/15/22 3:38 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
Margaret Buxton	mbuxton@vcc.ca	604-871-7365

Banner Course

Social Justice 12

Name:

Subject Code:

SOSC - Social Science

Course Number

0999

Year of Study

Grade 12 Equivalency

Credits:

4

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

This course is a grade 12 elective. It is designed for students who want to learn more about social justice. In this course, students will use inquiry processes to ask questions, gather information, interpret and analyze ideas, and communicate findings and decisions. Students will examine definitions of social justice in local contexts and determine what social injustice looks like in Canada and the world. In the course, students will identify both governmental and non-governmental issues of social justice and injustice and assess various approaches used to promote social justice.

Students will consider social injustice through historical contexts, assess the justification for competing accounts, and consider how the long and short-term causes and consequences of events and policies have affected society. Course content includes social justice issues such as those connected to race, religion, poverty, 2SLGBTQ+ rights, status of women, Indigenous peoples, people with disabilities, and other marginalized groups.

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

Social Studies 10, or English 11 (ENGL 0861 & 0871), or ENSK 0826, or equivalent.

#### Course Co-requisites (if applicable):

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

No

#### Details of PLAR:

#### Course Learning

#### Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Students will meet the learning outcomes for ABE Provincial level Social Justice 12 (social studies) as stated in the most recent ABE Articulation Handbook: <a href="https://www.bctransferguide.ca/transfer-options/adult-basic-education/">https://www.bctransferguide.ca/transfer-options/adult-basic-education/</a>

#### Instructional

#### Strategies:

Self-paced- one to one online instruction.  
 Class based- lecture and small group workshops

## 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
Assignments	20	Essay and presentation
Quizzes/Tests	40	Short quizzes through the course. Worth 5% each.
Project	10	Info-graphic assignment
Other	5	Audio Introduction
Assignments	25	Multiple response journals

## Hours by Learning Environment Type

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To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 96

### Category 1: Lecture, Online, Seminar, Tutorial

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Check all that apply:

Online  
 Seminar

Hours in Category 1: 96

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

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Check all that apply:

Hours in Category 2: 0

### Category 3: Practicum, Self Paced, Individual Learning

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Check all that apply:

Self-Paced

Hours in Category 3: 96

#### Course Topics

##### Course Topics:

1. definitions of social justice in local contexts
2. equity and equality
3. values, morality, ethics
4. social services and social responsibility
5. justice
6. social injustices
7. government and non-government issues of social justice
8. activism, advocacy, and ally-building
9. dispute and conflict resolution processes and practices
10. recognizing and analyzing social injustice

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

## Rationale and Consultations

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

No

Is this the primary proposal?

Primary Proposal

Provide a rationale for this proposal:

ABE students have been requesting more humanities, elective options for many years; this course would give students a humanities option that meets the graduation elective requirements.

Are there any expected costs as a



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** December 6, 2022

**ISSUE:** Adding Steel Construction Modelling as a second-year option in the Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Diploma

### BACKGROUND:

The CAD/BIM Department is proposing to add Steel Construction Modelling as an option in the second year for students taking the CAD/BIM Diploma program. The department currently offers four specializations as options available in either the first or second year; Steel Construction Modelling is currently only available in the first year, and this proposal will make it available in both.

The first year of the diploma focuses on CAD (Computer-Aided Drafting), and the second year on BIM (Building Information Modelling). Students are able to take the specialties in either year, learning the details of that specialization either in the context of CAD or of BIM. Seven new “diploma-level” courses for Steel Construction Modelling allow students to take it as their second specialization, giving more flexibility to their learning.

### DISCUSSION:

Ron Palma, instructor for Steel Construction Modelling, and Kelly Wightman, Department Leader of CAD/BIM, presented the proposal. There were no concerns about the new revisions. International Education raised concerns about how the program was broken into terms, some shorter than others; this has caused issues for some international students who are required to maintain a certain number of credits per term.

Conversations are in progress with International Education, the Registrar’s Office, and the Curriculum Committee Chair, about restructuring the program into a Year 1/Year 2 model to alleviate some of those concerns without a significant change to how the program is run.

### RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to the program content guide for the Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Diploma and seven new courses.

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

**DATE:** November 15, 2022

# Program Change Request

Date Submitted: 11/02/22 2:47 pm

Viewing: **Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Diploma**

Last approved: 03/10/22 10:25 am

Last edit: 11/15/22 3:37 pm

Changes proposed by: rpalma

Catalog Pages Using  
this Program

[Computer Aided Draft \(CAD\) and Building Information Modelling \(BIM\) Technician Di](#)

Program Name:

Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Diploma

Credential Level: Diploma

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

Effective Catalog Edition: 2021-2022

School/Centre: Trades, Technology & Design

Department: Drafting (4203)

Contact(s)

## In Workflow

1. **4203 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**

## Approval Path

1. 11/07/22 9:23 am  
Kelly Wightman (kwightman):  
Approved for 4203 Leader
2. 11/08/22 12:41 pm  
Brett Griffiths (bgriffiths):  
Approved for CTT Dean
3. 11/30/22 12:24 pm  
Darija Rabadzija (drabadzija):  
Approved for Curriculum Committee Chair

## History

1. May 13, 2019 by Nicole Degagne (ndegagne)
2. May 13, 2019 by Nicole Degagne (ndegagne)
3. Aug 21, 2019 by Nicole Degagne



<sup>41</sup>  
(ndegagne)

4. Sep 4, 2019 by Darija Rabadzija (drabadzija)
5. Sep 11, 2020 by Bruce McGarvie (bmcgarvie)
6. Oct 16, 2020 by Nicole Degagne (ndegagne)
7. Dec 9, 2020 by Bruce McGarvie (bmcgarvie)
8. Feb 4, 2021 by Darija Rabadzija (drabadzija)
9. Mar 10, 2022 by Todd Rowlatt (trowlatt)

Name	E-mail	Phone/Ext.
Bruce McGarvie	bmcgarvie@vcc.ca	8536
Brett Griffiths	bgriffiths@vcc.ca	7012

## Program Content Guide

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## Purpose

Graduates of this program will develop the Computer Aided Drafting (CAD) and Building Information Modeling (BIM) skills gained in two specialty areas. During their first year, they will develop skills in either Architectural, Civil/Structural, Mechanical or Steel Construction Modelling with Steel Detailing. Students will further develop their skills by adding an additional specialty of either Architectural, **Civil/Structural**, Mechanical or **Steel** ~~Civil/Structural in Year 2 (Steel~~ Construction Modelling **with Steel Detailing. is only available in Year 1). They will learn to analyze and apply the current practices of a 3D Integrated Design Process (IDP) and contribute to the design/build team utilizing Integrated Project Delivery (IPD) methods.**

Graduates will be well prepared to work as team members on a wide variety of projects, examples of which are: Residential housing developments, commercial buildings and institutional complexes.

A wide variety of steel and concrete structures including schools, sports stadiums, bridges, commercial buildings and high-rise offices.

**Highway** ~~And highway~~ construction and subdivision development work.

A wide variety of mechanical applications in the mining industry, chemical process plants, energy infrastructure, oil and gas, as well as mechanical systems for buildings and development work.

Graduates will apply qualifications from two disciplines to become more competitive in the job market and adaptive in the work place.

Students receive a CAD and BIM Technician Diploma upon successful completion of the program.

## Admission Requirements

Grade 12 graduation or equivalent

English Language Proficiency at a grade 12 level

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

Workplace Mathematics 11 or equivalent, *or*

VCC Math Assessment with 80% Basic Arithmetic and 60% Basic Algebra

Applicants may be inserted into **Term Level** 4 of the program provided they have:

Successfully completed VCC's Architectural, Civil/Structural, **Mechanical** or Steel Modelling/Steel Detailing Technician Certificate within the last 4 years, *or*

Successfully completed a Drafting Technician Certificate (any discipline) at another institution with Department review and approval.

### Notes:

Applicants who do not meet the English language requirement may be admitted at the discretion of the Department

Applicants who have met all the above requirements and have completed high school Drafting 11 and 12 may, with Departmental approval, apply for direct entry into **Term Level** 2 of the program.

VCC CAD Technician Short Certificate graduates (granted within the last 4 years) may insert into **Term level** 2 of the program.

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

PLAR is available for the following courses:

DRFT 1010 CAD Drafting Fundamentals

DRFT 1011 CAD Drafting Applied

DRFT 1013 Construction Mathematics

Students may complete up to 20% of program credits through PLAR. Tuition and fees may still apply to PLAR candidates.

Methods of PLAR vary by course, and may include exams, portfolios, interviews, and other evaluations.

To request PLAR, please contact the department directly.

See the D.3.5 Prior Learning Assessment and Recognition [Policy](#) and [Procedures](#) for more information.

### Program Duration & Maximum Time for Completion

The program is 2 years of full-time study. The Diploma is seventy (70) credits: Forty (40) credits of the first year Certificate, and thirty (30) credits of second year courses to complete the Diploma.

Candidates have up to 5 years to complete the Diploma from the start of year one.

Upon successful completion of the first year of study and the successful completion of forty (40) credits, students may choose to exit the program and receive a Certificate credential in the specialty they completed in the first year: either (i) Architectural Technician Certificate, (ii) Civil/Structural Technician Certificate, (iii) Steel Construction Modelling Technician Certificate, or (iv) Mechanical Engineering Technician Certificate.

### Program Learning

#### Outcomes

	<b>Upon successful completion of this program, graduates will be able to:</b>
<b>PLO #1</b>	

### Additional PLO Information

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

Use drawing techniques to complete projects in orthographic projection, sectioning, and dimensioning, auxiliary view and machine detailing.

Describe concepts in orthographic projection, sectioning, and dimensioning, auxiliary view and machine detailing.

Employ Computer Aided Drafting (CAD) and three dimensional modelling systems skills to produce drawings from data, designs and/or specifications.

Demonstrate drafting and 3D modeling skills and conventions.

Develop knowledge and related trade skills in drafting and 3D Building Information Modeling (BIM).

Utilize critical thinking, team building and interpersonal communication skills.

Prepare a comprehensive professional portfolio.

Prepare a résumé and letters of application and perform other related job search skills.

And one (1) set of outcomes from their chosen specialty:

#### **Architectural Specialty:**

Use concepts of building construction and technology to plan and detail residential and commercial buildings in accordance with local by-laws and the BC Building Code.

Prepare Architectural drawings of residential and commercial structures, which incorporate concrete, steel and wood.

#### **Civil/Structural Specialty:**

Apply concepts of civil technology and planning to produce drawings and three dimensional models for the development of a civil site.

Use structural engineering theories and BIM practices to prepare engineering drawings for three dimensional models of structures, which incorporate reinforced concrete and structural steel.

#### **Steel Construction Modelling Specialty: Specialty (available first year only):**

Utilize data from current building codes and fabrication standards to develop practical connections between components that are code-compliant and practical to fabricate and install on site.

Use structural engineering drawings and specifications to prepare three dimensional models of structures that utilise structural steel.

Employ current Computer Aided Drafting (CAD) and three dimensional modelling systems as a tool to produce structural steel fabrication and arrangement drawings from data, designs and/or specifications.

#### **Mechanical Specialty:**

Apply concepts of building construction and technology to plan and detail mechanical systems for commercial and industrial facilities in accordance with local by-laws and the *BC Building Code*.

Utilize concepts of mechanical and process technology and planning to produce drawings and 3D models of industrial facilities.

Employ mechanical engineering theories and BIM practices to prepare engineering drawings from 3D model that incorporate mechanical, electrical, and plumbing (MEP) systems in building structures.

Upon successful completion of the **second year** of this program, students will be able to:

Apply Integrated Design Process (IDP) to integrate people systems and practices into a process to reduce waste and optimize efficiency through all phases of design, fabrication and construction.

Employ current Computer Aided Drafting (CAD) and three-dimensional modelling systems as a tool to produce drawings from data, designs and/or specifications.

Apply terminology and conventions used in a project design team.

Integrate a variety of CAD models for each discipline into a complete final model using CAD drafting, 3D BIM, and related trade skills and knowledge.

Prepare a comprehensive professional portfolio.

Contribute as part of a multidisciplinary design team.

Use critical thinking, team building and interpersonal communication skills to work effectively in a team environment.

Integrate various BIM software to communicate, collaborate and cooperate with a design team.

Apply the concepts and processes of a second discipline (either Architectural, Mechanical or Civil/Structural), and apply those conceptions in a 3D BIM setting.

Apply personal reflection and critical thinking to the relation between the program's learning outcomes and the student's individualized learning.

Communicate effectively and work collaboratively in a design team setting.

### Instructional Strategies, Design, and Delivery Mode

This program uses project based learning strategies with in-class instructional presentations, blended online delivery, and laboratory work using Autodesk, Trimble, and other software. Students may be required to do assignments at home and lab work outside class time on both theory and individual projects. The program may be offered in face-to-face and blended (combination of face-to-face and online) formats.

### Evaluation of Student Learning

Students are evaluated through practical projects, exams, drawings, and presentations.

#### Student Program Progression

In order to be granted a Certificate or Diploma credential upon completion of the program, a student must:

Maintain an overall minimum 2.00 GPA (C average); *and*

Successfully complete all courses to qualify for the credential.

Note: A student will not receive a credential if they fail to maintain a C average, or if they receive an F grade in any course(s).

NOTE: Following a grade of D in any course, continuation will be permitted only upon approval of the Department Head. If such approval is given, a letter of continuation may be issued to the student indicating the reasons and conditions under which they will be allowed to continue to the next course.

Students who receive an F grade in any course within any term/level may not be allowed to progress.

See individual Course Outlines for course prerequisite details.

#### Program Absences

If a student misses more than 10% of instruction contact hours in any course for any reason, the instructor may refer the student to the Department Head for review (e.g. a two (2) week course is ten (10) days, therefore 10% is one (1) day).

If the Department Head identifies a pattern of absenteeism, the student will be formally reprimanded. Further excessive absence may result in the student being required to withdraw.

## Related work experience

Excellent English communication skills.

Working knowledge of Windows OS is strongly recommended.

Good mathematical and mechanical comprehension.

Ability to work in imperial and metric units of measurement.

General good health, good hand-eye coordination, ability to look at computer screen for long periods of time, and manual dexterity for keyboard/mouse.

Successful work habits and an ability to work well with others.

Logical reasoning, spatial ability, and an ability to visualize objects.

An interest in all aspects of architecture, engineering, general construction and related fields.

## Courses

**TERM 1**

<a href="#"><u>DRFT 1010</u></a>	CAD Drafting Fundamentals	4
<a href="#"><u>DRFT 1011</u></a>	CAD Drafting Applied	3
<a href="#"><u>DRFT 1012</u></a>	Office & Construct Site Safety	1
<a href="#"><u>DRFT 1013</u></a>	Construction Mathematics	1
<b>TERM 2 AND 3</b>		<b>31</b>

**SELECT YOUR 1ST SPECIALIZATION**

## ARCHITECTURAL

<a href="#"><u>DRFT 1270</u></a>	Residential Design
<a href="#"><u>DRFT 1271</u></a>	Site Planning
<a href="#"><u>DRFT 1272</u></a>	Codes and Regulations 1
<a href="#"><u>DRFT 1273</u></a>	Construction Assemblies 1
<a href="#"><u>DRFT 1274</u></a>	Single Family Residences
<a href="#"><u>DRFT 1275</u></a>	Codes and Regulations 2
<a href="#"><u>DRFT 1276</u></a>	Construction Assemblies 2
<a href="#"><u>DRFT 1277</u></a>	Multi Family Residences
<a href="#"><u>DRFT 1278</u></a>	Drawing Plan Reading
<a href="#"><u>DRFT 1326</u></a>	Job Search Skills
<a href="#"><u>DRFT 1370</u></a>	Technical Communications

<a href="#"><u>DRFT 1371</u></a>	Codes and Regulations 3
<a href="#"><u>DRFT 1372</u></a>	Construction Assemblies 3
<a href="#"><u>DRFT 1373</u></a>	Commercial Retail Buildings
<a href="#"><u>DRFT 1374</u></a>	Introduction to 3D and BIM
<a href="#"><u>DRFT 1375</u></a>	Commercial Layouts Using BIM

#### CIVIL/STRUCTURAL

<a href="#"><u>DRFT 1226</u></a>	Construction Drawing Reading
<a href="#"><u>DRFT 1280</u></a>	Industrial Site Layout
<a href="#"><u>DRFT 1281</u></a>	Autodesk Civil 3D
<a href="#"><u>DRFT 1282</u></a>	Road Alignment Detailing
<a href="#"><u>DRFT 1283</u></a>	Steel Structures
<a href="#"><u>DRFT 1284</u></a>	Principles of Reinforced Concrete
<a href="#"><u>DRFT 1285</u></a>	Foundation Design Concepts
<a href="#"><u>DRFT 1286</u></a>	Engineering Statics
<a href="#"><u>DRFT 1326</u></a>	Job Search Skills
<a href="#"><u>DRFT 1327</u></a>	Revit Structures
<a href="#"><u>DRFT 1330</u></a>	Advanced Road Design
<a href="#"><u>DRFT 1331</u></a>	Civil Utility Services
<a href="#"><u>DRFT 1370</u></a>	Technical Communications
<a href="#"><u>DRFT 1380</u></a>	CAD 3D and Assemblies
<a href="#"><u>DRFT 1381</u></a>	Miscellaneous Steel
<a href="#"><u>DRFT 1383</u></a>	Quantity Take Offs
<a href="#"><u>DRFT 1384</u></a>	Concrete Slab on Grade Floor Systems
<a href="#"><u>DRFT 1385</u></a>	Reinforced Concrete Structural Components

#### STEEL CONSTRUCTION MODELLING

<a href="#"><u>DRFT 1290</u></a>	Structural Steel Fabrication Codes and Standards
<a href="#"><u>DRFT 1291</u></a>	Introduction to Steel Detailing
<a href="#"><u>DRFT 1292</u></a>	Structural Bolting & Welding
<a href="#"><u>DRFT 1293</u></a>	Industrial and Commercial Basic Framing

<a href="#"><u>DRFT 1294</u></a>	Connection & Layout Geometry
<a href="#"><u>DRFT 1295</u></a>	Detail of Inclined Components
<a href="#"><u>DRFT 1296</u></a>	Miscellaneous Metals Detailing
<a href="#"><u>DRFT 1391</u></a>	Introduction to BIM Software
<a href="#"><u>DRFT 1380</u></a>	CAD 3D and Assemblies
<a href="#"><u>DRFT 1392</u></a>	Working with BIM Software
<a href="#"><u>DRFT 1370</u></a>	Technical Communications
<a href="#"><u>DRFT 1393</u></a>	Heavy Structural Steel Framing
<a href="#"><u>DRFT 1326</u></a>	Job Search Skills
<a href="#"><u>DRFT 1352</u></a>	Steel Trusses

## MECHANICAL

<a href="#"><u>DRFT 1256</u></a>	Plumbing Systems for Buildings
<a href="#"><u>DRFT 1257</u></a>	Electrical Systems for Buildings
<a href="#"><u>DRFT 1258</u></a>	Utility Data and Setting-Up Projects
<a href="#"><u>DRFT 1259</u></a>	HVAC Systems for Buildings
<a href="#"><u>DRFT 1260</u></a>	Fire Suppression and Sprinkler Systems for Buildings
<a href="#"><u>DRFT 1261</u></a>	Process Flow Diagrams and Tank/Pump Box Fabrication
<a href="#"><u>DRFT 1262</u></a>	Pipe Components: Pipe, Fittings, Valves, Supports and Pumps
<a href="#"><u>DRFT 1263</u></a>	Piping and Instrumentation Diagrams & Specifications
<a href="#"><u>DRFT 1264</u></a>	Plant and Equipment Layout
<a href="#"><u>DRFT 1265</u></a>	Process and Utility Piping Layout
<a href="#"><u>DRFT 1266</u></a>	Piping Fabrication Isometrics
<a href="#"><u>DRFT 1332</u></a>	Professional Preparation
<a href="#"><u>DRFT 1370</u></a>	Technical Communications
<a href="#"><u>DRFT 1362</u></a>	BIM Basic for Mechanical
<a href="#"><u>DRFT 1363</u></a>	BIM Project for MEP
<a href="#"><u>DRFT 1364</u></a>	MEP for Pipe Fabrication
<a href="#"><u>DRFT 1365</u></a>	Piping BIM Project & Specification Setup
<a href="#"><u>DRFT 1366</u></a>	3D BIM Pipe, Structure, and Equipment Modeling



<a href="#"><u>DRFT 1367</u></a>	3D BIM Creating Orthographics, Isometrics, and Bills of Material	
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<a href="#"><u>DRFT 1394</u></a>	Industrial Building Modeling	
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<a href="#"><u>DRFT 1395</u></a>	Mechanical Equipment Modeling and Layout	
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<a href="#"><u>DRFT 1396</u></a>	Piping Systems Modeling and Layout	
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#### TERM 4

<a href="#"><u>DRFT 2100</u></a>	Integrated BIM Project	9
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#### TERM 5

15

### SELECT YOUR 2ND SPECIALIZATION (MUST BE DIFFERENT FROM YOUR FIRST)

#### ARCHITECTURAL

<a href="#"><u>DRFT 2270</u></a>	Diploma Residential Design	
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<a href="#"><u>DRFT 2271</u></a>	Diploma Site Planning	
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<a href="#"><u>DRFT 2272</u></a>	Diploma Codes and Regulations 1	
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<a href="#"><u>DRFT 2273</u></a>	Diploma Construction Assemblies 1	
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<a href="#"><u>DRFT 2274</u></a>	Diploma Single Family Residences	
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<a href="#"><u>DRFT 2275</u></a>	Diploma Codes and Regulations 2	
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<a href="#"><u>DRFT 2276</u></a>	Diploma Construction Assemblies 2	
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<a href="#"><u>DRFT 2277</u></a>	Diploma Multi Family Residences	
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<a href="#"><u>DRFT 2278</u></a>	Diploma Drawing Plan Reading	
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#### CIVIL/STRUCTURAL

<a href="#"><u>DRFT 2226</u></a>	Diploma Construction Drawing Reading	
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<a href="#"><u>DRFT 2280</u></a>	Diploma Industrial Site Layout	
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<a href="#"><u>DRFT 2281</u></a>	Diploma Autodesk Civil 3D	
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<a href="#"><u>DRFT 2282</u></a>	Diploma Road Alignment Detailing	
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<a href="#"><u>DRFT 2283</u></a>	Diploma Steel Structures	
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<a href="#"><u>DRFT 2284</u></a>	Diploma Principles of Reinforced Concrete	
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<a href="#"><u>DRFT 2285</u></a>	Diploma Foundation Design Concepts	
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<a href="#"><u>DRFT 1286</u></a>	Engineering Statics	
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#### MECHANICAL

<a href="#"><u>DRFT 2256</u></a>	Diploma Plumbing Systems for Buildings	
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<a href="#"><u>DRFT 2257</u></a>	Diploma Electrical Systems for Buildings	
<a href="#"><u>DRFT 2258</u></a>	Diploma Utility Data and Setting-Up Projects	
<a href="#"><u>DRFT 2259</u></a>	Diploma HVAC Systems for Buildings	
<a href="#"><u>DRFT 2260</u></a>	Diploma Fire Suppression and Sprinkler Systems for Buildings	
<a href="#"><u>DRFT 2261</u></a>	Diploma Process Flow Diagrams and Tank/Pump Box Fabrication	
<a href="#"><u>DRFT 2262</u></a>	Diploma Pipe Components: Pipe, Fittings, Valves, Supports and Pumps	
<a href="#"><u>DRFT 2263</u></a>	Diploma Piping and Instrumentation Diagrams & Specifications	
<a href="#"><u>DRFT 2264</u></a>	Diploma Plant and Equipment Layout	
<a href="#"><u>DRFT 2265</u></a>	Diploma Process and Utility Piping Layout	
<a href="#"><u>DRFT 2266</u></a>	Diploma Piping Fabrication Isometrics	

### STEEL CONSTRUCTION MODELLING

<a href="#"><u>DRFT 2290</u></a>	<b>Diploma Structural Steel Fabrication Codes and Standards</b>	
<a href="#"><u>DRFT 2291</u></a>	<b>Diploma Introduction to Steel Detailing</b>	
<a href="#"><u>DRFT 2292</u></a>	<b>Diploma Structural Bolting &amp; Welding</b>	
<a href="#"><u>DRFT 2293</u></a>	<b>Diploma Industrial and Commercial Basic Framing</b>	
<a href="#"><u>DRFT 2294</u></a>	<b>Diploma BIM Software for Steel Detailing</b>	
<a href="#"><u>DRFT 2295</u></a>	<b>Diploma Detail of Inclined Components</b>	
<a href="#"><u>DRFT 2296</u></a>	<b>Diploma Miscellaneous Metals Detailing</b>	

### TERM 6

<a href="#"><u>DRFT 2107</u></a>	Capstone Project using BIM	6
Total Credits		70

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

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

**Grading Standard**

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	71-75		2.67
C+	66-70		2.33
C	61-65		2.00
C-	56-60		1.67
D	50-55	Minimum Pass	1.00
F	0-49	Failing Grade	0.00
S		Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A

**Course**

**Standings**

R	Audit. No Credit	N/A
EX	Exempt. Credit Granted	N/A
TC	Transfer Credit	N/A

**Grade Point Average (GPA)**

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

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

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

## Rationale and Consultations

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Provide a rationale for this proposal.

Addition of Term 5 Steel Construction Modelling for CAD and BIM Technician Diploma. It is currently the only specialty without a second year option.

Are there any expected costs to this proposal.

Consultations

Consultated Area	Consultation Comments
PAC/CEG	We reviewed the addition of 2nd year Steel Construction Modelling option with our PAC during our last meeting on October 17th, 2022. They have been eager to get this in place for some time now and welcomed the addition with no reservations. They liked that all the core steel detailing courses are still in place and being applied in a BIM software environment.
Centre for Teaching, Learning, and Research (CTRL)	Consulted with Emily Simpson around outcomes and hours/credits.
Registrar's Office	Consulted with Dawn Cunningham Hall around credits/hours.

### Additional Information

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Provide any additional information if necessary.

Supporting documentation:

### Marketing Information

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*FOR MARKETING PURPOSES ONLY. DO NOT EDIT.*

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

# Course Change Request

## New Course Proposal

Date Submitted: 11/02/22 2:51 pm

Viewing: **DRFT 2290 : Dipl. Struc Steel Fab Cde & St**

Last edit: 11/08/22 9:09 am

Changes proposed by: rpalma

Programs

referencing this  
course

[106: Computer Aided Draft \(CAD\) and Building Information Modelling \(BIM\) Technician Diploma](#)

Course Name:

Diploma Structural Steel Fabrication Codes and Standards

Effective Date: September 2023

School/Centre: Trades, Technology & Design

Department: Drafting (4203)

Contact(s)

### In Workflow

1. **4203 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 11/07/22 9:23 am  
Kelly Wightman  
(kwightman):  
Approved for 4203  
Leader
2. 11/08/22 12:41 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 11/30/22 12:24 pm  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
Ron Palma	rpalma@vcc.ca	604-443-8534

Banner Course Name: Dipl. Struc Steel Fab Cde & St

Subject Code: DRFT - Drafting

Course Number: 2290

Year of Study            2nd Year Post-secondary

Credits:                 1

Bridge College Code    VO

Bridge Billing Hours    0-1

Bridge Course Level    01

#### Course Description:

This course introduces the students to the codes and standards that govern the Canadian steel construction industry at both national and local levels, including those documents developed by fabricators. The student will use the data in those documents to develop details that comply with current standards.

This course is part of the full-time CAD and BIM Technician Diploma.

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

#### 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	Identify the appropriate portion of one of the eight sections of the CISC Handbook of Steel Construction and use that information for the creation of steel models and shop drawings.
CLO #2	Employ charts and tables within the Handbook commonly used by steel detailers to determine steel section properties, weld sizes and bolt lengths.
CLO #3	Identify the appropriate Canadian standards for welding, bolting, and steel surface preparation.
CLO #4	Identify the topics typically included in a steel fabricator's shop procedures manual to be able to apply those preferences to steel models and shop drawings.
CLO #5	Apply the concepts and processes at a higher level, in a 3D Building Information Modeling setting.

Instructional

Strategies:

Lecture, group work and problem-based learning activities are employed to assist the student in applying appropriate standards to their drawings.

## Evaluation and Grading

---

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

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Use of tables (CISC Handbook)
Assignments	25	Codes of Standard Practice (CISC Handbook)
Assignments	25	Fabricator standards
Quizzes/Tests	25	Steel sections (CISC Handbook)

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 30

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture  
Online

Hours in Category 1: 20

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

---

Check all that apply:

Studio

Hours in Category 2: 10

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

Course Topics:
Canadian Institute of Steel Construction Handbook contents
Canadian Welding Bureau Welding Standard
Steel Structures Painting Council Standard
Summative project

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Diploma

Provide a rationale for this proposal:

Are there any



# Course Change Request

## New Course Proposal

Date Submitted: 11/02/22 2:52 pm

Viewing: **DRFT 2291 : Dipl. Intro to Steel Detail**

Last edit: 11/08/22 9:09 am

Changes proposed by: rpalma

Programs  
referencing this  
course

[106: Computer Aided Draft \(CAD\) and Building Information Modelling \(BIM\) Technician Diploma](#)

Course Name:

Diploma Introduction to Steel Detailing

Effective Date:

September 2023

School/Centre:

Trades, Technology & Design

Department:

Drafting (4203)

Contact(s)

### In Workflow

1. **4203 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 11/07/22 9:23 am  
Kelly Wightman  
(kwightman):  
Approved for 4203  
Leader
2. 11/08/22 12:41 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 11/30/22 12:24 pm  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
Ron Palma	rpalma@vcc.ca	604-443-8534

Banner Course  
Name:

Dipl. Intro to Steel Detail

Subject Code:

DRFT - Drafting

Course Number

2291

Year of Study            2nd Year Post-secondary

Credits:                    1

Bridge College Code    VO

Bridge Billing Hours    0-1

Bridge Course Level    01

#### Course Description:

The course introduces the students to the structural steel sections used in steel construction, the processes used in the fabrication shop to manufacture the building components, and the drawings used and created by the steel detailer.

This course is part of the full-time CAD and BIM Technician Diploma.

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

#### 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	Describe the process for manufacturing structural steel sections.
CLO #2	Name and identify the features of contemporary structural steel sections.
CLO #3	Identify and describe the uses of fabrication shop equipment.
CLO #4	Describe the fabrication process from raw steel delivery to finished product storage.
CLO #5	Read and interpret construction drawings.
CLO #6	Create the features to be included in, and create structural steel fabrication drawings.
CLO #7	Create the features to be included in a structural steel erection drawing.
CLO #8	Apply the concepts and processes at a higher level, in a 3D Building Information Modeling setting.

Instructional

Strategies:

The theory based course combines instructional lectures and videos, group-work, peer assessments and a field trip to a steel fabrication shop.

## Evaluation and Grading

---

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	15	Steel Sections
Assignments	30	Steel Beam Shop Drawings
Assignments	20	Steel Column Shop Drawing
Project	35	Steel Shop Drawing Project

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 30

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture  
Online

Hours in Category 1: 15

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

---

Check all that apply:

Studio

Hours in Category 2: 15

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Structural steel production

Structural steel shapes, features and uses

Shop fabrication equipment and processes

Symbols, terminology and abbreviations used on construction drawings

Steel detail drawing features

Steel erection drawing features

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Diploma

Provide a rationale  
for this proposal:

# Course Change Request

## New Course Proposal

Date Submitted: 11/02/22 2:52 pm

Viewing: **DRFT 2292 : Dipl. Structural Bolt & Weld**

Last edit: 11/08/22 9:11 am

Changes proposed by: rpalma

Programs  
referencing this  
course

[106: Computer Aided Draft \(CAD\) and Building Information Modelling \(BIM\) Technician Diploma](#)

Course Name:

Diploma Structural Bolting & Welding

Effective Date:

September 2023

School/Centre:

Trades, Technology & Design

Department:

Drafting (4203)

Contact(s)

### In Workflow

1. **4203 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 11/07/22 9:23 am  
Kelly Wightman  
(kwightman):  
Approved for 4203  
Leader
2. 11/08/22 12:41 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 11/30/22 12:24 pm  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
Ron Palma	rpalma@vcc.ca	604-443-8534

Banner Course  
Name:

Dipl. Structural Bolt & Weld

Subject Code:

DRFT - Drafting

Course Number

2292

Year of Study            2nd Year Post-secondary

Credits:                    1

Bridge College Code    VO

Bridge Billing Hours    0-1

Bridge Course Level    01

#### Course Description:

In this course, the students apply the knowledge gained in DRFT 2290 and DRFT 2291 to practical bolting and welding situations. Through use of tables and standards data, students will develop fully detailed bolted and welded connections, employ appropriate symbols, and gain an understanding of the differences in these operations in the fabrication shop and on the construction site.

This course is part of the full-time CAD and BIM Technician Diploma.

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

DRFT 2290, DRFT 2291.

#### 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	Identify and differentiate between the four principal weld types used in steel fabrication.
CLO #2	Calculate weld capacities, sizes and lengths, using tables.
CLO #3	Apply the correct welding symbology to enable the welder to perform the correct weld.
CLO #4	Identify the factors that determine weld type to be used in shop on on site.
CLO #5	Identify the bolt grades used in steel construction.
CLO #6	Describe the bolt installation and inspection process.

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

CLO #7	Calculate bolt quantities, sizes and lengths, using tables from the CISC Handbook of Steel Construction.
CLO #8	Apply the concepts and processes at a higher level, in a 3D Building Information Modeling setting.

Instructional

Strategies:

Lectures, demonstration and group work.

## Evaluation and Grading

---

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35	Fillet weld capacities and symbols
Assignments	35	Structural Bolting
Assignments	30	Groove weld convention and symbols

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 30

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Online

Hours in Category 1: 20

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

---

Check all that apply:

Studio

Hours in Category 2: 10

## Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

Course Topics

### Course Topics:

Weld types

Weld strength calculations

Weld symbology

Bolt types

Bolt strength calculations

Shop and jobsite considerations

Design project

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Diploma



# Course Change Request

## New Course Proposal

Date Submitted: 11/02/22 2:53 pm

Viewing: **DRFT 2293 : Dipl. Indust & Com Basic Frame**

Last edit: 11/08/22 9:10 am

Changes proposed by: rpalma

Programs  
referencing this  
course

[106: Computer Aided Draft \(CAD\) and Building Information Modelling \(BIM\) Technician Diploma](#)

Course Name:

Diploma Industrial and Commercial Basic Framing

Effective Date: September 2023

School/Centre: Trades, Technology & Design

Department: Drafting (4203)

Contact(s)

### In Workflow

1. **4203 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 11/07/22 9:23 am  
Kelly Wightman  
(kwightman):  
Approved for 4203  
Leader
2. 11/08/22 12:41 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 11/30/22 12:25 pm  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
Ron Palma	rpalma@vcc.ca	604-443-8534

Banner Course Name: Dipl. Indust & Com Basic Frame

Subject Code: DRFT - Drafting

Course Number: 2293

Year of Study            2nd Year Post-secondary

Credits:                    4

Bridge College Code    VO

Bridge Billing Hours    0-4

Bridge Course Level    01

#### Course Description:

This course introduces students to the basic concepts behind structural steel square framing, and prepares them to create more developed steel detailing project drawings.

This course is part of the full-time CAD and BIM Technician Diploma.

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

DRFT 2294 Diploma BIM Software for Steel Detailing

#### 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	Read and interpret structural engineering drawings of simple square-framed structures.
CLO #2	Demonstrate the basic requirements for connecting members in a steel frame.
CLO #3	Apply tabular data from the steel standards documents in the production of shop drawings.
CLO #4	Produce detail drawings of beams and columns within a square framed steel structure.
CLO #5	Develop erection drawings for use on the construction site.
CLO #6	Apply the concepts and processes at a higher level, in a 3D Building Information Modeling setting.

#### Instructional Strategies:

Lectures, handout materials, video presentations and project/problem based learning activities are used as the students plan and produce detailed steel fabrication drawings.

## Evaluation and Grading

---

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Problem/project-based industrial assignment comprising of multiple drawings
Project	30	Problem/project-based commercial assignment comprising of multiple drawings
Project	20	Anchor bolt and erection drawings
Quizzes/Tests	20	Drawing test

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 120

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture  
Online

Hours in Category 1: 30

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

---

Check all that apply:

Studio

Hours in Category 2: 90

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Standard steel connections

Beam loading conditions

Calculations for bolted connections

Basic beam and column detailing

Light commercial framing

Open web joist connections

Creating anchor bolt and erection drawings

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Diploma

Provide a rationale  
for this proposal:

# Course Change Request

## New Course Proposal

Date Submitted: 11/02/22 2:53 pm

Viewing: **DRFT 2294 : Dipl. BIM Softw for Steel**

**Det**

Last edit: 11/08/22 9:10 am

Changes proposed by: rpalma

Programs

referencing this  
course

[106: Computer Aided Draft \(CAD\) and Building Information Modelling  
\(BIM\) Technician Diploma](#)

Course Name:

Diploma BIM Software for Steel Detailing

Effective Date:

September 2023

School/Centre:

Trades, Technology & Design

Department:

Drafting (4203)

Contact(s)

### In Workflow

1. **4203 Leader**
2. **CTT Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 11/07/22 9:24 am  
Kelly Wightman  
(kwightman):  
Approved for 4203  
Leader
2. 11/08/22 12:41 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 11/30/22 12:25 pm  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
Ron Palma	rpalma@vcc.ca	604-443-8534

Banner Course  
Name:

Dipl. BIM Softw for Steel Det

Subject Code:

DRFT - Drafting

Course Number

2294

Year of Study            2nd Year Post-secondary

Credits:                    2

Bridge College Code    VO

Bridge Billing Hours    0-3

Bridge Course Level    01

#### Course Description:

In this course, the students learn the fundamentals of the most widely used, contemporary specialist Building Information Modelling software application. Through the use of a specialty training manual, students will create a working model of a steel building and create fabrication and general arrangement drawings from the model.

This course is part of the full-time CAD and BIM Technician Diploma.

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

DRFT 2290, DRFT 2291, DRFT 2292.

#### 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	Describe the process of creating a large structural building model and creating drawings from the model.
CLO #2	Create a building grid and principal elevation levels.
CLO #3	Insert structural steel members both on and off grid.
CLO #4	Connect the steel sections with workable steel to steel connections.
CLO #5	Initiate clash check procedures to ensure proper fit of parts.
CLO #6	Conduct the numbering procedure for all parts of the model.

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

CLO #7 Generate 2D drawings from the building model.

Instructional

Strategies:

Software workbook, lecture, demonstration, student research and group activities.

## Evaluation and Grading

---

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	15	Prerequisite modelling
Project	30	Basic modelling
Project	30	BIM commands presentation
Quizzes/Tests	25	Introduction to BIM

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 60

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

- Lecture
- Online
- Tutorial

Hours in Category 1: 20

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

---

Check all that apply:

Clinical

Lab

Simulation

Hours in Category 2: 40

## Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

### Course Topics

#### Course Topics:

BIM software interface

BIM software workbook

Grid creation

Inserting steel section

Connecting the model

Clash check

Part numbering

Shop drawing creation

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?



# Course Change Request

## New Course Proposal

Date Submitted: 11/02/22 2:54 pm

Viewing: **DRFT 2295 : Dipl. Detail of Inclined Comp**

Last edit: 11/08/22 9:11 am

Changes proposed by: rpalma

Programs

referencing this  
course

[106: Computer Aided Draft \(CAD\) and Building Information Modelling \(BIM\) Technician Diploma](#)

Course Name:

Diploma Detail of Inclined Components

Effective Date: September 2023

School/Centre: Trades, Technology & Design

Department: Drafting (4203)

Contact(s)

### In Workflow

1. **4203 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 11/07/22 9:24 am  
Kelly Wightman  
(kwightman):  
Approved for 4203  
Leader
2. 11/08/22 12:41 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 11/30/22 12:25 pm  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
Ron Palma	rpalma@vcc.ca	604-443-8534

Banner Course Name: Dipl. Detail of Inclined Comp

Subject Code: DRFT - Drafting

Course Number: 2295

Year of Study            2nd Year Post-secondary

Credits:                    4

Bridge College Code    VO

Bridge Billing Hours    0-4

Bridge Course Level    01

#### Course Description:

This course builds on the concepts and techniques learned in DRFT 2293 to enable the students to detail representative components of a complex steel structure that includes sloping structural members.

This course is part of the full-time CAD and BIM Technician Diploma.

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

DRFT 2293.

#### 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	Create geometry layout drawings of bracing systems that show bevels, clearances and key dimensions.
CLO #2	Demonstrate the essential requirements of braced connections by creating connection detail drawings.
CLO #3	Develop column and beam connections at bracing node points.
CLO #4	Develop connections of stairs to primary steel members.
CLO #5	Create shop fabrication drawings of brace members.
CLO #6	Create shop fabrication drawings of steel stair assemblies.
CLO #7	Apply the concepts and processes at a higher level, in a 3D Building Information Modeling setting.

Instructional

Strategies:

This course utilizes lectures, group discussion and problem solving. The majority of the course duration is reserved for student model and drawing output.

## Evaluation and Grading

---

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	20	Development of steel bracing geometry and steel bracing connections
Project	35	Modelling and drawing creation of primary steel components
Project	30	Modelling and drawing creation of secondary steel components
Quizzes/Tests	15	Modelling and drawing creation of complex braced beam

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 120

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture  
Online

Hours in Category 1: 30

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

---

Check all that apply:

Studio

Hours in Category 2: 90

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Reading project drawings and specifications

Creating geometry layouts

Designing steel connections

Detailing of bracing components

Detailing of steel stairs

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Diploma

Provide a rationale  
for this proposal:

# Course Change Request

## New Course Proposal

Date Submitted: 11/02/22 2:54 pm

Viewing: **DRFT 2296 : Dipl. Misc Metals Detailing**

Last edit: 11/08/22 9:11 am

Changes proposed by: rpalma

Programs  
referencing this  
course

[106: Computer Aided Draft \(CAD\) and Building Information Modelling \(BIM\) Technician Diploma](#)

Course Name:

Diploma Miscellaneous Metals Detailing

Effective Date:

September 2023

School/Centre:

Trades, Technology & Design

Department:

Drafting (4203)

Contact(s)

### In Workflow

1. **4203 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

### Approval Path

1. 11/07/22 9:24 am  
Kelly Wightman  
(kwightman):  
Approved for 4203  
Leader
2. 11/08/22 12:41 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 11/30/22 12:25 pm  
Darija Rabadzija  
(drabadzija):  
Approved for  
Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
Ron Palma	rpalma@vcc.ca	604-443-8534

Banner Course  
Name:

Dipl. Misc Metals Detailing

Subject Code:

DRFT - Drafting

Course Number

2296

Year of Study            2nd Year Post-secondary

Credits:                    2

Bridge College Code    VO

Bridge Billing Hours    0-2

Bridge Course Level    01

#### Course Description:

This course builds on the concepts learned in DRFT 2295, and introduces the students to the different detailing rules and conventions required to produce drawings of the lighter components, specifically guardrails, stair handrails, welded frame platforms and steel flooring materials.

This course is part of the full-time CAD and BIM Technician Diploma.

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

DRFT 2295.

#### 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	Describe the features of industrial steel handrail.
CLO #2	Describe the differences in configuration and layout between handrail and guardrail.
CLO #3	Develop connections for permanent and removable steel handrail components.
CLO #4	Create shop fabrication drawings for steel handrail, guardrail and stair handrail.
CLO #5	Create shop fabrication drawings of welded light framing assemblies.
CLO #6	Create layout drawing for the fabrication and installation of steel flooring systems.
CLO #7	Apply the concepts and processes at a higher level, in a 3D Building Information Modeling setting.

Instructional

Strategies:

Lecture, demonstration, project-based drawing assignments

## Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	The planning, modelling and drawing creation of industrial guardrails.
Project	30	The planning, modelling and drawing creation of industrial handrails.
Project	30	The planning, modelling and drawing creation of industrial grating.
Assignments	10	Project reflection.

## Hours by Learning Environment Type

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To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 60

### Category 1: Lecture, Online, Seminar, Tutorial

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Check all that apply:

Lecture  
Online

Hours in Category 1: 15

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

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Check all that apply:

Studio

Hours in Category 2: 45

### Category 3: Practicum, Self Paced, Individual Learning

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Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Handrail and guardrail detailing
Welded frame detailing
Steel checkerplate and grating detailing

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Diploma

Provide a ratio

for this propos

Are there any:

### Additional Information

---

Provide any additional information if necessary.



result of this  
proposal?

No

Consultations

Consulted Areas	Consultation Comments
Faculty/Department	Jane Parker, Sarah Allan, Sandra McKay, Jill Lefaivre, Jordan White
Other Department(s)	Larry Perras, John Patterson, Tanya Cowie
Centre for Teaching, Learning, and Research (CTLR)	Andy Sellwood
Other	Dawn Cunningham Hall - she made some suggestions about the course prerequisites. I took her advice and changed the wording.
Financial Aid	Murray MacGregor- Confirmed it will be AUG funded.
Advising & Recruitment	Domingo Salviejo

### Additional Information

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Provide any additional information if necessary.

Supporting  
documentation:

Reviewer  
Comments

### Marketing Information

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

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

Make Available on Website:      Yes



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** December 6, 2022

**ISSUE:** New Program: Event Management Short Certificate

### BACKGROUND:

Continuing Studies is proposing a new short certificate in Event Management. This programming was developed as part of the renewal of the Leadership suite of programs. The School held extensive consultations with industry representatives, who strongly recommended separating the event management and wedding planning sections into their own certificate. The program has five core courses that focus on the shared elements of event management. Students can then enter a Wedding Planning stream or an Event Operations stream, each consisting of three courses; each of these three-course groupings is recognized with an Award of Achievement microcredential.

The program has maintained its flexibility; students can take individual courses and build up to the credential if that meets their needs. The Awards of Achievement allow for recognition of distinct elements of the programming.

### DISCUSSION:

Joy Dalla-Tina, Program Coordinator for Business Leadership & Languages, presented the proposal.

The Committee requested a number of significant changes:

1. Simplify the program learning outcomes to reflect that the program does not offer a practicum or work placement, so students are not necessarily going to have real-world experiences as part of their learning. The initial wording for the outcomes suggested a higher level of application would be possible.
2. Embed the Award of Achievement microcredentials into the program content guide.
3. Clarify that many different wedding cultures will be studied.
4. Add a component on ethical marketing to the marketing and communications course.

All changes have been made.

### RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the program content guide for the new Event Management Short Certificate and 11 new course outlines, and recommend the Board of Governors approve the implementation of the program.

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

**DATE:** November 15, 2022

# Program Change Request

## New Program Proposal

Date Submitted: 10/27/22 10:34 pm

Viewing: **Event Management Short Certificate**

Last edit: 11/29/22 1:12 pm

Changes proposed by: jdallatina

Program Name:

Event Management Short Certificate

Credential Level: Short Certificate

Effective Date: September 2023

Effective Catalog 2021-2022

Edition:

School/Centre: Continuing Studies

Department Wedding & Event Management (6199)

Contact(s)

### In Workflow

1. **6199 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. Ministry Review
7. Board of Directors
8. Board of Governors

### Approval Path

1. 10/06/22 4:31 pm  
Joy Dalla-Tina  
(jdallatina):  
Approved for 6199  
Leader
2. 10/06/22 4:35 pm  
Claire Sauve  
(csauve): Rollback  
to 6199 Leader for  
Senior PC
3. 10/06/22 4:40 pm  
Joy Dalla-Tina  
(jdallatina):  
Approved for 6199  
Leader
4. 10/06/22 4:43 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
5. 10/06/22 5:52 pm  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean

6. 10/19/22 2:39 pm  
Todd Rowlatt  
(trowlatt): Rollback  
to Initiator
7. 10/27/22 10:47 pm  
Joy Dalla-Tina  
(jdallatina):  
Approved for 6199  
Leader
8. 11/01/22 10:34 am  
Claire Sauve  
(csauve): Approved  
for Senior PC
9. 11/01/22 5:08 pm  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
10. 11/15/22 3:58 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
Joy Dalla-Tina	jdallatina@vcc.ca	604.443.8671

## Program Content Guide

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### Purpose

The purpose of the Event Management Short Certificate is to prepare graduates with the knowledge, creative insight, and design experience that they need to successfully plan, organize, and execute a variety of events. Students will learn elements of planning events such as event design, food and beverage, proposals and budgets, and risk and people management. Graduates may find employment in roles such as event coordinator, event manager, venue manager or independent business entrepreneur. The program includes streams specific to the different sectors of the event management industry such as wedding planning and event operations.

None.

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

PLAR is not available for courses in the Event Management short certificate.

#### Program Duration & Maximum Time for Completion

This part-time program can be completed over 2 years. Courses are offered during the evening and on weekends. Maximum time for completion: 3 years.

#### Program Learning

##### Outcomes

	<b>Upon successful completion of this program, graduates will be able to:</b>
PLO #1	Describe the event management industry and the variety of events typically included in this sector
PLO #2	Explain how event managers work with vendors and clients to create a food and beverage strategy
PLO #3	Describe how budgets and contracts that reflect a client's requirements are produced, negotiated, and managed
PLO #4	Create an event design based on a defined event's vision, goals, and objectives
PLO #5	Define HR processes with respect to managing and supervising staff and volunteers
PLO #6	Explain best practices to reduce financial, safety, and reputational risks of an event
PLO #7	Outline how schedules and contingency plans that reflect a client's requirements are produced

#### Additional PLO Information

#### Instructional Strategies, Design, and Delivery Mode

Classes may be offered face-to-face, fully online, or through a blended delivery model, by instructors who are working in a field related to the course content.

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

Evaluation will focus on assessments directly related to an individual student's context and goals.

Students must have a minimum GPA of 'C' (2.00) in order to graduate.

To achieve the Event Management Short Certificate, students must successfully complete all of the five core courses listed below (total 6 credits) and must complete 3 credits of elective courses (taken from either the Wedding Planning or Event Operations streams) for a total of 9 credits.

Students who complete the three elective courses in the Wedding Planning stream will receive an Award of Achievement in Wedding Planning.

Students who complete the three elective courses in the Event Operations stream will receive an Award of Achievement in Event Operations.

### Recommended Characteristics of Students

Interest in the event industry and the needs of clients

Strong oral and written communication skills in English

Ability to work with confidence independently or on a team in a high stress or fast-paced environment

Strong organizational, analytical and interpersonal skills

Ability to conduct themselves in a responsible and professional manner

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

Ability to adapt to changing situations and formulate contingency plans

Basic technology skills (e.g., use of Word and Excel)

### Courses

#### Core Courses:

<a href="#"><u>EVNT 1201</u></a>	Event and Wedding Management Foundations	2.0
<a href="#"><u>EVNT 1202</u></a>	Food and Beverage	1.0
<a href="#"><u>EVNT 1203</u></a>	Proposals and Budgets	1.0
<a href="#"><u>EVNT 1204</u></a>	Elements of Event Design	1.0
<a href="#"><u>EVNT 1205</u></a>	Event Human Resource & Risk Management	1.0
Total Credits		6

**Electives - students must complete a total of 3 credits by taking courses from either of the two streams shown below (in addition to the 6 credits of Core courses required):**

Wedding Planning stream courses

<a href="#"><u>EVNT 1206</u></a>	Fashion, Photography and Videography	1.0
<a href="#"><u>EVNT 1207</u></a>	Wedding Protocols and Culture	1.0
<a href="#"><u>EVNT 1208</u></a>	Destination Weddings	1.0

## Event Operations stream courses

<u><a href="#">EVNT 1209</a></u>	Event Contracts and Negotiations	1.0
<u><a href="#">EVNT 1210</a></u>	Event Technology and Logistics	1.0
<u><a href="#">EVNT 1211</a></u>	Event Marketing & Communications	1.0

## Transcript of Achievement

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

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

## Grading Standard

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

## Grade Point Average (GPA)

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

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

## Rationale and Consultations

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Provide a rationale for this proposal.

The development of the Event Management Short Certificate followed the program renewal of the Leadership Suite of programs (which included a variety of leadership, business and management certificates, a recreation and sport management certificate, and a wedding and event management certificate).

The existing structure of the wedding and event management credential is a mix of courses related to event management and wedding planning where students are required to take courses from both areas to complete the program.

The Leadership Suite of programs renewal included extensive consultation with numerous high-profile industry representatives from the business, non-profit, event management, wedding planning, and sport/recreation areas. One outcome of the renewal was that the wedding and event management certificate program should be re-developed as a new program focused purely on the needs of the event management and wedding planning industries and be separated from the leadership and management program area.

Another key finding of the renewal was that a re-design of the wedding and event management program should maintain the niches that the program serve as well as the flexibility of programming.

Thus, based on input from subject matter experts in the field of event management and wedding planning it was decided that a single credential should be created that includes streams specific to different sectors of the event management industry. An event management short certificate was designed, with streams in wedding planning and event operations, with the possibility to expand into additional streams such as conferences and conventions.

Are there any expected costs to this proposal.



## Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTRL)	Andy Sellwood helped work on curriculum design. Francesco likes the new program.
Registrar's Office	Comments regarding how to make the course structure easy for students to understand. For example, adding the list of AoAs and the "What to Expect" section from the PCG on the website. Also, adding the program map to the program's syllabi.
Counselling	<p>Nona Coles, our DH, and I had a peek at this and we don't think there is anything significant we need to add with what you shared.</p> <p>We would like to let you know again though that we do support CE students and we are continuing to offer both in-person or Zoom/phone appointments, the latter which may work better for some of your students.</p>
Disabilities Services	I reached out with an explanation regarding the updates and included the program map. Ali responded indicating they are currently swamped and I indicated that was fine.
Indigenous Education & Community Engagement (IECE)	Met with Clay Little on October 12th. We had a lengthy, informative meeting regarding how the current program explores various ethnicities pertaining to weddings and events. Culture and traditions in events including those of Indigenous peoples. Clay provided a website to use for resources.
International Education	I reached out with an explanation regarding the updates and included the program map. As of October 27th, there has been no reply.

Consultated Area	Consultation Comments
Learning Centre	<p>I reached out with an explanation regarding the updates and included the program map. I was directed to reach out to Sara Yuen.</p> <p>Feedback received from the Learning Centre: The Learning Centre is able to provide support to students in the Event Management Short Certificate program as follows:</p> <ul style="list-style-type: none"> <li>· 1:1 tutoring support from the English tutors (e.g. support with reports, presentation skills and preparation, resume and cover letter proofreading, interview skills)</li> </ul> <p>o Students can access three 30-minute session per week of English tutoring.</p> <ul style="list-style-type: none"> <li>· 1:1 tutoring support from the Business tutor (based at the DTN campus) for help with accounting (perhaps useful for the event contracts and negotiations course?), basic technology skills (Zoom, Moodle, Office 365, other tools required for the course)</li> </ul> <p>o Students can access up to 9 sessions per week with the business tutor</p> <ul style="list-style-type: none"> <li>· 1:1 academic coaching support – study skills, time management, note-taking and test taking strategies</li> <li>· Workshops on study skills, technology and English-related topics</li> </ul> <p>In addition to these services, we welcome the Event Management Short Certificate students to come and use the Learning Centre space – at either campus -- for group study or work on the computers in the computer lab.</p>

Consultated Area	Consultation Comments
Library	Elena's feedback: It would be good if I could meet with a person who will develop a curriculum. I want to talk about incorporating open educational resources into the curriculum. Also, resources that the library purchases: in the previous program, reincarnation, we relied on print resources; it will be good to discuss e-formats, streaming, etc.
Marketing & Communications	Having ongoing discussions with Danielle Libonati and Sarah Murray regarding the best way to promote this new program. I have expressed my desire to have VCC as the "go-to place" for Wedding and Event Management education.
Institutional Research (IR)	I reached out with an explanation regarding the updates and included the program map. As of October 27th, there has been no reply.

### Additional Information

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Provide any additional information if necessary.

Supporting  
documentation:

### Marketing Information

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*FOR MARKETING PURPOSES ONLY. DO NOT EDIT.*

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

This program is for:

Marketing Description

What you will learn

What to expect

# Course Change Request

## New Course Proposal

Date Submitted: 10/27/22 10:41 pm

Viewing: **EVNT 1201 : Event & Wedding Foundations**

Last edit: 10/27/22 10:40 pm

Changes proposed by: jdallatina

Programs  
referencing this  
course

[176: Event Management](#)

Course Name:

Event and Wedding Management Foundations

Effective Date:

September 2023

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Wedding & Event Management (6199)

Contact(s)

### In Workflow

1. **6199 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

### Approval Path

1. 10/06/22 4:31 pm  
Joy Dalla-Tina (jdallatina): Approved for 6199 Leader
2. 10/06/22 4:34 pm  
Claire Sauve (csauve): Approved for Senior PC
3. 10/06/22 5:31 pm  
Adrian Lipsett (alipsett): Approved for CCS Dean
4. 10/19/22 2:39 pm  
Todd Rowlatt (trowlatt): Rollback to Initiator
5. 10/27/22 10:47 pm  
Joy Dalla-Tina (jdallatina): Approved for 6199 Leader
6. 11/01/22 10:34 am  
Claire Sauve

<sup>93</sup>  
(csauve): Approved  
for Senior PC  
7. 11/01/22 5:08 pm  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean  
8. 11/15/22 3:58 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
Joy Dalla-Tina	jdallatina@vcc.ca	604.443.8671

Banner Course Name: Event & Wedding Foundations

Subject Code: EVNT - Event Planning

Course Number: 1201

Year of Study: 1st Year Post-secondary

Credits: 2.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

Learn about the event and wedding management profession. You will learn about the various types of events and what is involved in the event planning process. Students will be introduced to the research, design, coordination, and execution of an event and will gain a basic understanding of the concept of return on investment (ROI). Finally, students will learn how to plan for future career development and growth within the events industry.

Course Pre-Requisites (if applicable):

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	Define the event and wedding industry
CLO #2	Differentiate between different types of events
CLO #3	Explore the many aspects of event planning from its inception to execution
CLO #4	Determine a scope of work and identify key factors to successfully manage a client's needs
CLO #5	Create and evaluate goals and objectives for an event and define the business value of events
CLO #6	Outline a contingency plan for an event that overcomes potential barriers and problems

Instructional

Strategies:

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

## Evaluation and Grading

---

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

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25-35	Event strategy and key messaging assignment
Assignments	15-25	Event goals and objectives assignment
Assignments	20-30	Short report and/or presentation on the business value of events

Type	Percentage	Brief description of assessment activity
Assignments	20-30	Professional development plan assignment

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 30

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Online

Hours in Category 1: 30

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

**Course Topics:**

Introduction to the event industry  
 Types of Events  
 Goals and objectives for an event  
 SMART goals to measure outcomes  
 Stakeholder communications  
 Scope of work  
 Event budgeting  
 Event surveys and data collection  
 Business value of events  
 Event outcomes in monetary (ROI) and non-monetary (ROO) terms  
 Wedding planning from its inception to execution.  
 History and evolution of Weddings  
 Event associations, certifications, and designations

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

## **Rationale and Consultations**

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

Event Management Short Certificate

Provide a rationale  
for this proposal:

Are there any



# Course Change Request

## New Course Proposal

Date Submitted: 10/27/22 10:41 pm

Viewing: **EVNT 1202 : Food and Beverage**

Last edit: 10/27/22 10:41 pm

Changes proposed by: jdallatina

Programs  
referencing this  
course

[176: Event Management](#)

Course Name:

Food and Beverage

Effective Date:

September 2023

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Wedding & Event Management (6199)

Contact(s)

### In Workflow

1. **6199 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum  
Committee Chair**
5. **EDCO Chair**
6. CS Associate  
Registrar
7. Banner

### Approval Path

1. 10/06/22 4:31 pm  
Joy Dalla-Tina  
(jdallatina):  
Approved for 6199  
Leader
2. 10/06/22 4:35 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 10/06/22 5:30 pm  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 10/19/22 2:39 pm  
Todd Rowlatt  
(trowlatt): Rollback  
to Initiator
5. 10/27/22 10:47 pm  
Joy Dalla-Tina  
(jdallatina):  
Approved for 6199  
Leader
6. 11/01/22 10:35 am  
Claire Sauve

<sup>98</sup>  
(csauve): Approved  
for Senior PC

7. 11/01/22 5:08 pm

Adrian Lipsett

(alipsett): Approved  
for CCS Dean

8. 11/15/22 3:58 pm

Todd Rowlatt

(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
Joy Dalla-Tina	jdallatina@vcc.ca	604.443.8671

Banner Course Name: Food and Beverage

Subject Code: EVNT - Event Planning

Course Number: 1202

Year of Study: 1st Year Post-secondary

Credits: 1.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

Learn about the food and beverage component of event management. Learners will explore the process of menu planning and costing for the required meal functions while also ensuring the client's needs are addressed without compromising food quality and service. Food trends and allergies will be introduced as well as sustainable practices in event catering.

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

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Details of PLAR:

Course Learning

Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Describe meal functions
CLO #2	Explain the different elements of menu planning, food costing, service, and beverage ratios
CLO #3	Identify the types of special dietary needs and food allergies
CLO #4	Discuss how a food and beverage strategy is created for an event
CLO #5	Describe sustainable practices in the food and beverage industry

Instructional

Strategies:

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

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30-40	Two or more assignments on creating a food and beverage strategy
Assignments	25-35	Menu planning assignment
Assignments	30-40	Two or more case studies based around different client requirements for an event

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 15

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

- Lecture
- Online

Hours in Category 1: 15

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Food and beverage elements to suit an event  
 Meal Functions  
 Menu Planning  
 Food & Beverage costing and budgeting  
 Special Dietary Needs & Food Allergies  
 Sustainable Food and Beverage

# Course Change Request

## New Course Proposal

Date Submitted: 10/27/22 10:41 pm

Viewing: **EVNT 1203 : Proposals and Budgets**

Last edit: 10/27/22 10:41 pm

Changes proposed by: jdallatina

Programs  
referencing this  
course

[176: Event Management](#)

Course Name:

Proposals and Budgets

Effective Date:

September 2023

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Wedding & Event Management (6199)

Contact(s)

### In Workflow

1. **6199 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum  
Committee Chair**
5. **EDCO Chair**
6. CS Associate  
Registrar
7. Banner

### Approval Path

1. 10/06/22 4:31 pm  
Joy Dalla-Tina  
(jdallatina):  
Approved for 6199  
Leader
2. 10/06/22 4:36 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 10/06/22 5:14 pm  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 10/19/22 2:39 pm  
Todd Rowlatt  
(trowlatt): Rollback  
to Initiator
5. 10/27/22 10:47 pm  
Joy Dalla-Tina  
(jdallatina):  
Approved for 6199  
Leader
6. 11/01/22 10:36 am  
Claire Sauve

102  
(csauve): Approved  
for Senior PC  
7. 11/01/22 5:09 pm  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean  
8. 11/15/22 3:58 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
Joy Dalla-Tina	jdallatina@vcc.ca	604.443.8671

Banner Course Name: Proposals and Budgets

Subject Code: EVNT - Event Planning

Course Number: 1203

Year of Study: 1st Year Post-secondary

Credits: 1.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

Learn how event proposals are prepared and submitted in response to a request for proposals (RFP). Students will review standard industry terms found in contracts such as attrition, liability, minimums, liquidated damages due, master account, and litigation. Learners will also gain practical experience working with real-life industry contracts and working through the variables of the negotiation process.

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

PLAR (Prior Learning Assessment &amp; Recognition)

No

Course Learning

Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Apply various methods of generating creative ideas for writing proposals
CLO #2	Explain the request for proposal process
CLO #3	Identify budget elements
CLO #4	Describe how an event financial plan is prepared
CLO #5	Outline best practices to negotiating and contracting for events
CLO #6	Identify contract terms and definitions

Instructional

Strategies:

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

## Evaluation and Grading

---

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30-40	Two or more contract review assignments
Assignments	25-35	Two or more budget preparation assignments
Assignments	30-40	Two or more proposals and RFP assignments

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 15

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

- Lecture
- Online

Hours in Category 1: 15

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Best practices for negotiating and contracting for events  
 Contract terms and definitions  
 Contract structures and layouts  
 Attrition, penalties and liabilities  
 Negotiation strategies and techniques  
 Ethical issues in contracting  
 Relationship management



# Course Change Request

## New Course Proposal

Date Submitted: 10/27/22 10:42 pm

Viewing: **EVNT 1204 : Elements of Event Design**

Last edit: 10/27/22 10:42 pm

Changes proposed by: jdallatina

Programs  
referencing this  
course

[176: Event Management](#)

Course Name:

Elements of Event Design

Effective Date:

September 2023

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Wedding & Event Management (6199)

Contact(s)

### In Workflow

1. **6199 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum  
Committee Chair**
5. **EDCO Chair**
6. CS Associate  
Registrar
7. Banner

### Approval Path

1. 10/06/22 4:31 pm  
Joy Dalla-Tina  
(jdallatina):  
Approved for 6199  
Leader
2. 10/06/22 4:37 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 10/06/22 5:28 pm  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 10/19/22 2:39 pm  
Todd Rowlatt  
(trowlatt): Rollback  
to Initiator
5. 10/27/22 10:47 pm  
Joy Dalla-Tina  
(jdallatina):  
Approved for 6199  
Leader
6. 11/01/22 10:43 am  
Claire Sauve

106  
(csauve): Approved  
for Senior PC  
7. 11/01/22 5:09 pm  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean  
8. 11/15/22 3:58 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
Joy Dalla-Tina	jdallatina@vcc.ca	604.443.8671

Banner Course Name: Elements of Event Design

Subject Code: EVNT - Event Planning

Course Number: 1204

Year of Study: 1st Year Post-secondary

Credits: 1.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

Learn about the best practices for event design and how to use them for maximum effect. Students will learn how to create the overall visual aesthetic of an event as well as how to effectively convey the client's message throughout each moment of the event - from the initial contact with the guests, to the entertainment, the venue, the technical requirements, the decor, and even the menu. A focus will be placed on event programs, including signage and attendee/participant management.

Course Pre-Requisites (if applicable):

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

No

## Details of PLAR:

## Course Learning

## Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Apply various methods of generating creative ideas
CLO #2	Explain how an event program is designed and justified
CLO #3	Present ideas or experiences for a proposed event
CLO #4	Create and illustrate physical design options for an event
CLO #5	Develop a creative concept and theme for an event

## Instructional

## Strategies:

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

## Evaluation and Grading

---

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

## Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30-40	Two or more event design case studies
Assignments	30-40	Creation of an event program design element (broken into two or more sub assignments)
Assignments	30	Creative idea generation assignment

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 15

### **Category 1: Lecture, Online, Seminar, Tutorial**

---

Check all that apply:

Lecture

Online

Hours in Category 1: 15

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

---

Check all that apply:

Hours in Category 2:

### **Category 3: Practicum, Self Paced, Individual Learning**

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### **Course Topics:**

Layers of Décor

Concept and theme

Program content components and delivery formats

Structure and sequence

Design environment

Artistic and functional requirements

Décor and furnishings

Event signage

# Course Change Request

## New Course Proposal

Date Submitted: 10/27/22 10:43 pm

Viewing: **EVNT 1205 : Event HR & Risk Management**

Last edit: 10/27/22 10:43 pm

Changes proposed by: jdallatina

Programs  
referencing this  
course

[176: Event Management](#)

Course Name:

Event Human Resource & Risk Management

Effective Date: September 2023

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Wedding & Event Management (6199)

Contact(s)

### In Workflow

1. **6199 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

### Approval Path

1. 10/06/22 4:31 pm  
Joy Dalla-Tina (jdallatina): Approved for 6199 Leader
2. 10/06/22 4:39 pm  
Claire Sauve (csauve): Approved for Senior PC
3. 10/06/22 5:21 pm  
Adrian Lipsett (alipsett): Approved for CCS Dean
4. 10/19/22 2:39 pm  
Todd Rowlatt (trowlatt): Rollback to Initiator
5. 10/27/22 10:47 pm  
Joy Dalla-Tina (jdallatina): Approved for 6199 Leader
6. 11/01/22 10:44 am  
Claire Sauve

110  
(csauve): Approved  
for Senior PC  
7. 11/01/22 5:10 pm  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean  
8. 11/15/22 3:58 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
Joy Dalla-Tina	jdallatina@vcc.ca	604.443.8671

Banner Course Name: Event HR & Risk Management

Subject Code: EVNT - Event Planning

Course Number: 1205

Year of Study: 1st Year Post-secondary

Credits: 1.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

Learn about the different elements of human resource (HR) and risk management in the event industry. Students will learn the techniques used in designing HR frameworks including writing a job description, recruitment and selection, and performance management. This course will also look at the four stages of Risk Management: Planning, Mitigation, Response and Recovery. Learners will explore how each stage of risk management plays an important role in understanding what risks could arise during an event and how to create a plan for them.

Course Pre-Requisites (if applicable):

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

No

Details of PLAR:

Course Learning

Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Describe human resources processes and functions
CLO #2	Identify elements of a human resources strategy related to the needs of an event
CLO #3	Explain how a human resources process is created for an event
CLO #4	Describe risk and risk management in the context of events
CLO #5	Outline how a risk management plan for an event is developed

Instructional

Strategies:

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

## Evaluation and Grading

---

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30-40	Two or more assignments covering human resource plans for different events
Assignments	30-40	Two or more risk management assignments
Assignments	30	Assignment to research and develop a job description for an event role

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 15

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

- Lecture
- Online

Hours in Category 1: 15

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Elements of an HR strategy  
 The HR cycle  
 The needs of staff and volunteers  
 Job descriptions  
 Elements of a risk management plan  
 Risk management framework  
 Permit requirements and legal compliance



# Course Change Request

## New Course Proposal

Date Submitted: 10/27/22 10:43 pm

Viewing: **EVNT 1206 : Fashion, Photography and Video**

Last edit: 10/27/22 10:43 pm

Changes proposed by: jdallatina

Programs  
referencing this  
course

[176: Event Management](#)

Course Name:

Fashion, Photography and Videography

Effective Date: September 2023

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Wedding & Event Management (6199)

Contact(s)

### In Workflow

1. **6199 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum  
Committee Chair**
5. **EDCO Chair**
6. CS Associate  
Registrar
7. Banner

### Approval Path

1. 10/06/22 4:31 pm  
Joy Dalla-Tina  
(jdallatina):  
Approved for 6199  
Leader
2. 10/06/22 4:39 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 10/06/22 5:17 pm  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 10/19/22 2:39 pm  
Todd Rowlatt  
(trowlatt): Rollback  
to Initiator
5. 10/27/22 10:47 pm  
Joy Dalla-Tina  
(jdallatina):  
Approved for 6199  
Leader
6. 11/01/22 10:44 am  
Claire Sauve

114  
(csauve): Approved  
for Senior PC  
7. 11/01/22 5:11 pm  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean  
8. 11/15/22 3:58 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
Joy Dalla-Tina	jdallatina@vcc.ca	604.443.8671

Banner Course Name: Fashion, Photography and Video

Subject Code: EVNT - Event Planning

Course Number: 1206

Year of Study: 1st Year Post-secondary

Credits: 1.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

Learn about the fashion, trends and customs of wedding attire. Students will also gain an understanding of both wedding photography and videography. A key focus of this course will be how to work with both clients and vendors when it comes to wedding fashion and photography/videography.

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

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

No

Details of PLAR:

## Course Learning

## Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Define bridal fashion based on industry standards, cultural traditions and current trends
CLO #2	Explore aspects of wedding attire
CLO #3	Describe the wedding photography and videography industries
CLO #4	Describe how pricing and contracts are developed for an event
CLO #5	Explain the various elements of fashion
CLO #6	Discuss trends in photography and videography
CLO #7	Identify strategies for how to build working relationships with vendors

## Instructional

## Strategies:

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

## Evaluation and Grading

---

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

## Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30-40	Two or more reports - Research and compare different photographer and videographer services

Type	Percentage	Brief description of assessment activity
Assignments	30-40	Two or more assignments related to pricing and contracts in wedding attire, photography and videography
Assignments	30	Two or more assignments covering trends in wedding fashion

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 15

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture  
Online

Hours in Category 1: 15

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

**Course Topics:**

Aspects of wedding attire  
 Various elements of fashion  
 Aspects of wedding photography and videography  
 Trends in photography and videography

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

## **Rationale and Consultations**

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

Event Management Short Certificate

Provide a rationale  
 for this proposal:

Are there any  
 expected costs as a

Consultations

### **Additional Information**

---

Provide any additional information if necessary.

# Course Change Request

## New Course Proposal

Date Submitted: 10/27/22 10:44 pm

Viewing: **EVNT 1207 : Wedding Protocols and Culture**

Last edit: 11/15/22 3:37 pm

Changes proposed by: jdallatina

Programs  
referencing this  
course

[176: Event Management](#)

Course Name:

Wedding Protocols and Culture

Effective Date:

September 2023

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Wedding & Event Management (6199)

Contact(s)

### In Workflow

1. **6199 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

### Approval Path

1. 10/06/22 4:31 pm  
Joy Dalla-Tina (jdallatina): Approved for 6199 Leader
2. 10/06/22 4:40 pm  
Claire Sauve (csauve): Approved for Senior PC
3. 10/06/22 5:17 pm  
Adrian Lipsett (alipsett): Approved for CCS Dean
4. 10/19/22 2:39 pm  
Todd Rowlatt (trowlatt): Rollback to Initiator
5. 10/27/22 10:47 pm  
Joy Dalla-Tina (jdallatina): Approved for 6199 Leader
6. 11/01/22 10:45 am  
Claire Sauve

119  
(csauve): Approved  
for Senior PC  
7. 11/01/22 5:10 pm  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean  
8. 11/15/22 3:58 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
Joy Dalla-Tina	jdallatina@vcc.ca	604.443.8671

Banner Course Name: Wedding Protocols and Culture

Subject Code: EVNT - Event Planning

Course Number: 1207

Year of Study: 1st Year Post-secondary

Credits: 1.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

#### Course Description:

Learn about professional etiquette, and the fundamental manners and personal skills needed for different types of weddings. Students will learn about business relationships and the common mistakes people make in the wedding industry when it comes to protocol and culture. In particular, students will learn about the many different global cultural approaches to weddings. Learners will develop an understanding of both the standards and traditions of wedding etiquette, as well as how etiquette can help build and strengthen relationships with clients and vendors.

Course Pre-Requisites (if applicable):

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

No

Details of PLAR:

Course Learning

Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Define wedding etiquette and protocol
CLO #2	Explain the different aspects of wedding protocol, from event inception to execution
CLO #3	Define cultural competency
CLO #4	Describe the legalities and documentation requirements for weddings
CLO #5	Research and design wedding ceremonies that include traditions, rituals, and trends
CLO #6	Identify how different global cultures approach wedding ceremonies

## Instructional

## Strategies:

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

## Evaluation and Grading

---

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

## Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30-40	Two or more assignments on wedding protocol
Assignments	30-40	Two or more assignments where a ceremony plan is developed
Assignments	30	Report and/or presentation of a ceremony plan



## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 15

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

- Lecture
- Online

Hours in Category 1: 15

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Aspects of wedding protocol and culture  
 Cultural competence  
 History and evolution of wedding protocols and culture  
 Trends, rituals, and traditions in wedding protocol and culture  
 Legalities and documentation requirements for weddings  
 Wedding ceremonies in different global cultures

# Course Change Request

## New Course Proposal

Date Submitted: 10/27/22 10:44 pm

Viewing: **EVNT 1208 : Destination Weddings**

Last edit: 10/27/22 10:44 pm

Changes proposed by: jdallatina

Programs  
referencing this  
course

[176: Event Management](#)

Course Name:

Destination Weddings

Effective Date:

September 2023

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Wedding & Event Management (6199)

Contact(s)

### In Workflow

1. **6199 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum  
Committee Chair**
5. **EDCO Chair**
6. CS Associate  
Registrar
7. Banner

### Approval Path

1. 10/06/22 4:31 pm  
Joy Dalla-Tina  
(jdallatina):  
Approved for 6199  
Leader
2. 10/06/22 4:40 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 10/06/22 5:15 pm  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 10/19/22 2:39 pm  
Todd Rowlatt  
(trowlatt): Rollback  
to Initiator
5. 10/27/22 10:47 pm  
Joy Dalla-Tina  
(jdallatina):  
Approved for 6199  
Leader
6. 11/01/22 10:46 am  
Claire Sauve

123  
(csauve): Approved  
for Senior PC  
7. 11/01/22 5:11 pm  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean  
8. 11/15/22 3:58 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
Joy Dalla-Tina	jdallatina@vcc.ca	604.443.8671

Banner Course Name: Destination Weddings

Subject Code: EVNT - Event Planning

Course Number: 1208

Year of Study: 1st Year Post-secondary

Credits: 1.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

Learn about destination wedding planning. Students will learn about destination management, including the requirements for permits, licenses and other logistical requirements or restrictions. Learners will investigate various wedding destination locations and how decisions are made with respect to vendors, photographers, DJs and entertainment, catering, décor, flowers, hair and makeup.

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

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

No

Details of PLAR:

## Course Learning

## Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Describe the destination wedding industry
CLO #2	Explain the different aspects of destination management
CLO #3	Compare and contrast different wedding destinations
CLO #4	Outline how a destination wedding is designed and created
CLO #5	Identify strategies for negotiating with local vendors and venues
CLO #6	Describe the requirements for destination legal documentation

## Instructional

## Strategies:

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

## Evaluation and Grading

---

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

## Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30-40	Two or more case studies related to destination management
Assignments	30-40	Two or more case studies related to negotiating with local vendors
Assignments	30	Destination wedding plan creation assignment

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 15

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

- Lecture
- Online

Hours in Category 1: 15

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

#### Course Topics

##### Course Topics:

Destination wedding industry  
 Popular wedding destination locations  
 Strategies for negotiating with local vendors and venues  
 Key factors to successful management of your clients' needs while in unfamiliar territories  
 Destination wedding design  
 Requirements for destination legal documentation

# Course Change Request

## New Course Proposal

Date Submitted: 10/27/22 10:44 pm

### Viewing: **EVNT 1209 : Event Contracts & Negotiations**

Last edit: 10/27/22 10:44 pm

Changes proposed by: jdallatina

Programs  
referencing this  
course

[176: Event Management](#)

Course Name:

Event Contracts and Negotiations

Effective Date:

September 2023

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Wedding & Event Management (6199)

Contact(s)

### In Workflow

1. **6199 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum  
Committee Chair**
5. **EDCO Chair**
6. CS Associate  
Registrar
7. Banner

### Approval Path

1. 10/06/22 4:31 pm  
Joy Dalla-Tina  
(jdallatina):  
Approved for 6199  
Leader
2. 10/06/22 4:41 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 10/06/22 5:29 pm  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 10/19/22 2:40 pm  
Todd Rowlatt  
(trowlatt): Rollback  
to Initiator
5. 10/27/22 10:47 pm  
Joy Dalla-Tina  
(jdallatina):  
Approved for 6199  
Leader
6. 11/01/22 10:48 am  
Claire Sauve

<sup>127</sup>  
(csauve): Approved  
for Senior PC  
7. 11/01/22 5:11 pm  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean  
8. 11/15/22 3:58 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
Joy Dalla-Tina	jdallatina@vcc.ca	604.443.8671

Banner Course Name: Event Contracts & Negotiations

Subject Code: EVNT - Event Planning

Course Number: 1209

Year of Study: 1st Year Post-secondary

Credits: 1.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

Learn about standard industry terms found in contracts. Students will be introduced to terms such as attrition, liability, minimums, liquidated damages due, master account and litigation. Learners will also gain practical experience working with real-life industry contracts and working through the variables of the negotiation process.

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

PLAR (Prior Learning Assessment &amp; Recognition)

No

Course Learning

Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Identify event contract terms and definitions
CLO #2	Define attrition, penalties and liabilities, and entertainment riders
CLO #3	Outline contract negotiation strategies and techniques
CLO #4	Define contract structures and layouts
CLO #5	Explain the different types of ethical issues related to event contracts
CLO #6	Describe relationship management in event contract development

Instructional

Strategies:

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

## Evaluation and Grading

---

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30-40	Two or more event contract review assignments
Assignments	30	Two or more event negotiation case studies



Type	Percentage	Brief description of assessment activity
Assignments	30-40	Contract development assignment (split into two or more sub-assignments)

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 15

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture

Online

Hours in Category 1: 15

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

**Course Topics:**

Best practices in negotiating and contracting for events  
Contract terms and definitions  
Contract structures and layouts  
Entertainment riders  
Attrition, penalties and liabilities  
Negotiation strategies and techniques  
Relationship management

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

Event Management Short Certificate

Provide a rationale  
for this proposal:

Are there any

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer

Comments

**Todd Rowlatt (trowlatt) (10/19/22 2:40 pm):** Rollback: additional edits

# Course Change Request

## New Course Proposal

Date Submitted: 10/27/22 10:45 pm

Viewing: **EVNT 1210 : Event Technology and Logistics**

Last edit: 10/27/22 10:45 pm

Changes proposed by: jdallatina

Programs  
referencing this  
course

[176: Event Management](#)

Course Name:

Event Technology and Logistics

Effective Date:

September 2023

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Wedding & Event Management (6199)

Contact(s)

### In Workflow

1. **6199 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum  
Committee Chair**
5. **EDCO Chair**
6. CS Associate  
Registrar
7. Banner

### Approval Path

1. 10/06/22 4:31 pm  
Joy Dalla-Tina  
(jdallatina):  
Approved for 6199  
Leader
2. 10/06/22 4:42 pm  
Claire Sauve  
(csauve): Approved  
for Senior PC
3. 10/06/22 5:11 pm  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean
4. 10/19/22 2:40 pm  
Todd Rowlatt  
(trowlatt): Rollback  
to Initiator
5. 10/27/22 10:47 pm  
Joy Dalla-Tina  
(jdallatina):  
Approved for 6199  
Leader
6. 11/01/22 10:49 am  
Claire Sauve

<sup>132</sup>  
(csauve): Approved  
for Senior PC  
7. 11/01/22 5:12 pm  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean  
8. 11/15/22 3:58 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
Joy Dalla-Tina	jdallatina@vcc.ca	604.443.8671

Banner Course Name: Event Technology and Logistics

Subject Code: EVNT - Event Planning

Course Number: 1210

Year of Study: 1st Year Post-secondary

Credits: 1.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

Learn about event production and technology. Students will be exposed to event technology trends like apps, online registration platforms, event software and virtual technologies. Learners will also see how elements such as lighting, audio, and staging are critical to the success of an event.

Course Pre-Requisites (if applicable):

PLAR (Prior Learning Assessment &amp; Recognition)

No

Details of PLAR:

Course Learning

Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Explain how industry specific technical administrative tools are applied when planning an event
CLO #2	Explore different types of event administrative technology (online registration, social media, surveys, apps, virtual meetings and teleconferencing)
CLO #3	Discuss how effective technology plans and execution strategies are created for events
CLO #4	Explore factors that can affect technology at events and problem-solving tactics
CLO #5	Determine requirements for staging and technical equipment
CLO #6	Identify audio, visual and lighting equipment
CLO #7	Describe technical production operation and how a stream plan is created

Instructional

Strategies:

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

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

<b>Type</b>	<b>Percentage</b>	<b>Brief description of assessment activity</b>
Assignments	30-40	Event technology case study (split into two or more sub-assignments)

Type	Percentage	Brief description of assessment activity
Assignments	30-40	Two or more assignments applying industry specific technical administrative tools to an event
Assignments	30	Creation of a storyboard assignment

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 15

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

- Lecture
- Online

Hours in Category 1: 15

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

**Course Topics:**

Stream Planning and Digital Events  
Best Practices for Creating Engagement with Digital Events  
Technical Production  
Requirements for staging and technical equipment  
Audio, visual and lighting equipment

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

## Rationale and Consultations

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

Event Management Short Certificate

Provide a rationale  
for this proposal:

Are there any  
expected costs as a  
Consultation

### Additional Information

---

Provide any additional information if necessary.

# Course Change Request

## New Course Proposal

Date Submitted: 10/27/22 10:45 pm

Viewing: **EVNT 1211 : Event Marketing & Communicatio**

Last edit: 10/27/22 10:45 pm

Changes proposed by: jdallatina

Programs  
referencing this  
course

[176: Event Management](#)

Course Name:

Event Marketing & Communications

Effective Date:

September 2023

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Wedding & Event Management (6199)

Contact(s)

### In Workflow

1. **6199 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

### Approval Path

1. 10/06/22 4:31 pm  
Joy Dalla-Tina (jdallatina): Approved for 6199 Leader
2. 10/11/22 11:19 am  
Claire Sauve (csauve): Approved for Senior PC
3. 10/17/22 8:47 am  
Adrian Lipsett (alipsett): Approved for CCS Dean
4. 10/19/22 2:40 pm  
Todd Rowlatt (trowlatt): Rollback to Initiator
5. 10/27/22 10:47 pm  
Joy Dalla-Tina (jdallatina): Approved for 6199 Leader
6. 11/01/22 10:49 am  
Claire Sauve



<sup>137</sup>  
(csauve): Approved  
for Senior PC  
7. 11/01/22 5:13 pm  
Adrian Lipsett  
(alipsett): Approved  
for CCS Dean  
8. 11/15/22 3:58 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
Joy Dalla-Tina	jdallatina@vcc.ca	604.443.8671

Banner Course Name: Event Marketing & Communicatio

Subject Code: EVNT - Event Planning

Course Number: 1211

Year of Study: 1st Year Post-secondary

Credits: 1.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

**Course Description:**

Learn how to integrate a marketing strategy into your event plan and how to budget for marketing. Students will look at different media outlets and how to utilize themes and design to foster excitement for events. Learners will explore how to develop, execute and present detailed marketing campaigns and plans for any type of event.

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

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

No

Details of PLAR:

## Course Learning

## Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
CLO #1	Explain event marketing strategies
CLO #2	Identify types of event marketing mediums
CLO #3	Outline how a basic marketing plan for an event is created
CLO #4	Discuss how target audiences, strategies and specific messaging is identified
CLO #5	Explain how appropriate media for different events is identified
CLO #6	Describe ethical marketing

## Instructional

## Strategies:

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

## Evaluation and Grading

---

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

## Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	Two or more assignments related to event marketing strategies and ethical event marketing
Assignments	30-40	Two or more assignments related to different marketing types

Type	Percentage	Brief description of assessment activity
Assignments	30-40	Marketing plan assignment (split into two or more sub-assignments)

## Hours by Learning Environment Type

---

To complete this section:

1. Enter the total course hours.
2. Check all instruction types that could be applicable for this course.
3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

**TOTAL COURSE HOURS:** 15

### Category 1: Lecture, Online, Seminar, Tutorial

---

Check all that apply:

Lecture  
Online

Hours in Category 1: 15

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

---

Check all that apply:

Hours in Category 2:

### Category 3: Practicum, Self Paced, Individual Learning

---

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:

**Course Topics:**

Event Marketing Types, Strategies, and Mediums  
Target audiences, strategies and specific messaging  
Factors affecting marketing before, during and after an event  
Appropriate media for different events  
Marketing tools  
Marketing plans  
Ethics in marketing  
Best practices and ethical issues in marketing

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

## **Rationale and Consultations**

---

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

Yes

Is this the primary proposal?

No

Primary Proposal

Event Management Short Certificate

Provide a rationale  
for this proposal:

Are there any  
expected costs as a

Consultation

## **Additional Information**

---



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** December 6, 2022

**ISSUE:** Revision to Draft Policy C.1.3 Granting of Credentials

### BACKGROUND:

Policy C.1.3 Granting of Credentials recently underwent a scheduled five-year review. The drafts of the policy and its procedures were reviewed by Education Policy Committee and Education Council, and recommended for approval by the Board of Governors at the September 13 Education Council meeting. The policy and procedures were reviewed by the Governance Committee in October and were slated to move forward for approval by the Board in November.

One proposed change was to count Prior Learning Assessment and Recognition (PLAR) towards the residency requirement. The PLAR working group recently identified that this proposed change is not considered best practice, and recommends maintaining the current model, in which neither PLAR nor transfer credit count towards the residency requirement.

The recommendation is to change the wording back before the policy moves forward for Board approval. Policy principle #7e would be reworded to “Credits obtained through PLAR **or Transfer Credit** will **not** be counted towards the residency requirement.”

### DISCUSSION:

Due to the tight timeline, the proposed edit was brought to EdCo for information on November 8.

Education Policy Committee reviewed the policy at its November 9 meeting. L. Apouchtine explained that a more fulsome review of PLAR across BC’s post-secondary sector was undertaken in the context of the review of policy D.3.5 Prior Learning Assessment and Recognition. T. Morgan, Associate Vice President, Academic Innovation, L. Apouchtine, D. McMullen, and M. Schram were part of these efforts and discussions.

An environmental scan revealed that the majority of BC institutions do not count PLAR towards the residency requirement, since PLAR specifically recognizes knowledge and experiences gained outside of formal post-secondary education.

Based on these findings, the recommendation is to revert back to the current wording in policy C.1.3 and not count PLAR towards residency at VCC. This is also consistent with other related VCC policies.

Education Policy committee members had no questions or concerns and unanimously recommended the revised policy for approval.

Due to the tight timeline, a consent resolution was distributed to EdCo members to vote on the proposal without holding a special meeting. However, since the Governance Committee meeting has been postponed to January, the policy is being presented for a regular vote at this meeting instead.

**RECOMMENDATION:**

THAT, on the recommendation of Education Policy Committee, Education Council recommend revised policy C.1.3 Granting of Credentials for approval by the Board of Governors.

**ATTACHMENTS:** Revised Policy C.1.3 Granting of Credentials

**PREPARED BY:** Natasha Mandryk, Chair, Education Council  
Sarah Kay, Chair, Education Policy Committee

**DATE:** November 29, 2022



## POLICY

Policy Name	<b>Granting of Credentials</b>
Policy Number	C.1.3
Approval Body	Board of Governors (Education Council advice)
Sponsor	Vice President, Academic & Research
Next Scheduled Review Date	
Effective Date	DRAFT November 4, 2022

**CONTEXT AND PURPOSE**

Vancouver Community College (VCC; the College) recognizes student achievement by awarding credentials according to established program and course requirements.

This policy establishes the guidelines and definitions for awarding official VCC credentials to students.

**DEFINITIONS**

Course Exemption: The waiving of a course that is required to complete a credential.

Course Substitution: Formal recognition of course equivalency in a VCC approved course outside the program area.

Credential: A named qualification that is awarded upon completion of a program of study that has been approved by the Board of Governors of Vancouver Community College.

Cumulative Grade Point Average: A weighted average of grades earned in all courses taken at the institution.

Program Grade Point Average: A weighted average of grades earned in courses designated as eligible for inclusion in the requirements for a credential.

Parchment: The physical and legal document awarded to the recipient of a credential.

Prior Learning Assessment & Recognition (PLAR): Assessment by valid and reliable means and by a qualified specialist, of what an individual has learned outside of courses and programs.

Statement of Completion: A document provided for the successful completion of a course or group of courses that do not lead to a credential.

Transfer Credit: The granting of credit for a credit-bearing course successfully completed at another formally recognized educational institution and/or through a professional organization or other agency and/or by recognized foreign credential assessment.

VCC Award of Achievement: A document provided for the successful completion of a course or group of courses that do not lead to a credential. The course or group of courses will include a minimum of 15 hours of instruction, and successful completion will be based on assessment criteria provided in the course outline(s), including but not limited to, participation or other subject-specific criteria as determined by the program area.

## SCOPE AND LIMITS

This policy applies to all formal credentials issued by the College. The policy and procedures do not apply to non formal recognition, such as Statements of Completion, VCC Awards of Achievement and non-credit courses/programs.

## POLICY PRINCIPLES

1. The College develops, approves and awards credentials under the authority of the College and Institute Act.
2. In order to maximize student mobility and success, credentials are also guided by:
  - a. provincial Ministry guidelines,
  - b. professional and industry association requirements,
  - c. accreditation bodies, and
  - d. postsecondary institutions with which course and programs articulate.
3. All credentials are approved by the Board of Governors on the recommendation of Education Council.
4. Credentials will only be awarded for programs that have been approved by Education Council.
5. The College has approved the following credentials and credit ranges for each credential type. Exceptions to these credit ranges require approval by Education Council:

Credential	Description	Credit Range
Short Certificate	Usually less than one year of study.	9 to 17
Advanced Certificate	Provides students with specialized knowledge that builds on a previous credential. Usually less than one year of study. A certificate, diploma or Bachelor's degree is required as a pre-requisite.	18 to 45
Certificate	Usually one year of study.	18 to 45
Post-Degree Diploma	Provides students with specialized knowledge that builds on a previous credential. Usually two years. A Bachelor's degree is required as a pre-requisite.	40 to 75
Advanced Diploma	Provides students with specialized knowledge that builds on a previous credential. Usually one or more years. A diploma or Bachelor's degree is required as a pre-requisite.	40 to 75
Diploma	Usually two years of study.	60 to 82
Associate Degree	Two years of university-level study with an Arts or Science focus. It is equivalent to the first two years of a four-year baccalaureate degree. Please see the <i>BC Transfer Guide</i> for specific requirements.	60-65
Degree	Usually four years of study.	Diploma + minimum 60 or minimum 120 in total



6. The Registrar's Office documents and issues all credentials offered by the College, including the requirements for successful completion.
7. The Registrar's Office will assess a student's eligibility for a credential based on the following criteria for the program:
  - a. A minimum cumulative grade point average of 2.0 is achieved.
  - b. All program requirements, approved at the point the student entered the program, have been successfully completed.
  - c. Program requirements were met within the maximum program completion timeframe.
  - d. The student has no administrative holds, which may include outstanding financial debts to the College.
  - e. **The residency requirement is Thirty-five per cent (35%) of the prescribed program credits ~~were~~ completed at VCC within the last half of a program. Credits obtained through PLAR or transfer credit will not be counted towards the residency requirement.**

Exceptions to these minimum requirements, and/or additional criteria above the minimum established by the College, must be approved by the Registrar's Office in consultation with individual Departments.

8. The maximum duration timelines for completing approved program credentials are:
  - Advanced Certificate – three years
  - Certificate – three years
  - Post-Degree Diploma – five years
  - Advanced Diploma – five years
  - Diploma – five years
  - Associate Degree – five years
  - Degree – eight years

Shorter or longer maximum duration timelines must be approved by the Education Council.

9. The College reserves the right to deny credentials.
10. The College may issue honorary or posthumous credentials to eligible recipients.

## **RELATED RESOURCES**

### Legislation

College and Institute Act, RSBC 1996 c 52.

### VCC Policies

Grading, Progression and Withdrawal C.1.1

Assignment of Credits to Courses C.1.4

Curriculum Development and Approval C.3.14

Prior Learning Assessment & Recognition D.3.5

Transfer Credit D.3.11

### VCC Procedures

Granting of Credentials Procedures C.1.3



# **PROGRAM RENEWAL**

## **Summary Report**

**Medical Transcriptionist Certificate,  
School of Hospitality, Food Studies & Applied Business**

**Submitted to**

Dennis Innes, Dean of School of Hospitality, Food Studies and Applied Business Department

David Wells, Vice President Academic, Students & Research

Todd Rowlett, Chair, Program Review & Renewal Committee

Natasha Mandryk, Chair, Education Council

Vancouver Community College  
1155 East Broadway, Vancouver  
British Columbia Canada V5T 4V5

**On Oct. 31, 2022**

**By**

Julia Slade, Department Leader, Applied Business

Loney Forde, Instructor, Medical Transcriptionist Certificate

Anna Abramovic, Instructor

Gayle Spurr, Program Assistant, Applied Business

Dennis Innes, Dean, School of Hospitality, Food Studies and Applied Business

Julie Gilbert, Instructional Associate, CTLR (Centre for Teaching Learning and Research)

Sherry Pidperyhora, Institutional Research

**Table of Contents**

<b>1</b>	<b>Executive Summary .....</b>	<b>3</b>
<b>2</b>	<b>Self-Study Report Summary.....</b>	<b>3</b>
<b>3</b>	<b>External Review Report Summary .....</b>	<b>8</b>
<b>4</b>	<b>Self-Study Team Response to External Review Report.....</b>	<b>8</b>
<b>5</b>	<b>Final Comments and Recommendations.....</b>	<b>9</b>

## 1 Executive Summary

Medical Transcriptionists (MT) record, transcribe and edit dictation by physicians and other health care providers. Their role is to create a written document of the patient's encounter with the health care system. The content can be surgical, procedural, medical, discharge summaries of patient's course of treatment and other health related reports. MTs are employed by hospitals, intermediary service providers, medical clinics, and doctors' offices. Many MTs are also self-employed.

VCC's MT certificate has a highly regarded profile with industry partners, who consistently request and accept VCC students for practicum and graduates for employment. The program renewal data validates this status through feedback from students, graduates, faculty, and industry. The recommendations reflect the need address changes in technology, curriculum delivery methods, and skills for success in the workplace. Despite changes in the professional role and skills of an MT, the fundamental principles and core knowledge remain solid.

Key recommendations from the self-study and external review team indicate the need for enhancements and reorganization of existing curriculum and delivery mode to enhance student experience and success. Diversity and cultural safety, and the importance of interpersonal skills in the workplace need to be enhanced in the curriculum. Program design should accommodate for the changing technology in the field and enhanced critical thinking and problem-solving skills. Program sustainability is viewed as key to continued success, with a need to ensure adequate instructor complement. Students and faculty identified satisfaction with the curriculum delivery of online theory / lab and practicum, the external reviewers expressed concern for lack of face-to-face interaction for communication and interpersonal skill development.

## 2 Self-Study Report Summary

### Overview

The Medical Transcription Program, Self-Study has made the following conclusions. Based on the data reviewed for this renewal, the MT program is relevant to today's job market with many job opportunities available for graduates of the program. The program has been a leader in Medical Transcription education for many years. Feedback from students, graduates, industry, faculty, and supporting data indicate enhancements and reorganization of existing curriculum

and delivery mode. Finding a way to include more attention to diversity and cultural safety, and the importance interpersonal skills and communication. Based on this report, the Steering Committee maintains that there is a viable place in the market for VCC's MT program. The curriculum does require some updating to reflect current institutional, educational, and industry expectations. A summary of Key findings indicates need for curriculum revision.

### **Key findings:**

#### *KPI: Curriculum and Instruction:*

Current program and course design is sound and build on successive proficiency and progressive challenge with new knowledge being added and built upon. There is some indication of a theory to practice gap as noted by student and instructor feedback. Students struggle to manage workload of program and at times are overwhelmed. The program has been offered fully online during the pandemic and as a pilot since then.

#### *KPI: Faculty and Staff:*

Staffing situation of the MT program is not resourced to allow for faculty absences. At times this has threatened the sustainability of the program. The Area Hiring Criteria needs review and potential alterations which may enhance the staffing compliment.

Faculty seeks educational opportunities for keeping educational strategies and delivery methods current and aligned with student and industry needs.

A review of current affiliations, associations, and accreditations would be a benefit to enhance practice opportunities.

#### *KPI: Program and Student Support Services:*

Feedback from Student Support Services indicated no discrepancies of referral appropriateness. The issue of early notification to the service area was mentioned by Advising and Disabilities, with the caveat understood that students also had the responsibility for disclosing (disability) or challenges and for following through and attending appointments.

Faculty have been working in tandem with the Disabilities area quite frequently in the last two years and reciprocal feedback has been very positive and students were well supported, and success in their programs was achieved. Continued communications with these departments will enhance faculty knowledge of the services available, facilitate early intervention and assist to further promote student success.

#### *KPI: Program Planning and Administration:*

Current and future trends of the Medical Transcription role must be considered as they are rapidly changing. For example, Voice recognition software (VRS) has become the dominant method of physician recording, however it was expressed by the ERT and Instructor that this is not a complete nor perfect substitute for Medical Transcription services.

Some students leave program unclear about the future of their career path. While the occupation has changed over the past several years, the role of MT and the demand for that role has increased, though it has altered as the field of health care has in regards to medical records. The infrastructure of MT jobs has also changed, more organizations are now outsourcing their transcription needs to an agency that hires MT's and individual MTs are increasingly choosing to contract themselves out as their own business procuring and maintaining their own client base. The subset skills being sought after, in industry, are currently referred to as "soft skills", however increasingly the terminology is shifting from "soft skills" to "power skills." This needs integration into the program for graduate success and job readiness.

*KPI: Learning Environment*

The online delivery of the program met with positive reception from students who appreciated the variety and innovation of learning software used in the past two years. Interestingly, students who may be hesitant to speak out in a face-to-face class noted that it is easier to build up their confidence with an online mode and learning strategies. Students also acknowledge the flexibility and accessibility of the online programming.

The use of the LMS, Moodle, has provided a platform that is flexible, yet requires accountability and self-determination in navigating and accessing the learning resources and activities.

**Summary:**

Based on the data reviewed for this renewal, the MT program is relevant to today's job market with many job opportunities available for graduates of the program. The program has been a leader in Medical Transcription education for many years. Feedback from students, graduates, industry, faculty, and supporting data indicate enhancements and reorganization of existing curriculum and delivery mode. Finding a way to include more attention to diversity and cultural safety, and the importance of "Power Skills" whether in a team or a solo practitioner should be emphasized in Human Relations Skills. Based on relationship with industry, graduate employment rate, the status of "High Occupancy Occupation" and the growth prediction of 1.9% for the next 7 years, the Steering Committee feels there is a viable place in the market for VCC's MT program. While the curriculum does require some updating to reflect current institutional, educational, and industry expectations, because the content has been kept relevant and current by the instructor the work will be straightforward.

### Recommendations:

This table provides recommendations for program changes, based on the review of available data as presented in the Self-Study.

KPI (Key Performance Indicator)	Recommendations
<b>Curriculum and Instruction</b>	<ul style="list-style-type: none"> <li>• Update course and program learning outcomes to align with official time and credits required</li> <li>• Change identified program and course names to fully reflect content and current practice in Industry</li> <li>• Consider offering this program as fully online</li> <li>• Request marketing support for advertising used to target Interior Health, Island Health, and Fraser Health Authorities regarding online offering</li> <li>• New PAC to form and expectations for members role made clear. Consistent biannual (biannual) meetings</li> <li>• MEDC 1133 name change more suitable to Electronic File Management and Editing to accurately capture the core concepts of the learning</li> <li>• Strategize to convey importance of communication and self-awareness skills described by Conference Board of Canada as Power Skills</li> <li>• MEDC 1246 Specialized Operative Reports name changed to Advanced Reports to accurately capture the learning level occurring</li> <li>• MEDC 1220, MEDC 1213, Dx Imaging MEDC 1219 Pathology – Consult with RO to determine credits.</li> <li>• Specific categories of strategies to reflect connect the gap between student perception of learning usefulness and industry practice</li> <li>• Expand time for identified Medical Terminology courses</li> </ul>
<b>Student Outcomes</b>	<ul style="list-style-type: none"> <li>• Redistribute hours and credit allocation to accommodate reviewed curriculum; ensure progress remains sequential and in complexity from foundational to proficiency</li> <li>• Have Learning Centre provide a workshop on study skills/prioritizing multiple demands in class, first or second day</li> <li>• Draw specific attention to the connection between interpersonal skills learned and the workplace environment, as per Conference Board of Canada</li> </ul>
<b>Faculty and Staff</b>	<ul style="list-style-type: none"> <li>• Review and develop staffing model for increased sustainability</li> </ul>

	<ul style="list-style-type: none"> <li>• Review and potentially alter AHC</li> <li>• Consider and review an Educational Membership with the AHDI (Association of HealthCare Documentation Integrity) to increase program recognition across the border, especially if the MT program can be offered online</li> <li>• Consider and review possible alternate affiliations and accreditation for the potential change to an online MT Program i.e., Distance Education Accrediting Commission (DEAC)</li> </ul>
<b>Student Support Services</b>	<ul style="list-style-type: none"> <li>• Regular reminders to faculty of the services that are available to support their students.</li> <li>• Share success stories of program students at Dept. meetings</li> <li>• Approach the topic early with students who may be in need with an emphasis on normalizing the use of services</li> <li>• Include mention of student support services at Information Sessions and on first day greeting/orientation</li> <li>• Quarterly review of any changes in program, scheduling, course content, etc., to report to Support Services, Advising Dept. in particular</li> <li>• Invite service departments to present at faculty meetings</li> </ul>
<b>Program Planning and Administration</b>	<ul style="list-style-type: none"> <li>• Continued collaboration with established partners while exploring new opportunities</li> <li>• Hosting pop-up videos featuring former graduates now working in industry</li> <li>• Build pool of guest speakers to reinforce course content with practice environment</li> <li>• Continue to recruit for auxiliary faculty</li> <li>• Creation of animation video that can be used on college web site</li> <li>• Strategize enrolment and delivery with the changing demographic of students as one of the background templates</li> </ul>
<b>Learning Environment</b>	<ul style="list-style-type: none"> <li>• Redesign or relocate the classroom to permit for more space between computer workstations</li> <li>• Currently cramped classroom makes it challenging to circulate among students to offer one-on-one support/mentoring</li> <li>• Proximity of workstations conducive to student plagiarism</li> <li>• Introduce hydraulic desks to permit students transcribing for 6 hours the option of standing/sitting at their workstation</li> <li>• Repair heating/air conditioning: classroom extremely cold in the winter and very warm during the spring months</li> </ul>



### 3 External Review Report Summary

The external site review and report generally indicate that this program is well respected in the community and is a needed program across many disciplines. Areas for improvement include flexibility to adapt to the changing health care landscape and technology, which also reflects the suggestion to continue to concentrate on employer feedback and needs. Interpersonal skills within the workplace environment and enhanced critical thinking skills are also a recommended as areas to focus on.

Recommendations for the program include the need to provide curriculum that addresses the ongoing demands for new roles of MT's while maintaining the current scope and fundamental skills. The ERT also recommends that the program add instructor resources to account for illness or unforeseen circumstances where the sole instructor is unavailable.

### 4 Self-Study Team Response to External Review Report

#### **Dept. Leader and Primary Instructor:**

The self-study team agrees with the report and recommendations of the external reviewers. Areas for improvement including flexibility with ongoing demands for changing software and industry role are also represented in the self-study. The access to specific proprietary software would be an asset to graduates, however this can be restricted by resources and software access restrictions. Specific attention to document specialization, document standard setting and checking was not noted but noted as a need in the self-study.

#### **Dean:**

While the graduates of this program are sought after by industry, the student demand for this program is weak. This needs to be resolved.

As we move forward to the curriculum development phase of this renewal, we have several options:

- Moving the program to a fully on-line asynchronous offering
- Combining this program with MOA and HUC as is done in other provinces
- Implementing the changes recommended in this review

As the department moves into the design phase of this renewal, they will need to align the credits to the teaching hours, work out the cost of building a fully online asynchronous delivery and work on a solution to the low enrollment in the program.

In agreement with external reviewers' report and recommendations. Regarding the recommendation for flexibility, the program needs to be aware of current trends and changes in

the industry. This reinforces the need to develop and maintain current and regular PAC. The school is working to create a joint PAC within Business Administration programs. The recommendation to enhance critical thinking and communication skills is important, given the changing landscape of the MT role and function. Critical thinking skills help the graduate to determine what questions to ask for problem solving and functioning effectively in the workplace.

## **5 Final Comments and Recommendations**

Based on the Medical Transcriptionist Certificate Self-Study and External Review Report, the Renewal Steering Committee has finalized a list of recommendations to ensure quality, currency and relevancy of this program moving forward.

In summary, the recommendations will require curriculum updates to reflect current practice. The updated curriculum must be aligned credit hours with VCC Policy, industry requirements for workplace communication and interpersonal skills, critical thinking and access to current software. Program delivery mode will remain online as supported by data from students, graduates and instructors. The department needs to plan and recruit auxiliary faculty to account for absences of instructors. Further evaluation of the delivery mode will be undertaken prior to development of the updated curriculum. Finally, the program's financial sustainability must be addressed, as noted by the Dean's response in the summary.

Medical Transcriptionist Certificate Recommendations	
Key Projects and Initiatives	
KPI	Curriculum and Instruction
1	Evaluate quality and flexibility of existing online delivery mode.
2	Create end of program evaluation that addresses curriculum as well as delivery mode.
3	<p>Updates to curriculum to include:</p> <ul style="list-style-type: none"> <li>• Program and Course learning outcomes updates to reflect current practice.</li> <li>• Ensure alignment of program and course hours and credit.</li> <li>• Change program and course names to reflect content and current practice in Industry.</li> </ul>
4	Engage Marketing to target Interior Health, Island Health, and Fraser Health Authorities, noting online offering.
5	Initiate a new PAC as per VCC Policy C.3.1
6	Integrate additional learning activities that enhance student recognition and integration of theory to practice.
KPI	Student Outcomes
7	Integrate Learning Centre supports and student preparation with online programming.
8	Increase additional skills for success in the workplace through theory and practice opportunities. These skills are identified as top skills employers are looking for, including interpersonal, workplace environment communication, critical thinking and other “Power skills”
KPI	Faculty and Staff
9	Review and develop staffing model for increased sustainability.
10	Review and amend AHC to represent current and relevant professional experience.

11	Pursue an Educational Membership with the AHDI (Association of HealthCare Documentation Integrity).
12	Consider possible alternate affiliations and accreditation change to an online delivery mode of the MT program i.e., Distance Education Accrediting Commission (DEAC)
KPI	Program and Student Support Services
13	Research software programs for curriculum that reflect current industry.
14	Develop curriculum content on independent contracting and setting up own business.
15	Increase guest speakers from self-employed MT, hiring agencies and health organization hiring departments.
16	Increase skills for success in the workplace (as noted in Action Item 8) with in the Human Relations Skills course.
KPI	Learning Environment
17	Review end of program survey data from program and IR to inform continuation of the Online delivery mode.



## Program Renewal: Medical Transcription Certificate Education Council Report September 16, 2022

### Medical Transcriptionist Certificate Renewal Action Plan

Based on the findings from the program review Self-Study Report, and the feedback from the External Review, the program has identified the following final key projects and initiatives.

#	Key Projects and Initiatives	Timeline for completion	Resources Required	Evaluation Plan
KPI	Curriculum and Instruction			
1	Evaluate quality and flexibility of existing 100% online teaching and learning of program.	Aug. 2023 (Start May 2023)	CD funding for faculty release CTLR/Online Developer/Elearning team	Survey results from Graduates and Students with significant response rate.
2	Create end of program evaluation that addresses curriculum as well as delivery mode.	April 2023	Institutional Research	Survey for graduates and students that incorporates feedback on online delivery mode.
3	Updates to curriculum to include: Program and Course learning outcomes updates to reflect current practice. Ensure alignment of program and course hours and credits. Change program and course names to reflect content and current practice in Industry	Sept. 2024	CTLR CD Funding	Updated PCG, Course Outlines, Course Names Through Governance by November 2023  Program / course alignment matrixes
4	Engage Marketing to target Interior Health, Island Health, and Fraser Health Authorities, noting online offering.	Winter (Jan – Mar) 2024	Marketing	Active engagement with local Health Authorities



## Program Renewal: Medical Transcription Certificate Education Council Report September 16, 2022

#	Key Projects and Initiatives	Timeline for completion	Resources Required	Evaluation Plan
5	Initiate a new PAC as per VCC policy.	In Progress	Dean / Dept. Leader	First PAC to be held in Spring of 2023
6	Integrate additional learning activities that enhance student recognition of theory to practice.	Sept. 2024	CTLR	Blueprint of all new courses that represent Backwards Design
<b>KPI</b>	<b>Student Outcomes</b>			
7	Integrate Learning Centre supports and student preparation with online programming.	Sept. 2023	Learning Centre	Onboarding workshop or supports in place for student 6 – 8 weeks prior to program start.
8	Increase additional skills for success in the workplace through theory and practice opportunities. These skills are identified as top skills employers are looking for, including interpersonal, workplace environment communication, critical thinking and other “Power skills”	Sept. 2024	CD funding CTLR PAC	Updated program launch in Sept 2024 to include enhanced communication and interpersonal skills for the workplace.
<b>KPI</b>	<b>Faculty and Staff</b>			
9	Review and develop staffing model for increased sustainability.	In progress hiring Aux. Fall 2022		Additional instructor that has skillset for MT instruction.
10	Review and amend AHC to represent current and relevant professional experience.	March 2023	VCCFA	Report on AHC relevancy by March 2023.
11	Pursue an Educational Membership with the AHDI (Association of HealthCare Documentation Integrity).	2023/24 fiscal	Currently there is funding for professional associations. Dean to assess availability of resources.	AHDI membership secured for 2023/24
	Consider possible alternate affiliations and	June 2023	Andrew Dunn – is there a VCC	Report on affiliations or QA



## Program Renewal: Medical Transcription Certificate Education Council Report September 16, 2022

#	Key Projects and Initiatives	Timeline for completion	Resources Required	Evaluation Plan
12	accreditation for the potential change to an online MT program i.e., Distance Education Accrediting Commission (DEAC)		wide initiate to assess and advertise quality in online instructional mode.	measures for this online delivery.
KPI	<b>Program and Student Support Services</b>			
13	Research software programs for curriculum that reflect current industry.	Dec. 2022	Instructor	Report / notes on availability of software reflective of industry.
14	Develop curriculum content on independent contracting and setting up own business	Sept. 2024	CTLR CD Funding	Integrated into updated curriculum, skills for business development / contracting.
15	Increase guest speakers from self-employed MT, hiring agencies and health organization hiring departments.	Ongoing	Connections in Industry PAC	Record of guest speakers, contact and role in industry.
16	Increase skills for success in the workplace (as noted in Action Item 8) with in the Human Relations Skills course.	Priority as noted in above KPI	CD funding CTLR	Updated program launch in Sept 2024 to include enhanced communication and interpersonal skills for the workplace.
KPI	<b>Learning Environment</b>			
17	Review end of program and graduate survey data to inform continuation of the Online delivery mode.	June 2023	IR Elearning / CTLR	Survey results and analysis