



Vancouver Community College Education Council Meeting Agenda

April 14, 2020

3:30–5:30 p.m., Videoconference

Meeting Link: <https://vcc.zoom.us/j/184141368>

Item	Topic	Action	Speaker	Time	Attachment	Page
1.	CALL TO ORDER			1 min		
2.	ACKNOWLEDGEMENT		E. Ting	1 min		
3.	ADOPT AGENDA	Approval	E. Ting	1 min	✓	1-2
4.	APPROVE PAST MINUTES	Approval	E. Ting	1 min	✓	3-16
5.	ENQUIRIES & CORRESPONDENCE	Info	E. Ting	1 min		
6.	BUSINESS ARISING					
	a. COVID-19 Response	Info	A. Patel, S. Aulakh	15 min		
	b. EdCo Process Changes during COVID-19 Pandemic	Approval	E. Ting	10 min	✓	17
	c. Curriculum Changes during COVID-19 Pandemic	Approval	E. Ting	30 min	✓	18-22
	d. Academic Schedule 2021/22	Approval	D. Wells	5 min	✓	23-27
	e. Update to Academic Plan – School of Trades, Technology & Design	Approval	D. Wells	5 min	✓	28-62
7.	COMMITTEE REPORTS					
	a. Curriculum Committee		T. Rowlatt			
	i. Program Update: Dental Technology Sciences Diploma	Approval	K. Izumi	5 min	✓	63-71
	ii. Course Updates: Living with Hearing Loss Levels 1/2/3	Approval	L. Dillon Edgett, M. Tanaka	5 min	✓	72-88
	iii. Course Updates: Deaf and Hard of Hearing Adults Job Readiness Certificate	Approval	M. Tanaka	5 min	✓	89-150
	iv. New Program: Addiction Counselling Skills Advanced Certificate	Approval	C. Sauv�	10 min	✓	151-195
	v. Program Update: Teaching English to Speakers of Other Languages(TESOL) Certificate	Approval	F. Barillaro, S. Yuen	15 min	✓	196-226

	b. Policy Committee	Info	A. Candela	2 min		
	c. Appeals Oversight Committee	Info	L. Griffith	2 min		
	d. Education Quality Committee					
	i. Update on CD Funds and Program Renewals	Info	T. Rowlatt	5 min	✓	227
8.	RESEARCH REPORT	Info	E. Ting	2 min		
9.	CHAIR REPORT	Info	E. Ting	2 min		
10.	STUDENT REPORT	Info	J. Yeung, S. Singh, M. Ng, L. Hunter	2 min		
11.	NEXT MEETING & ADJOURNMENT	Info	E. Ting	1 min		

Next regular meeting:
May 12, 2020, 3:30–5:30 p.m.

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

Elle Ting (Chair)
 Andrew Candela (Vice Chair)
 Dave McMullen
 David Wells
 Denise Beerwald (via teleconference)
 Jo-Ellen Zakoor
 John Demeulemeester
 Lucy Griffith
 Natasha Mandryk (via teleconference)
 Nona Coles
 Todd Rowlatt

Regrets

Brett Griffiths
 Heidi Parisotto

Guests

Patris Aghakian
 Phoebe Patigdas
 Shirley Lew
 Taryn Thomson
 Yulia Gracheva

Recording Secretary

Darija Rabadzija

1. CALL TO ORDER

- The meeting was called to order at 3:36 p.m.

2. ACKNOWLEDGEMENT

- E. Ting acknowledged that the meeting is being held on the traditional unceded territory of the Skwxwú7mesh Úxwumixw (Squamish), xʷməθkʷəy̓əm (Musqueam) and Tsleil-Waututh peoples.

3. ADOPT AGENDA

MOTION: THAT Education Council adopt the March 10, 2020 agenda as amended.
 J.-E. Zakoor requested adding item 6e) COVID-19 update.

Moved by A. Candela, Seconded & CARRIED (Unanimously)

4. APPROVE PAST MINUTES

MOTION: THAT Education Council adopt the February 11, 2020 minutes as presented.

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

5. ENQUIRIES & CORRESPONDENCE

- E. Ting reported that VCC will host the Academic Governance Council meeting on May 25.

6. BUSINESS ARISING**a) Deans and Directors**

- Deans and directors presented their departments' accomplishments from 2019/20 and priorities for 2020/21. Presentations were made by D. McMullen, Registrar, and S. Lew, Dean of Library, Teaching & Learning Services.
- Responding to A. Candela, D. McMullen clarified that, while there is a move toward online registration, the College will continue to provide different registration options.

- S. Lew will present on the School of Arts and Sciences at an upcoming Education Council meeting; EAL and LINC will be included in this presentation, although these departments have been moved under Library, Teaching & Learning Services.

b) Enrolment Plan 2020/21

MOTION: THAT Education Council recommends the Board of Governors approve the 2020/21 Enrolment Plan with additional amendments to specific numbers as discussed.

Moved by L. Griffith, Seconded & CARRIED (Unanimously)

- P. Aghakian presented the final draft of the Enrolment Plan, including actual registrations as of February 28, 2020, and projections for Continuing Studies based on the previous year's enrolment. P. Aghakian explained that international cohort programs are listed under the Centre for International Education (CIN), while international registrants in programs with mixed domestic and international cohorts are attributed to the home school.
- A. Candela inquired why some areas that fell short of projections still project growing enrolment. D. Wells explained that projections have a margin built in to allow for growth, but targets are set at numbers the College is expected to be able to achieve. The Ministry views 90% seat utilization as "substantially achieving" the target.
- A. Candela inquired about Basic Education's budgeted registrations for 2020-21, which are less than last year's actuals. D. Wells responded that this is an error and will be corrected. He will also review other areas in Arts & Sciences (including Community & Career Education, CCED Part Time Courses, Access to Careers & Education, CF Humanities/Math/Sciences, ABE Lab, UT Math/Computing) that have lower projections for 2020-21 than actuals in 2019-20. D. Wells clarified that some of these numbers are projected lower to provide a buffer and balance out areas that may fall short. Due to long waitlists, the Ministry provided one-time funding for an additional cohort in CACE, which boosted numbers last year.
- L. Griffith requested a review of the numbers for Heavy Duty/Commercial Transport, since no international registrations were budgeted for this area, despite its international cohort programs. D. Wells will follow up with Finance.
- T. Rowlatt inquired about involvement of department leaders in the enrolment planning process. P. Aghakian explained that previously, deans discussed the previous year's actuals with the Registrar's Office and Finance, requested department leader input, and then finalized numbers with Finance. This process changed about three years ago and is now driven by Finance. D. Wells noted that this change was made to ensure more financially accurate projections. T. Rowlatt emphasized the importance of involving departments in the process, and D. McMullen agreed that this point will be discussed during the debrief of this year's enrolment planning process.
- D. Wells will review the numbers for the noted programs in Arts & Sciences and Heavy Duty/Commercial Transport. The amended Enrolment Plan will be sent out to Education Council members before presentation to the Board of Governors.

c) Budget Update

- D. Wells presented the draft budget; slides from the Budget Town Hall meetings in February are posted on myVCC (<https://employee.vcc.ca/departments/administration/finance/reports/>). The budget will be presented at the next Board meeting.
- International tuition revenue is expected to surpass domestic tuition, but is still lower than at other institutions. Provincial government funding constitutes less than 50 percent of budgeted revenue, and this proportion is expected to continue to decrease.
- T. Rowlatt inquired about funding for new programs, which present an opportunity for growth and increased revenue. D. Wells responded that there are discussions about providing resources for Indigenization, intercultural support, and new programs, if funds are available.
- Several Education Council members felt it would be beneficial if the budget was presented to Education Council by the VP Admin & CFO, as it was in the last several years. This would allow a

discussion with Finance regarding topics such as barriers to international enrolment in VCC's apprenticeship programs, and opportunities to expand VCC's presence into the Fraser Valley. D. Wells will take back this feedback. N. Coles left the meeting at 5:18 p.m.

d) Academic Plan 2020-2023

MOTION: THAT Education Council recommends the Board of Governors approve the 2020-23 Academic Plan.

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

- D. Wells presented the Academic Plan for 2020-2023 as a transitional plan, with the College shifting from the Integrated College Plan (ICP) to the Academic Master Plan and Strategic Innovation Plan (SIP). The Academic Plan focuses on the ICP's Key Success Drivers #1 and #5, educational quality and business development, which are pertinent to academic programming areas. KSDs 2-4 (operational excellence, financial stability and sustainability, and reputational management) were removed, since they will be addressed as part of the high-level SIP. The time frame was shortened from five to three years, which is more practicable for projections. The overall structure will be similar, but more thematic to align with priorities in the Academic Master Plan including PLAR, Work-Integrated Learning, Indigenization, and UDL.

e) COVID-19 Update

- J.-E. Zakoor referred council members to regular Emergency Operations Committee updates on the website. There are discussions about international students who may not be able to travel back to Canada, and other students who are unable to continue their studies. D. Wells added that business continuity plans have been submitted by most departments.

7. COMMITTEE REPORTS

a) Curriculum Committee

i) Program Update: Computer Systems Technology Diploma

MOTION: THAT Education Council approve, in the form presented at this meeting, revisions to the Computer Systems Technology Diploma program content guide.

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

- T. Rowlatt presented the proposal to switch from a term structure to a list of courses required to graduate. This change makes it easier to insert students, offer courses more flexibly, and provide part-time options.

ii) Program Update: Graphic Design Diploma

MOTION: THAT Education Council approve, in the form presented at this meeting, revisions to the Graphic Design Diploma program content guide, revisions to 24 course outlines, and the creation of 11 new courses: VCDP 1133 Design Thinking, VCDP 1253 Video Production 1, VCDP 1283 Wordpress 1, VCDP 1292 Guided Design Exploration, VCDP 1293 Mini-Portfolio, VCDP 2312 Digital Image 2, VCDP 2325 Studio 1: Fundamentals, VCDP 2445 Video Production 2, VCDP 2455 Studio 2: Special Topics, VCDP 2465 Studio 3: Specialization, and VCDP 2495 Collaborative Capstone.

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

- T. Rowlatt presented the proposal including significant revisions, mostly to web design and user experience courses. A major change was removing the option to exit with a certificate after one year, since more time is required to fully prepare students for success in the field. Curriculum Committee requested some adjustments, which were completed.

iii) Course Deactivations: Graphic Design Diploma

MOTION: THAT Education Council approve the deactivation of nine courses, effective December 2021: VCDP 1141 Client Designer Management, VCDP 1252 Image and Video, VCDP 1282 Wordpress Foundation, VCDP 2310 Advanced Image & Photography, VCDP 2311 Studio Business Practices, VCDP 2321 Studio 1 with Advanced Type, VCDP 2451 Studio 2 with Web Production, VCDP 2461 Studio 3 with Web Content, and VCDP 2471 Studio 3 with Print.

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

- T. Rowlatt presented the proposal to deactivate nine older courses effective December 2021, as part of the revisions to the Graphic Design Diploma program.

iv) Course Deactivations: Health Care Assistant Certificate

MOTION: THAT Education Council approve the deactivation of six courses from the Health Care Assistant Certificate, effective December 2020: HRCA 1193 Personal Care & Assistance 1, HRCA 1194 Common Health Challenges, HRCA 1195 Health & Healing, HRCA 1196 Clinical 1, HRCA 1290 Personal Care & Assistance 2, and HRCA 1390 Clinical 2.

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

- T. Rowlatt presented the proposal to deactivate six courses effective December 2020, as part of the revisions to the Health Care Assistant Certificate program approved by Education Council in January 2020.

b) Policy Committee

- No report.

c) Appeals Oversight Committee

- L. Griffith reported that Tribunal Training Day on February 21 was a success, with a total of 46 participants, including 10 committee members. Participant feedback was positive, and 21 employees and 3 students signed up for the roster of tribunal panel members. Training materials will be posted on myVCC.
- The committee will now work on a process to track appeals and report back to EdCo, as well as develop training and a resource package for appeal tribunal chairs.

d) Education Quality Committee

- T. Rowlatt reported that three meetings were held for deans' action plan and CD Fund proposal presentations. CD Fund adjudication took place today, and results will be reported to EdCo in April.

8. RESEARCH REPORT

- E. Ting reported that seven applications were submitted for the VCC Research Fund; adjudication begins tomorrow.

9. CHAIR REPORT

- E. Ting reminded council members that voting for the EdCo by-elections starts tomorrow. Another faculty member, Janet Theny, was added to the list of candidates.

10. STUDENT REPORT

- P. Patigdas reported that SUVCC is working on the Period Promise and Moose Hide campaigns. The Grants Not Loans campaign was successful; the B.C. Access Grant was introduced. J.-E. Zakoor inquired about student concerns regarding COVID-19 and noted that counselling is available.

11. NEXT MEETING AND ADJOURNMENT

- The next Education Council meeting will be held on April 14, 2020, 3:30-5:30 p.m., in room 240 at the Downtown campus.

MOTION: THAT Education Council adjourn the March 10, 2020 meeting.

Moved by E. Ting, Seconded & CARRIED (Unanimously)

- The meeting was adjourned at 5:38 p.m.

Elle Ting
Chair, VCC Education Council

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

Elle Ting (Chair)
 Andrew Candela (Vice Chair)
 Dave McMullen
 David Wells
 Denise Beerwald
 Heidi Parisotto
 Jo-Ellen Zakoor
 Lucy Griffith
 Natasha Mandryk
 Todd Rowlatt

Regrets

Brett Griffiths
 John Demeulemeester
 Nona Coles

Guests

Shirley Lew

Recording Secretary

Darija Rabadzija

1. CALL TO ORDER

- The meeting was called to order at 12:33 p.m. The meeting was conducted via videoconference.

2. ACKNOWLEDGEMENT

- E. Ting acknowledged that the meeting is being held on the traditional unceded territory of the Sḵwx̱wú7mesh Úxwumixw (Squamish), xʷməθkʷəy̓əm (Musqueam) and Tsleil-Waututh peoples.

3. BUSINESS ARISING**a) COVID-19 Response: Transitioning Instruction to Alternate Delivery Methods and Implications for Governance**

- Education Council discussed governance implications of transitioning to alternate delivery methods in response to the COVID-19 pandemic, in the context of directives from public health authorities and indefinite K-12 school suspensions in B.C.

Emergency Operations Committee (EOC) Working Group

- D. Wells reported on the EOC working group meeting on March 16, 2020 to discuss plans for alternate delivery of courses. Face-to-face instruction was mostly suspended as of Tuesday until the end of this week. The current directive of health authorities is that campuses can remain open, but instruction should move online where possible. Some program areas may still require limited face-to-face instruction. Third-party regulators, such as the ITA and Health education regulators, are adjusting their requirements to support students in completing programs.
- Departments are working on filling out a spreadsheet for about 1400 active courses with plans for alternate delivery formats. Deans and operations managers should receive this information by the end of today. The working group will review the information to decide which programs can continue, and in which format, and will compile a report.
- Discussions about enrolment for classes starting after March 23 are underway; in addition to alternate delivery formats, the impact of reduction or elimination of face-to-face services (registration, library, etc.) needs to be taken into consideration.

- Education Council discussed the need to allow for timely adjustments to curriculum, which would normally require governance approval (adjusting evaluation plans, resequencing courses, and changing assessments), in order to enable alternate delivery methods.
- E. Ting suggested creating a provisional approval process, similar to course-based approvals by the REB, where departments would be given authority to make decisions after specific conditions for approval have been agreed upon. There was consensus that Education Council needs to be informed of changes, but several council members felt that the urgency of the situation and the challenge of managing day-to-day operations precluded creating an additional process.
- There was agreement to recognize the authority of the EOC planning group to make decisions during this emergency, with the provision that all changes are documented and records provided to Education Council for later review.
- The comprehensive spreadsheet compiled by the EOC working group will be shared with Education Council. E. Ting requested including a column to provide a rationale for changes, and emphasized the importance of conducting and capturing thorough department consultations on changes.
- To ensure communication between the EOC working group and EdCo, the EdCo Assistant will be included in EOC working group meetings/communications, in addition to EdCo members E. Ting and T. Rowlatt, who are already part of the working group.
- Education Council appreciated the faculty-driven process to adjust delivery methods, with the data collected in the spreadsheet providing an opportunity to share creative ideas and evaluate the success of different approaches. L. Griffith emphasized the importance of staying connected with students and departments to prevent feelings of isolation, and encouraged departments to support each other with online delivery. S. Lew reported that the CTLR is offering four Zoom learning sessions and is planning additional workshops. T. Rowlatt suggested a newsletter as a way to share ideas and positive stories of collaboration.

4. NEXT MEETING AND ADJOURNMENT

- The meeting was adjourned at 1:28 p.m. Upcoming EdCo and Standing Committee meetings will be conducted via Zoom.

Elle Ting
Chair, VCC Education Council



ATTENDANCE

Education Council Members

- Elle Ting (Chair)
- Andrew Candela (Vice Chair)
- Ali Oliver
- Brett Griffiths
- Dave McMullen
- David Wells
- Denise Beerwald
- Heidi Parisotto
- Jessica Yeung
- Jo-Ellen Zakoor
- John Demeulemeester
- Julie Gilbert
- Lucy Griffith
- Marcus Ng
- Natasha Mandryk
- Nona Coles
- Shane McGowan
- Sukhmanjot Singh
- Todd Rowlatt

Guests

- Amber Ariss
- Andrew Dunn
- Bonnie Chan
- Claire Sauvé
- Clayton Munro
- Dennis Innes
- Jennifer Cummins
- Jennifer Gossen
- Les Apouchtine
- Lindsay Tiemer
- Lucia Zabrieszch
- Melinda Schram
- Nicole Degagne
- Pervin Fahim
- Phoebe Patigdas
- Rachel Warick
- Shirley Lew
- Taryn Thomson
- Yulia Gracheva

Regrets

- Lisa Hunter

Recording Secretary

- Darija Rabadzija

1. CALL TO ORDER

- The meeting was called to order at 11:30 a.m. The meeting was conducted via videoconference. E. Ting welcomed new Education Council members A. Oliver, J. Yeung, M. Ng, J. Gilbert, S. Singh and S. McGowan.

2. ACKNOWLEDGEMENT

- E. Ting acknowledged that the meeting is being held on the traditional unceded territory of the Sk̓wx̓wú7mesh Úxwumixw (Squamish), x̓m̓əθk̓w̓əy̓əm (Musqueam) and Tsleil-Waututh peoples.

3. ADOPT AGENDA

MOTION: THAT Education Council adopt the March 30, 2020 agenda as presented.

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

4. BUSINESS ARISING

a) Education Council and Standing Committee Process Adjustments

- E. Ting opened the discussion on adjusting governance processes to address the need for timely responses to the COVID-19 pandemic. One example is the current proposal for revisions to policy C.1.1 (item 4c), which did not go through the standard process outlined in policy A.3.2 Policy Development

and Maintenance. While N. Degagne is currently reviewing policy A.3.2, revising this policy will take¹¹ time, and an alternative process to fast-track urgent changes needs to be adopted in the meantime.

- Education Council agreed to the following:
 - The minimum notice requirement for meetings will be reduced from one week to two days (with exceptions for urgent responses required by the ministry or health authorities).
 - A two-thirds majority vote will be required to approve changes made outside of standard policies and procedures; quorum remains the same. The rationale is to ensure broader consensus and increased control in situations with very tight timelines.
 - Provisional changes made in response to the current crisis will have a (preliminary) end date, where appropriate.
 - Changes will be tracked by the EdCo Chair and EdCo Assistant and revisited by Education Council at a predetermined date and/or at the end of the medical crisis.
 - Decisions will be made in meetings via videoconference, rather than via email.
- T. Thomson requested a statement be sent out to provide clear guidance to faculty, outlining what emergency measures EdCo is taking. E. Ting will present a note detailing EdCo's process adjustments at the next meeting on April 14.

b) Alternative English Language Proficiency (ELP) Assessment

MOTION: THAT Education Council approve a pilot program, in the form described, using the Duolingo English Test as an option for demonstrating English Language Proficiency for admissions for the 2020/21 year.

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

- D. McMullen presented the proposal, developed in collaboration with C. Munro, to accept the online Duolingo English Test as an alternative way to assess English Language Proficiency (ELP). The rationale is that, since VCC's Assessment Centre is closed due to the COVID-19 pandemic, an alternative is required to allow for continued student assessment and registration. Duolingo is currently the only available online assessment option, and is employed by several other institutions. T. Rowlatt added that the current proposal is for a one-year pilot. Details on the Duolingo English Test, including testing conditions, are outlined here: <https://testcenter.zendesk.com/hc/en-us>.
- R. Warick suggested supplementing the test with an interview. D. McMullen responded that implementing an additional interview process is not feasible in the short time frame and in view of the large number of registrants. L. Apouchtine added that SFU is accepting the Duolingo English Test for undergraduate admission, without any additional assessments.
- R. Warick offered to contact Cell-Ed, the company that developed VCC's mlearning app, if there is interest in developing an in-house online assessment option based on Canadian Language Benchmarks (CLB). R. Warick will connect with C. Munro.
- E. Ting inquired about transfer options for students assessed through Duolingo; D. Wells did not expect an impact on course transferability, since it is based on course learning outcomes.
- Responding to J. Demeulemeester's question about LINC, D. McMullen explained that a new registration process is being developed for continuing students. New students cannot be accepted for the next intake due to public health orders; alternatives to the usual in-person registration process need to be developed. T. Rowlatt added that due to Immigration, Refugees and Citizenship Canada (IRCC) restrictions, Duolingo is not accepted as an assessment for entry to LINC.
- Responding to A. Candela, C. Munro clarified that using Duolingo creates a separate assessment pathway for students, independent of VCC's Assessment Centre.

- Education Council approved the motion unanimously. After the vote, J. Demeulemeester suggested limiting the pilot to the duration of the medical crisis. He expressed concern that the use of this external assessment constitutes outsourcing, which could negatively impact employment for both faculty and staff. T. Thomson echoed concerns about potential job losses. J. Demeulemeester agreed to the one-year time frame, under the provision that the pilot is then reviewed within the context of the original decision. E. Ting confirmed that the pilot will be reviewed in twelve months, and was open to an earlier review if circumstances change.

c) Revisions to C.1.1 Grading, Progression, and Withdrawal Policy and Procedures

MOTION: THAT Education Council approve, with changes approved at this meeting, revisions to C.1.1 Grading, Progression and Withdrawal policy and procedures to add the Aegrotat course standing.

Moved by A. Candela, Seconded & CARRIED (with one (1) opposed)

- T. Rowlatt presented the proposal to add the Aegrotat course standing to the policy and procedures. The Aegrotat was removed several years ago, since it was rarely used. The goal is not to use it widely, but to provide this option in appropriate cases. D. McMullen cautioned that adding the Aegrotat to C.1.1 should not be time limited, since the course standing will need to remain on transcripts.
- The definition for “Aegrotat” was adapted from UBC’s definition. A. Candela added that the revisions were sent out to Education Policy Committee members, who suggested rewording the definition by replacing “medical, emotional, or other difficulties” with the more general “unforeseen circumstances,” as well as adding a note that students still need to meet the requirements of external regulatory bodies. D. McMullen requested adding consultation with the Registrar’s Office to ensure appropriate use of the Aegrotat. Education Council agreed on the following definition:
 - Aegrotat: A course standing that allows a student credit for a course even though the course requirements have not been completed due to unforeseen circumstances. This standing is awarded only if the course instructor and the Dean agree, in consultation with the Registrar’s Office, that the student has demonstrated the capacity to deal with the course material satisfactorily, and that the student still meets the requirements of external regulatory bodies
- D. McMullen clarified that students receive credit for the course, but the grade is not included in VCC’s GPA calculation. The transcript shows a letter grade with a notation of “(AEG)” after the grade. Responding to D. Beerwald, D. McMullen noted no concerns about the Aegrotat impacting transferability; however, each receiving institution determines its own GPA calculation and requirements.

d) Withdrawal Process for Students

- E. Ting opened a conversation around the withdrawal process for students who are unable to make the transition to online learning. VCC has extended withdrawal deadlines for those currently enrolled up to the final day of class. E. Ting expressed concern around negative connotations of a ‘W’ grade for students. D. McMullen noted that some institutions are considering allowing withdrawals even after the final grade has been issued.
- Responding to J. Demeulemeester, S. McGowan explained that the refund policy has not changed; D. McMullen added that the Ministry’s directive is to minimize refunds.
- Responding to A. Candela, D. McMullen explained that courses students have withdrawn from in the current situation will not count towards the limited number of repeats; rules around ‘In Progress (IP)’ grades have not been reviewed yet.

e) Pass/Fail Grading

- E. Ting and N. Mandryk opened the discussion on pass/fail grading, which has been introduced by several Canadian universities. These institutions mostly allow students to choose between a grade and pass/fail.
- Responding to E. Ting, D. Wells clarified that pass/fail grading has not been discussed at VCC's Emergency Operations Committee. D. McMullen added that there is some opposition to this grading system, and students petitioned the University of Alberta to allow students the choice between a grade and pass/fail. Introducing pass/fail grading would create a large operational workload and may be opposed by students applying for scholarships or other programs, and those who achieved high grades.

5. NEXT MEETING AND ADJOURNMENT

- The next regular Education Council meeting will be held on April 14, 2020, 3:30-5:30 p.m., via videoconference.

MOTION: THAT Education Council adjourn the March 30, 2020 meeting.

Moved by N. Coles, Seconded & CARRIED (Unanimously)

- The meeting was adjourned at 12:53 p.m.

Elle Ting
Chair, VCC Education Council



VANCOUVER COMMUNITY COLLEGE EDUCATION COUNCIL
DRAFT– SPECIAL MEETING MINUTES
 April 6, 2020
 11:00 a.m.–12:00 p.m., Videoconference

ATTENDANCE

Education Council Members

Elle Ting (Chair)
 Andrew Candela (Vice Chair)
 Brett Griffiths
 Dave McMullen
 David Wells
 Denise Beerwald
 Heidi Parisotto
 Jessica Yeung
 Jo-Ellen Zakoor
 John Demeulemeester
 Julie Gilbert
 Lucy Griffith
 Marcus Ng
 Natasha Mandryk
 Nona Coles
 Shane McGowan
 Todd Rowlatt

Regrets

Ali Oliver
 Lisa Hunter
 Sukhmanjot Singh

Guests

Bonnie Chan
 Claire Sauvé
 Dennis Innes
 Jennifer Gossen
 Les Apouchtine
 Lucia Zabrieszsch
 Nicole Degagne
 Pervin Fahim
 Phoebe Patigdas
 Shirley Lew
 Taryn Thomson
 Yulia Gracheva

Recording Secretary

Darija Rabadzija

1. CALL TO ORDER

- The meeting was called to order at 11:01 a.m. The meeting was conducted via videoconference.

2. ACKNOWLEDGEMENT

- E. Ting acknowledged that the meeting is being held on the traditional unceded territory of the Skwxwú7mesh Úxwumixw (Squamish), xʷməθkʷəy̓əm (Musqueam) and Tsleil-Waututh peoples.

3. ADOPT AGENDA

MOTION: THAT Education Council adopt the April 6, 2020 agenda as presented.

Moved by A. Candela, Seconded & CARRIED (Unanimously)

4. BUSINESS ARISING

a) Oversight of Curriculum Changes during COVID-19 Pandemic

- E. Ting presented the decision note, drafted by the EdCo Executive, for discussion. The goal was to outline alternative processes to fast-track urgent curriculum changes required to adjust to the COVID-19 pandemic, while ensuring appropriate consultation and documentation going forward. Main discussion points included:

- Role of the Emergency Operations Centre (EOC):
 - J. Demeulemeester requested that Education Council, as the appropriate governance body, be informed about changes related to education at the same time as the Emergency Operations Centre (EOC). E. Ting had requested to be included in EOC meetings to enable her to report back to EdCo on these matters. D. Wells will take the request to EOC.
 - It was clarified during the meeting that the EOC deals mostly with operational matters; while this group receives high-level information regarding transition to alternate delivery methods, the main focus is to track associated costs (e.g., for software licenses) for later reporting to the Ministry.
 - B. Griffiths emphasized that changes impacting education are discussed by the EOC's Planning Group, which already includes T. Rowlatt and E. Ting. The possibility of more frequent meetings was raised.
- Transitioning to Alternate Delivery Methods and Curriculum Changes:
 - Council acknowledged that changes affecting only the mode of delivery do not require approval by Curriculum Committee or Education Council.
 - The question was raised what oversight and quality assurance should look like in the weeks and months ahead. T. Rowlatt suggested developing a simplified approval process for curriculum changes requiring governance approval (e.g., changes to learning outcomes and evaluation plans).
 - J.-E. Zakoor outlined the current process in the School of Health Sciences. Since students are unable to complete their clinicals at this time, departments are working with the CTRLR on re-sequencing, in consultation with regulatory bodies. Department heads are tracking changes and reporting them to the dean. J.-E. Zakoor emphasized that the main focus is on keeping programs running, and voiced concern that instructors don't have the capacity at this time to provide detailed documentation to EdCo.
- Level of Documentation and Communication Timelines:
 - While there was general agreement on the need for communication with Education Council, there were questions around the level of detail required for reporting and documentation, in view of continuously changing information and the large number of CRNs starting between now and August. A major concern was that requiring detailed documentation would create an unmanageable workload for faculty in the current situation.
 - D. Wells noted that advance notice to Curriculum Committee and Education Council may not be feasible in many cases. E. Ting and T. Rowlatt agreed that the two-week timeline for informing EdCo outlined in the decision note is flexible, and acknowledged that some of the reporting will be retroactive.
- Suggested Edits to the Decision Note:
 - Point 1: Remove reference to EOC
 - Point 2: Simplify and generalize language around informing Education Council; include flexibility around the timeline
 - Point 3b: Remove reference to start and end dates
- The decision note will be revised in consultation with deans and D. Wells, and brought back at the Education Council meeting on April 14, which will also be attended by A. Patel and S. Aulakh.

5. NEXT MEETING AND ADJOURNMENT

- The next regular Education Council meeting will be held on April 14, 2020, 3:30-5:30 p.m., via videoconference.

MOTION: THAT Education Council adjourn the April 6, 2020 meeting.

Moved by A. Candela, Seconded & CARRIED (Unanimously)

- The meeting was adjourned at 12:03 p.m.

Elle Ting
Chair, VCC Education Council



DECISION NOTE

PREPARED FOR: Education Council

DATE: April 14, 2020

ISSUE: Changes to Education Council's Processes for the Duration of the COVID-19 Pandemic

BACKGROUND:

In response to the ongoing public health emergency relating to COVID-19 and the challenges it has presented and continues to present, Education Council recognizes the need for temporary changes to its standard practices. In particular, the shortened timeframes attached to COVID-19-driven changes and EdCo's move to online meetings via Zoom require the group to review its standard operating procedures and adopt short-term measures for completing its work effectively during the emergency.

DISCUSSION:

This issue was discussed at a special Education Council meeting held on March 30, 2020: members discussed the effects of the COVID-19 emergency on EdCo and its standing committees and offered ideas on how best to operate as a governance group under the ongoing emergency conditions. Based on suggestions made at that meeting, the chair recommends the adoption of the following procedural changes at EdCo for the duration of the COVID-19 crisis:

- A reduction in the lead time for members to receive meeting packages from one week to two days;
- When standard policy and/or processes cannot be followed in making a decision, a two-thirds majority vote is required, as opposed to the standard 50 percent-plus-one majority vote;
- Voting will be conducted at the online meetings and not by email;
- Any provisional changes presented to EdCo will include, where applicable, a preliminary end date;
- Approved changes will be tracked by the EdCo Chair and EdCo Assistant.

RECOMMENDATION:

THAT Education Council approve and implement the above temporary procedures for the duration of the COVID-19 pandemic.

PREPARED BY: Elle Ting, Chair, Education Council

DATE: April 8, 2020



DECISION NOTE

PREPARED FOR: Education Council

DATE: April 14, 2020

ISSUE: Curriculum Changes during the COVID-19 Pandemic

BACKGROUND:

Following guidance from the Provincial Health Officer and the Ministry of Advanced Education, Skills & Training (AEST) in the current COVID-19 pandemic, VCC suspended face-to-face instruction as of March 17, 2020. The transition to alternative delivery methods has made it necessary to adjust courses and programs very quickly to allow for a smooth transition and positive learning experience, but due to the urgency of the situation, following standard governance processes is currently not practicable.

Education Council still has the responsibility to maintain oversight and ensure changes are made in a procedurally sound manner with appropriate consultation and documentation; however, without being able to predict whether the COVID-19 public health emergency will extend into the Fall 2020 and Winter 2021 terms, the college must be prepared to face a period of *“extended transition during continued turmoil.”*¹ As such, VCC’s governance has developed provisional processes that balance responsiveness to the immediate, urgent transition resulting from the temporary suspension of face-to-face instruction with preparation for the gradual return to more “normal” times through the establishment of educational technology infrastructure and its intentional integration into programming.

This decision note provides a process description of alternative governance requirements put in place to support curricular changes necessitated by the COVID-19 emergency and its aftermath. This process is designed to maintain a holistic, agile approach to reporting and overseeing curriculum changes, despite the uncertainties presented by the current pandemic.

DISCUSSION:

This issue was discussed at a special Education Council meeting on March 18, as well as during the EdCo Executive Meeting on March 26 and the Emergency Operations Centre (EOC) meeting on March 27. Further discussions took place between Todd Rowlatt, Chair of Curriculum Committee, and the CTLR’s Instructional Associates on April 1. Following the presentation of an earlier draft at a special Education Council meeting on April 6, 2020 and an EOC Planning Group meeting held on April 8, 2020, revisions were made to clarify steps and provide additional contextual details. Additional revisions to include more detailed categorization of curricular changes were made after two meetings on April 9 with EdCo faculty and staff representatives and the CTLR Instructional Associates, respectively.

¹ Hill, Phil. “Revised Outlook for Higher Ed’s Online Response to COVID-19.” *Phil on Ed Tech*. 31 Mar. 2020. <https://philonedtech.com/revised-outlook-for-higher-eds-online-response-to-covid-19/>. Accessed 8 Apr. 2020.

The Education Council Executive proposes the following process for curriculum changes* during the COVID-19 pandemic. (**Note: changes to delivery/modalities or textbooks, and minor changes to assessments that align with current evaluation plans, are not necessary to bring through governance; examples of changes that would be subject to this process include changes in learning outcomes, hours, and course sequencing.*) For clarification, this process has been divided into two phases:

Phase 1: Immediate changes to programming in progress to facilitate the transition to alternate delivery (present-September 2020)

1. Urgent curriculum adjustments to facilitate the transition to alternate delivery methods for courses and programs *currently in progress* may be made by departments. Education Council requires that these changes be clearly marked as temporary and limited to courses and programs beginning before September 1, 2020.
2. Education Council requires information on changes made under (1) above. Deans whose areas are affected by the changes should provide this information to Education Council for information, review, and, where necessary, follow-up with Curriculum Committee.

Phase 2: Upcoming changes to programming set to start in Fall 2020 or later (September 2020-)

3. Changes to courses and programs slated to start after September 1, 2020 will be approved by Curriculum Committee and Education Council in an expedited manner to ensure changes are approved before the start of programs.
 - (a) Changes to *assessments* and *evaluation plans* will be approved by Curriculum Committee on an accelerated timeframe;
 - (b) Changes to *learning outcomes*, *programming hours*, *course sequencing* will be reviewed by Curriculum Committee and Education Council on an accelerated timeframe;
 - (c) Other changes not referred to in (a) and (b) above will be reviewed on a case-by-case basis.

RECOMMENDATION:

THAT Education Council approve the above provisional process for curriculum changes for the duration of the COVID-19 pandemic.

ATTACHMENTS: Appendix A – Hill, Phil. “Revised Outlook for Higher Ed’s Online Response to COVID–19.”

PREPARED BY: Elle Ting, Chair, Education Council
 Andrew Candela, Vice Chair, Education Council
 Lucy Griffith, Executive Member, Education Council
 Natasha Mandryk, Executive Member, Education Council

DATE: April 9, 2020

Revised Outlook for Higher Ed's Online Response to COVID-19

Author [Phil Hill](#), Blog March 31, 2020/0 Comments/by [Phil Hill](#)

In mid March I wrote a post "[Covid-19 Migration to Online: Entering the second phase](#)", arguing that there were three likely phases to the higher education response to COVID-19 in terms of course delivery.

Phase 1: The Rush to Zoom – considered as all-hands-on-deck, do whatever you can to have some educational presence for all classes online. Commenters have rightly pointed out that students' and educators' health and safety are more important than worrying about quality course design or even equitable access. In the EdTech world, think of this phase as *Put everything on Zoom and worry about details later*. Substitute Microsoft Teams or Webex or Collaborate for Zoom, as so many instructors opt for the comfort of synchronous video discussions to replace the face-to-face experience.

Phase 2: LMS Integration and Addressing Equitable Access – What I believe is happening now is that we are entering the next phase, where it is no longer acceptable to ignore issues of equitable access and course design. In our work with schools we are seeing a significant shift this week in the focus on doing more than just handling the pure emergency delivery. Colleges and universities are starting to more fully address the question of quality of emergency online delivery of courses, as well as true contingency planning.

At the time, I argued that we would then enter a new normal, **Phase 3**, perhaps as soon as the fall.

What Has Changed

[As Kevin has rightly described](#), we're in the middle of what can be described as a transition to remote teaching and learning, which is materially different than online education that has been thoughtfully designed. We're in an emergency mode in Phases 1 and 2.

What has become clear, however, is that it is unlikely that Fall 2020 will be any kind of normal, and there is reasonable likelihood that many schools will remain with online delivery (i.e. no face-to-face courses). Even for the schools that are able to start the fall term with face-to-face courses, I could

easily see the need for another rapid transition to online if [we hit a second peak](#) of COVID-19 outbreaks. And as Jeanette has privately pointed out to me, we might see hybrid approaches where lower division large introductory lecture courses are offered online while upper division smaller courses are offered face-to-face, as a method to minimize large groups of people in confined spaces. Put another way, schools will need to be prepared for online delivery and be ready to adapt quickly, one way or the other.

But Fall 2020 will be the time where most semester-based institutions face the prospect of fully-online delivery for the entire school, for an entire term. And more importantly, students will view that choice of school and enrollment and appropriate tuition differently than they do with a term interrupted, as we are in today. All of this will occur during a period of financial turmoil for higher education in general, [as described by Bryan Alexander](#).

Four Phases of Higher Ed Response

As such, my current outlook has changed to include four phases in this higher education response.

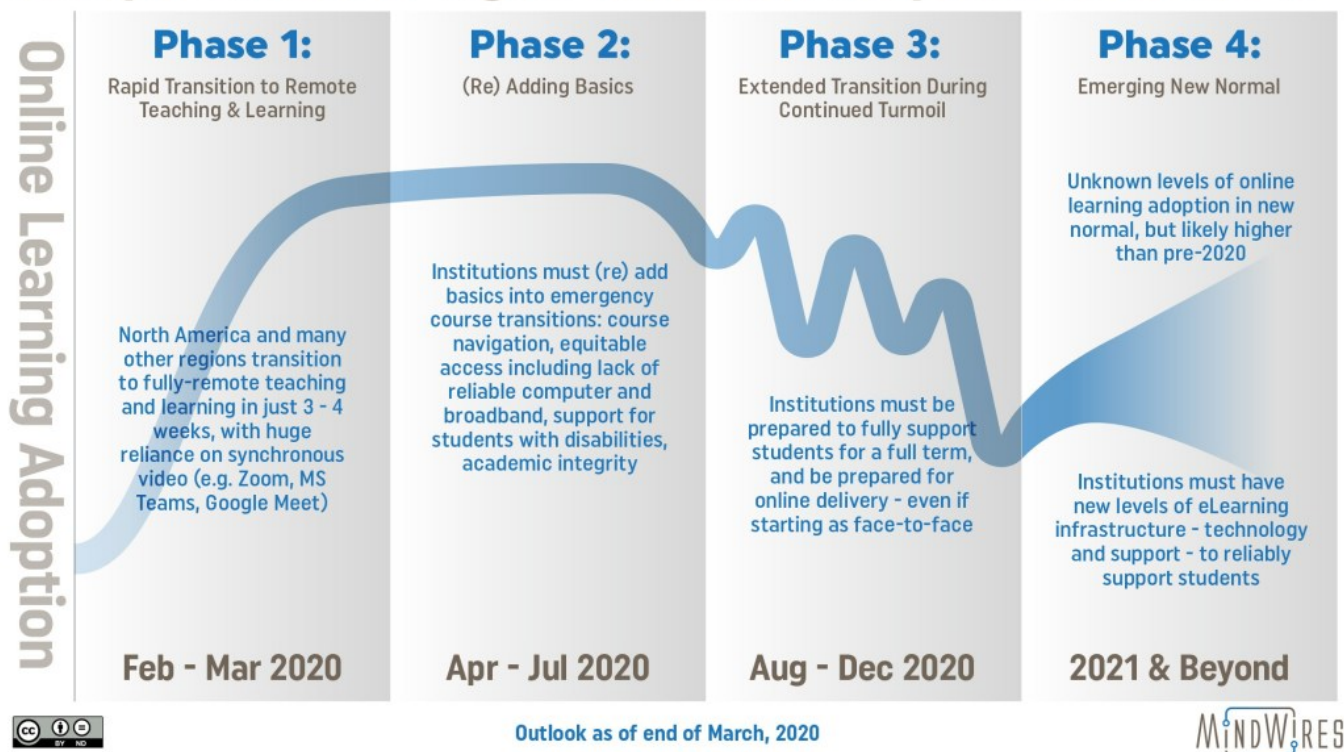
Phase 1 (Feb – Mar 2020): Rapid Transition to Remote Teaching and Learning – Institutions making an all hands on deck movement to remote delivery, often relying on synchronous video, with massive changes [in just four weeks](#).

Phase 2 (Apr – Jul 2020): (Re)adding the Basics – Institutions must (re) add basics into emergency course transitions: course navigation, equitable access including lack of reliable computer and broadband, support for students with disabilities, academic integrity.

Phase 3 (Aug – Dec 2020): Extended Transition During Continued Turmoil – Institutions must be prepared to support students for a full term, and be prepared for online delivery – even if starting as face-to-face.

Phase 4 (2021 and beyond): Emerging New Normal – This will have unknown levels of online learning adoption, but it is likely that it will be higher than pre-COVID-19 days, but Institutions must have new levels of eLearning infrastructure – technology and support – to reliably support students.

Multiple Phases of Higher Education Response to COVID-19



There are a lot of unknowns remaining around the COVID-19 pandemic itself and around higher education's ability to weather the storm – I doubt we've ever seen such a dramatic shift in the education landscape in such a short time period. It will be interesting to see how this outlook changes over time.

Hill, Phil. "Revised Outlook for Higher Ed's Online Response to COVID-19." *Phil on Ed Tech*. 31 Mar. 2020. <https://philonedtech.com/revised-outlook-for-higher-eds-online-response-to-covid-19/>. Accessed 8 Apr. 2020.

Academic Schedule 2021-22

Terms and Breaks	
Fall Term 2021	6th September 2021 to 21st December 2021
Winter Term 2022	4th January 2022 to 29th April 2022
Spring/Summer Term 2022	2nd May 2022 to 31st August 2022

Holiday Closure	22nd December 2021 to January 3rd 2022
VCC Day	3rd November, 2021 (1st Wednesday in November)

Statutory Holidays	
Labour Day	Monday September 6th 2021
Thanksgiving	Monday October 11th 2021
Remembrance Day	Thursday November 11th 2021
Family Day	Monday February 14th 2022
Good Friday	Friday April 15th 2022
Easter Monday	Monday April 18th 2022
Victoria Day	Monday May 23rd 2022
Canada Day	Friday July 1st 2022
BC Day	Monday August 8th 2022

2021												2022																													
September						October						November						December						January						February											
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2022																																										
March						April						May						June						July						August												
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27	28	29	30	31			24	25	26	27	28	29	30	29	30	31					26	27	28	29	30			24	25	26	27	28	29	30	28	29	30	31				
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For more information about Academic Scheduling please refer to: [Policy 3.13 Academic Schedule](#) and [Procedures](#)

School of Arts and Science		Terms when programs start			
Program	Notes:	Fall 2021	Winter 2022	Spring 2022	Summer 2022
ABE Lab - Purple Door - Computer Studies	Self paced	☑	☑	☑	
ABE Youth Program	Self-paced, Continuous intake	☑	☑	☑	
Access to Career Education - Career Programming	class-based and self-paced	☑	☑	☑	
ASL & Deaf Studies - ASL Level 1	Part-Time	☑	☑		☑
ASL & Deaf Studies - ASL Level 2	Part-Time	☑			
ASL & Deaf Studies - ASL Level 3	Part-Time		☑		
ASL & Deaf Studies - Certificate	Full-Time	☑			
Basic Education - Computers	Self-paced, Continuous intake	☑	☑	☑	
Basic Education - English	Class based, Self-paced, Continuous intake	☑	☑	☑	☑
Basic Education - Math	Class-based, Self-paced, Continuous intake	☑	☑	☑	☑
Basic Education - Outreach	Self-paced, Continuous intake	☑	☑	☑	
College and Career Access - English & Social Sciences	(CCA) - Self-paced, Continuous intake	☑	☑	☑	☑
College and Career Access - English Skills and Prep	(CCA) - Class-based	☑	☑	☑	
College and Career Access - Math & Sciences	(CCA) - Self-paced, Continuous intake	☑	☑	☑	☑
College Foundation - Biology	Class based	☑	☑	☑	☑
College Foundation - Chemistry	Class based	☑	☑	☑	☑
College Foundation - English	Class based	☑	☑	☑	
College Foundation - Law	Class based	☑	☑		
College Foundation - Math	Class based	☑	☑	☑	☑
College Foundation - Physics	Class based	☑	☑	☑	
College Foundation - Psychology	Class based	☑	☑		
Community & Career Education - Career Awareness	(CCED) Full - Time	☑			
Community & Career Education - Computer Applications	(CCED) Part-Time	☑			
Community & Career Education - Food Services Careers	(FSCR) Full-Time	☑			
Community & Career Education - Managing Your Money	(CCED) Part-Time	☑			
Community & Career Education - Reading & Writing Level 3	(CCED) Part-Time	☑			
Community & Career Education - Reading & Writing Level 4	(CCED) Part-Time	☑			
Community & Career Education - Retail & Hospitality Careers	(REHC) Full-Time	☑			
Dance - Diploma	Cohort, Class based	☑			
Deaf & Hard of Hearing - ASL and Literacy	Grouped classes	☑		☑	
Deaf & Hard of Hearing - Job Readiness		☑			
Deaf & Hard of Hearing - Speechreading		☑	☑	☑	
English as an Additional Language – Pathways		☑	☑	☑	
English as an Additional Language – Pronunciation		☑	☑	☑	
English as an Additional Language - Grammar		☑	☑	☑	
English as an Additional Language – IELTS Prep		☑			
English as an Additional Language – Communication for Engineers		☑			
English as Another Language - CELBAN Prep	Class based	☑	☑	☑	
Music - Diploma		☑			
Music - Degree		☑			
University Transfer – Arts Certificate		☑			
University Transfer – Science Certificate		☑			
University Transfer - Software Systems		☑			
University Transfer – Engineering		☑			
University Transfer		☑			
Visually Impaired		☑			

This Academic Schedule is subject to change

Non-term based courses and/or programs: Fall outside the term based schedule and are developed based on the number of hours or weeks required to complete the course and/or program (as reflected in the Program Content Guide and/or Course Outline).

Term based courses: Classes are generally held over a 3-4 month period. The exact dates vary from year to year depending on national, provincial and civic holidays but typically are held in the September-December period, the January-April period, and the May-August period.

For actual program and course start dates, as not all programs start at the beginning of each term, please contact the Registrar's Office or visit www.vcc.ca/Programs/Courses.

Centre of Continuing Studies		Terms when programs start			
Program	Notes:	Fall 2021	Winter 2022	Spring 2022	Summer 2022
Building Manager Certificate		☑	☑	☑	
Building Service Worker		☑	☑	☑	
Business and Technical Writing Certificate		☑	☑	☑	

Business Leadership and Management Certificate		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Canadian Gemmological Association Diploma	Accelerated			<input checked="" type="checkbox"/>	
Canadian Gemmological Association Diploma	Part-Time	<input checked="" type="checkbox"/>			
Counselling Skills Foundational Certificate		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Creative Writing		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Early Childhood Education		<input checked="" type="checkbox"/>			
Fashion Design & Production Diploma		<input checked="" type="checkbox"/>			
Fashion Merchandising		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Jewellery - Non-credit		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Languages		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Leadership Certificate		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Makeup Artistry Certificate		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Management Skills for Supervisors Certificate		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
MasterValuer Appraisal Certificate of Completion		<input checked="" type="checkbox"/>			
Medical Device Reprocessing Technician		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
NETT (Networking Technology) Program		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Office Administration Certificates	(Administration and Supervision, Legal Office Skills, Medical Office Skills, and Records Management Skills streams)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Paralegal		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Small Business		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Sport and Recreation Management Certificate		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Tea Sommelier		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Volunteer Management		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Wedding and Event Management Certificate		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Wine Sommelier		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

This Academic Schedule is subject to change

Non-term based courses and/or programs: Fall outside the term based schedule and are developed based on the number of hours or weeks required to complete the course and/or program (as reflected in the Program Content Guide and/or Course Outline).

Term based courses: Classes are generally held over a 3-4 month period. The exact dates vary from year to year depending on national, provincial and civic holidays but typically are held in the September-December period, the January-April period, and the May-August period.

For actual program and course start dates, as not all programs start at the beginning of each term, please contact the Registrar's Office or visit www.vcc.ca Programs/Courses.

School of Health Sciences		Terms when programs start			
Program	Notes:	Fall 2021	Winter 2022	Spring 2022	Summer 2022
Access to Practical Nursing		<input checked="" type="checkbox"/>			
Acute Care Skills for Health Care Assistants	Non-term based	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Bachelor of Science (Nursing)	Year 1 Entry	<input checked="" type="checkbox"/>			
Bachelor of Science (Nursing)	Advanced Entry		<input checked="" type="checkbox"/>		
Certified Dental Assisting - Distance Delivery	Non-term based - monthly intakes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Certified Dental Assisting (on-site)	Non-term based	<input checked="" type="checkbox"/>			
Dental Hygiene	Non-term based	<input checked="" type="checkbox"/>			
Dental Hygiene - degree	Non-term based	<input checked="" type="checkbox"/>			
Dental Reception Coordinator	Non-term based	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Dental Technology		<input checked="" type="checkbox"/>			
Denturist	On Hold				
Health Care Assistant	Non-term based	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Health Care Assistant - ESL		<input checked="" type="checkbox"/>			
Health Unit Coordinator	Non-term based	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Medical Lab Assistant	Non-term based	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Occupational/ Physical Therapist Assistant	Non-term based - Year 1	<input checked="" type="checkbox"/>			
Pharmacy Technician	Non-term based	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Practical Nursing		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Pre-Health Sciences	On Hold				

This Academic Schedule is subject to change

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Term based courses: Classes are generally held over a 3-4 month period. The exact dates vary from year to year depending on national, provincial and civic holidays but typically are held in the September-December period, the January-April period, and the May-August period.

For actual program and course start dates, as not all programs start at the beginning of each term, please contact the Registrar's Office or visit www.vcc.ca Programs/Courses.

School of Hospitality, Food and Business		Terms when programs start			
Program	Notes:	Fall 2021	Winter 2022	Spring 2022	Summer 2022
Administrative Assistant		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Applied Business Technology		<input checked="" type="checkbox"/>			
Asian Culinary Arts		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Baking & Pastry Arts - ACE-IT Foundation					<input checked="" type="checkbox"/>
Baking & Pastry Arts - Apprentice Level 1			<input checked="" type="checkbox"/>		
Baking & Pastry Arts - Apprentice Level 2			<input checked="" type="checkbox"/>		
Baking & Pastry Arts - Apprentice Level 3			<input checked="" type="checkbox"/>		
Baking & Pastry Arts - Artisan Baking		<input checked="" type="checkbox"/>			
Baking & Pastry Arts - Artisan Baking International		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Baking & Pastry Arts - Pastry			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Baking & Pastry Arts - Pastry - (ESL)		<input checked="" type="checkbox"/>			
Baking & Pastry Arts - Pastry (International 5 months)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Canadian Business Management		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Business & Project Management		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Cook Apprentice (monthly intake)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Culinary Arts High School		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Executive Assistant		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Hospitality Management - Degree		<input checked="" type="checkbox"/>			
Hospitality Management - Degree (Executive Chort)		<input checked="" type="checkbox"/>			
Hospitality Management - Diploma		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Legal Administrative Assistant		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Medical Office Assistant		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Medical Transcriptionist		<input checked="" type="checkbox"/>			
Culinary Arts Diploma (International)		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Professional Cook 1		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Professional Cook 1 ESL		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Professional Cook 2		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

This Academic Schedule is subject to change

Non-term based courses and/or programs: Fall outside the term based schedule and are developed based on the number of hours or weeks required to complete the course and/or program (as reflected in the Program Content Guide and/or Course Outline).

Term based courses: Classes are generally held over a 3-4 month period. The exact dates vary from year to year depending on national, provincial and civic holidays but typically are held in the September-December period, the January-April period, and the May-August period.

For actual program and course start dates, as not all programs start at the beginning of each term, please contact the Registrar's Office or visit www.vcc.ca/Programs/Courses.

School of Instructor Education		Terms when programs start			
Program	Notes:	Fall 2021	Winter 2022	Spring 2022	Summer 2022
Certificate in Online/eLearning		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Provincial Instructor Diploma		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	

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Non-term based courses and/or programs: Fall outside the term based schedule and are developed based on the number of hours or weeks required to complete the course and/or program (as reflected in the Program Content Guide and/or Course Outline).

Term based courses: Classes are generally held over a 3-4 month period. The exact dates vary from year to year depending on national, provincial and civic holidays but typically are held in the September-December period, the January-April period, and the May-August period.

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School of Trades, Technology and Design		Terms when programs start			
Program	Notes:	Fall 2021	Winter 2022	Spring 2022	Summer 2022
Automotive Collision - Apprentice Level 1		<input checked="" type="checkbox"/>			
Automotive Collision - Apprentice Level 2		<input checked="" type="checkbox"/>			
Automotive Collision - Apprentice Level 3		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Automotive Collision and Refinishing - High School		<input checked="" type="checkbox"/>			
Automotive Collision and Refinishing - RayCam			<input checked="" type="checkbox"/>		
Automotive Collision and Refinishing Diploma		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Automotive Collision and Refinishing Technician - Foundation		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Automotive Collision Glass Technician Apprentice		<input checked="" type="checkbox"/>			

Automotive Paint and Refinishing Prep Apprentice		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
Automotive Refinishing - Prep Foundation		<input checked="" type="checkbox"/>			
Automotive Refinishing Prep Apprentice			<input checked="" type="checkbox"/>		
Automotive Refinishing Prep High School			<input checked="" type="checkbox"/>		
Automotive Service Technician - E-pprentice		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Automotive Service Technician - Foundation		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Automotive Service Technician Apprentice - ACE-IT	Britannia	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Automotive Service Technician Apprentice Level 1				<input checked="" type="checkbox"/>	
Automotive Service Technician Apprentice Level 2		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Automotive Service Technician Apprentice Level 3		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Automotive Service Technician Apprentice Level 4		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Automotive Service Technology Diploma	2 year program	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
CAD and BIM - Architectural	(Previously Drafting)	<input checked="" type="checkbox"/>			
CAD and BIM - Architectural, Civil, Structural	(Previously Drafting)	<input checked="" type="checkbox"/>			
CAD and BIM - Citation (4 months)	(Previously Drafting)			<input checked="" type="checkbox"/>	
CAD and BIM - Diploma streams	(Previously Drafting)	<input checked="" type="checkbox"/>			
CAD and BIM - Steel Detailing	(Previously Drafting)	<input checked="" type="checkbox"/>			
Computer Systems Technology	2 year program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
Hair Design		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Hair Design High School		<input checked="" type="checkbox"/>			
Heavy Mechanical - Diploma	2 year program				<input checked="" type="checkbox"/>
Heavy Mechanical - Foundation		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Heavy Mechanical Trades Apprentice Level 1		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Heavy Mechanical Trades Apprentice Level 2		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Heavy Mechanical Trades Apprentice Level 3		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Heavy Mechanical Trades Apprentice Level 4 - CT			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Heavy Mechanical Trades Apprentice Level 4 - HD		<input checked="" type="checkbox"/>			
Jewellery Art and Design		<input checked="" type="checkbox"/>			
Skin and Body Therapy		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
Visual Communication Design	(previously Digital Graphic Design)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		

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For actual program and course start dates, as not all programs start at the beginning of each term, please contact the Registrar's Office or visit www.vcc.ca/Programs/Courses.

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2020-2023 ACADEMIC PLAN

***Revised version including updates to the
School of Trades, Technology & Design**

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OBJECTIVES	SCHOOL	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
Educational Quality				
Goal 1.1 – Deliver a superior student educational experience				
1.1.1 Conduct needs assessment and determine viability and potential of NEW programs that meet community need, provide pathways, take into consideration the labour market skills gap, and are relevant	Health Sciences	<ul style="list-style-type: none"> Explore opportunity for Practical Nurse Refresher program Develop Health Care Assistant Diploma for international students 	<ul style="list-style-type: none"> Explore development of a post degree diploma in health 	<ul style="list-style-type: none">
	Hospitality, Food Studies & Applied Business	<p>Culinary Arts:</p> <ul style="list-style-type: none"> Apprenticeship upgrade. Possible new programming around agri food production. Continuous Professional Development programs for working chefs <p>Asian Culinary Arts:</p> <ul style="list-style-type: none"> Expand Curriculum Offer Level II and III apprenticeship through Asian Culinary <p>Project Management:</p> <ul style="list-style-type: none"> New Certificate in Project Management Program for domestic students <p>Applied Business:</p> <ul style="list-style-type: none"> Implement new Administrative Assistant programs. <p>CBM</p> <ul style="list-style-type: none"> Solicit feedback from industry (practicum providers) on what they feel is a business need not currently being addressed, and tailor CBM program accordingly <p>Baking and Pastry</p> <ul style="list-style-type: none"> Concept paper for diploma program for domestic students 	<p>Culinary Arts:</p> <ul style="list-style-type: none"> Develop Professional Chef Series of upgrading courses <p>Applied Business</p> <ul style="list-style-type: none"> Curriculum Development for Renewed programs with emphasis on incorporating online learning. <p>Business</p> <ul style="list-style-type: none"> Focus on domestic enrollment for new business diplomas 	<p>Asian Culinary Arts</p> <ul style="list-style-type: none"> Curriculum Development For International Diploma Program <p>Applied Business</p> <ul style="list-style-type: none"> Launch diploma in this area

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OBJECTIVES	SCHOOL	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
Educational Quality				
	Trades, Technology & Design	<p>Auto Collision Refinishing:</p> <ul style="list-style-type: none"> ■ Create Journey person upgrading courses <p>Heavy Mechanical Trades:</p> <ul style="list-style-type: none"> ■ Run 2 international diploma cohorts <p>Hair Design & Skin & Body Therapy:</p> <ul style="list-style-type: none"> ■ Launch Hairstylist Level 1 apprenticeship course <p>CAD/BIM</p> <ul style="list-style-type: none"> ■ Develop new curriculum for Mechanical Engineering Tech certificate program ■ Develop new curriculum for 3D Modelling for Construction Short Certificate program ■ Trial year for condensed academic schedule ■ Develop new curriculum for introducing AR and VR into department ■ Develop remote access to network hosted software with student secure portal ■ Rewrite BIM Diploma to include three options for a first year, to complement a PLAR to insert into the 2nd year, and include an exit at the end of the first year with a credential ■ Complete MoA agreement with VSB for Sept intake of CAD Tech Short Cert 	<p>Auto Collision Refinishing:</p> <ul style="list-style-type: none"> ■ Develop Industry/ Manufacturer courses. <p>Heavy Mechanical Trades:</p> <ul style="list-style-type: none"> ■ Run CVIP courses <p>Hair Design & Skin & Body Therapy:</p> <ul style="list-style-type: none"> ■ Develop Red Seal Program for Skin & Body Therapy <p>CAD/BIM</p> <ul style="list-style-type: none"> ■ Run new Mechanical Engineering Tech certificate program ■ Continue developing new curriculum for 3D Modelling for Construction Short Certificate program ■ Conduit needs assessment for possible 2nd year for Civil/Structural, Architectural, and Steel Detailing ■ Double enrollment for Civil/Structural, Architectural, and Steel Detailing Certificate intake and add second class for each ■ Continuing developing new curriculum for introducing AR and VR into department within 3D Design Studio ■ Develop new curriculum for introducing 3D printing within department 3D Design Studio ■ Embed remote access to network hosted software with student secure portal for all programs 	<p>CAD/BIM</p> <ul style="list-style-type: none"> ■ Run new 3D Modelling for Construction Short Certificate ■ 2nd year for new Mechanical Engineering Tech certificate program ■ Develop new curriculum for 2nd year for Civil/Structural, Architectural, and Steel Detailing ■ Double enrollment for BIM Diploma intake and add second class ■ Continuing developing new curriculum for introducing AR, VR and 3D printing into department within 3D Design Studio ■ ■ Develop new curriculum for introducing 3D scanning within department 3D Design Studio ■

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Educational Quality				
			<ul style="list-style-type: none"> ■ Rewrite BIM Diploma to include mechanical option for either the first or second year. ■ Expand agreement with VSB for Sept intake of CAD Tech Short Cert to other districts. 	
	Arts & Sciences	<p>ABE Youth:</p> <ul style="list-style-type: none"> ● Consult with BYRC on how upgrading programs could benefit their student population ● Create a bridge of programs with career course offerings ● Organize meetings to discuss material from Lisa’s lit review in CCA and have a brainstorm session about what that could mean for upgrading in the future. <p>Basic Education:</p> <ul style="list-style-type: none"> ■ Survey Basic Education students about programming needs <p>CACE:</p> <ul style="list-style-type: none"> ■ Continue gathering data on the inclusion of a baking component for Retail & Hospitality Careers Program in terms of student interest and employer work placements; data will help inform program renewal in upcoming year <p>CCA:</p> <p>Develop Work Experience 12 and Socials 12 to expand grade 12 electives</p> <p>Science:</p> <ul style="list-style-type: none"> ■ Conduct market research for potential new Associate of Science degree pathways ■ Offer Associate of Science in Computing Science program 	<p>ABE Youth:</p> <ul style="list-style-type: none"> ● Survey users of BYRC regarding their educational needs and goals ● Continue to collect anecdotal evidence from VSB counsellors and students as to their evolving educational needs and goals ● Explore Indigenizing course content and establish relationship with Native Education Centre <p>Basic Education:</p> <ul style="list-style-type: none"> ■ Develop programming that is responsive to student needs based on survey feedback <p>CCA</p> <ul style="list-style-type: none"> ■ Most initiatives will be on-going or depend on successes and feedback as well as CD funding opportunities. ■ Create and offer more grade 12 electives ■ Other initiatives will be determined by the future “Re-imagining” of ABE and a much needed environmental scan <p>Science:</p>	<p>ABE Youth:</p> <ul style="list-style-type: none"> ● Increase number of staff to explore and advise creation of new courses that arise from prior year’s needs assessments ● Explore space requirements needed for expanded outreach programming <p>CCA:</p> <p>Initiatives will be ongoing or determined by future college planning including the “Re-imagining” of ABE based on review, research and environmental scan.</p> <p>Science:</p> <p>Offer Associate of Science in Biology, if necessary lab renovations are complete</p> <p>DHH:</p> <ul style="list-style-type: none"> ■ survey the community again to see how they like the changes so far

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Educational Quality				
		<p>DHH:</p> <ul style="list-style-type: none"> ■ Complete program renewal and work on action plans <p>Music:</p> <ul style="list-style-type: none"> ■ Winter 2020 final term of implementation of revised Music Diploma. ■ Fall 2020 launch redesigned Bachelor of Applied Music after Renewal process is complete. <p>Visually Impaired Canvas students, visually impaired community, community agencies and businesses to identify two or three new courses appropriate for our program. Continue work on Mac and Android courses</p> <p>EAL</p> <ul style="list-style-type: none"> ■ Explore development of an Introduction to ESL Pathways after Canadian Language Benchmark 3 through the creation of ELSK 0415 and ELSK 0420. Requires CD Funding ■ Identify ideas & conduct needs assessments for new courses (Improve your Vocabulary, Improve your Reading and Writing), and a course for online readiness skills. Will require CD Funding ■ Develop course outline for intro to online learning <p>LINC Create a course to help students navigate online or computer-assisted classes</p>	<p>Offer one additional Associate of Science degree pathway</p> <p>DHH:</p> <ul style="list-style-type: none"> ■ survey the community again to see how they like the changes so far ■ document industry and labor market changes and make sure our renewal and developments reflect those changes <p>EAL</p> <ul style="list-style-type: none"> ■ Develop ELSK 0415 & 0420 course outlines and curriculum documents, and field test courses. ■ Develop course outline for one supplemental course based on needs assessment, and field test course 	<ul style="list-style-type: none"> ■ continue to document industry and labour market changes and make sure our renewal and developments reflect those changes ■ Assess those items from action plan <p>EAL</p> <ul style="list-style-type: none"> ■ Offer ELSK 0415 & 0420 ■ Develop course outline for one supplemental course and field test ■ Review other supplemental course to ensure it meets the needs of students. ■ Offer intro to online learning
	School of Instructor Education	<ul style="list-style-type: none"> ■ Implement renewed PIDP curriculum. ■ Implement new Trades Trainer Short Certificate ■ Develop curriculum for redesigned Teaching Online Certificate 		

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Educational Quality				
	Continuing Studies	<ul style="list-style-type: none"> Assess viability and support framework for micro credentials Year 2 pilot of co-curricular recognition in the Fashion Design and Production Diploma Develop Makeup Diploma (domestic and international) 	<ul style="list-style-type: none"> Offer ECCE certificate through partnership with BC school districts Explore expansion of School Age Care course 	
1.1.2 Renew programs that have not gone through renewal in the past 5 years	Hospitality, Food Studies & Applied Business	<ul style="list-style-type: none"> Implement revised curriculum arising from program renewal in Administrative Professional and Baking and Pastry Arts Begin renewal in Diploma and Degree in Hospitality Management. Being renewal of Medical Transcriptionist and Medical Office Assistant 	<p>Culinary Arts</p> <ul style="list-style-type: none"> Renew Professional Cook 1 & 2 based on Harmonization/Develop or update curriculum <p>Asian Culinary Arts</p> <ul style="list-style-type: none"> Program Renewal <p>Hospitality Management</p> <ul style="list-style-type: none"> Curriculum Development for the Diploma in Hospitality Management as well as the Bachelor of Hospitality Management. <p>Applied Business</p> <ul style="list-style-type: none"> Curriculum Development for the programs being reviewed Renewal for LAA 	<p>Asian Culinary Arts</p> <ul style="list-style-type: none"> Curriculum Development for International Diploma program <p>Hospitality Management & Applied Business</p> <p>Implementation of the new / updated programs that have gone through renewal</p> <p>Applied Business</p> <p>Curriculum development for program in renewal</p> <p>Culinary Arts</p> <p>Curriculum development for program in renewal</p>
	Health Sciences	<ul style="list-style-type: none"> Complete Dental Reception Coordinator (DRC) program renewal and implement recommendations Medical Laboratory Assistant (MLA) is scheduled to undergo program renewal Certified Dental Assistant (CDA) onsite curriculum review to meet industry standards 	<ul style="list-style-type: none"> Implement recommendations from Medical Laboratory Assistant (MLA) program renewal Dental Technology Sciences scheduled for program renewal 	<ul style="list-style-type: none">

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Educational Quality				
	Trades, Technology & Design	<ul style="list-style-type: none"> Implement new technology, create new 3D software program 		
	Arts & Sciences	<p>ABE Youth</p> <ul style="list-style-type: none"> We are working on expanding our course offerings and we are open to a renewal process whenever our program is up for renewal Liaise with Department of Indigenous Education and Community Engagement to ensure that all renewals include meaningful Indigenization <p>CCA:</p> <ul style="list-style-type: none"> With approval of CD funding, create, revise or improve blended/on-line/modularized versions of CCA courses Provide more engaging and experiential learning opportunities <p>Science Renew program</p> <p>DHH:</p> <ul style="list-style-type: none"> meet with SMEs (in PIPD) and take online learning to develop the foundation for starting work on online courses and blended courses develop ASL and JRP curricula <p>MUSIC: Complete Bachelor of Music Renewal</p> <p>EAL</p> <ul style="list-style-type: none"> Prepare for program renewal: explore revising curriculum in levels 7 & 8 prepare surveys on effectiveness for revisions 	<p>ABE Youth</p> <ul style="list-style-type: none"> Participate and undergo program renewal if renewal occurs in this fiscal year Continue to ensure that all renewals include meaningful Indigenization <p>CACE: Retail & Hospitality Careers Program in need of program renewal</p> <p>CCA: Most initiatives will be on-going depend on successes and feedback, CD funding opportunities, and the result of the ABE re-imagining</p> <p>Science Implement changes indicated in program renewal</p> <p>DHH:</p> <ul style="list-style-type: none"> meet with SMEs and start development of online materials and online modules for online courses and blended courses Continue to develop the English curriculum to completion. Complete any modifications and/or developments for JRP, ASL, English CDs and online learning 	<p>ABE Youth</p> <ul style="list-style-type: none"> Participate and undergo program renewal if renewal occurs in this fiscal year (or continue renewal process if already initiated) Continue to ensure that all renewals include meaningful Indigenization <p>CCA: Initiatives will be ongoing or new determined by future college planning including the “Re-imagining” of ABE based on review, research and environmental scan</p> <p>Science Implement changes indicated in program renewal</p> <p>DHH:</p> <ul style="list-style-type: none"> Monitor new CD implementations and online learning (as a supplement to the F2F learning). Assess the online courses and new CD implementations and make modifications where needed.

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Educational Quality				
			<p>Visually Impaired Program renewal needed 21-22 or soon after. Last done 2012.</p> <p>EAL Program renewal of ESL Pathways</p>	<ul style="list-style-type: none"> Assess the need for further funding and developments to complete all targets for renewal
	Continuing Studies	<ul style="list-style-type: none"> Launch Program Renewals: <ul style="list-style-type: none"> Fashion Merchandising Business and Technical Writing Complete program renewal for suspended Interior Design program 	<ul style="list-style-type: none"> Launch Program Renewals: <ul style="list-style-type: none"> Paralegal Certificate and Diploma Makeup Artistry Certificate 	<ul style="list-style-type: none"> Launch Program Renewals: <ul style="list-style-type: none"> Office Administration Skills Certificate
1.1.3 Implement programs that have gone through program renewal and/or have had minor or major changes	Health Sciences	<ul style="list-style-type: none"> Implement changes from Health Unit Coordinator (HUC) renewal Address instructional gaps and national competencies in the Dental Technology Sciences program Implement revisions from Practical Nursing Provincial Program Curriculum (PNPPC) Revise the Pharmacy Technician curriculum to meet new standards and address recommendations based on the Canadian Council for Accreditation of Pharmacy Programs (CCAPP) accreditation review 		
	Hospitality, Food Studies & Applied Business	<p>Baking & Pastry Arts</p> <ul style="list-style-type: none"> Develop diploma concept paper <p>Baking & Pastry Arts Launch Administrative Professional</p>	<p>Project Management:</p> <ul style="list-style-type: none"> Implement the redesigned BPM PDD program <p>Baking & Pastry Arts</p> <ul style="list-style-type: none"> Curriculum Development for Diploma <p>CBM</p> <ul style="list-style-type: none"> Do full program review and adjust/edit/change course curriculum where appropriate 	<p>Baking & Pastry Arts</p> <ul style="list-style-type: none"> Launch Diploma <p>Culinary Arts:</p> <ul style="list-style-type: none"> Implement updated PC1 & PC2 <ul style="list-style-type: none"> Asian Culinary: Implement renewed program

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Educational Quality				
	Continuing Studies	<ul style="list-style-type: none"> ■ Redesign programs following Program Renewal: <ul style="list-style-type: none"> ➢ Business Leadership suite of programs ➢ Building Manager Certificate ■ Implement Addictions Advanced Certificate ■ Complete redesign of IT Operational Professionals (renamed Network Technology) program including addition of a diploma portion 	<ul style="list-style-type: none"> ■ Implement programs following redesign: <ul style="list-style-type: none"> ➢ Business Leadership suite of programs ➢ Building Manager Certificate ➢ IT Operational Professionals (renamed Network Technology) program ■ Redesign programs following Program Renewal: <ul style="list-style-type: none"> ➢ Fashion Merchandising ➢ Business and Technical Writing 	<ul style="list-style-type: none"> ■ Implement programs following redesign: <ul style="list-style-type: none"> ➢ Fashion Merchandising ➢ Business and Technical Writing ■ Redesign programs following Program Renewal: <ul style="list-style-type: none"> ➢ Paralegal Certificate and Diploma ➢ Makeup Artistry Certificate
	Arts & Sciences	<p>ABE Youth</p> <ul style="list-style-type: none"> ■ Work on implementation of Math 11 Foundations, develop First Peoples English 12 and develop Work Experience 12 ■ Streamline the course offerings so the students can achieve dual credit <p>DHH: Offer Level 3 for Living Successfully with Hearing Loss (LSWH) in September 2020</p> <p>Music: Implement new Degree and revised Diploma programs</p>	<p>ABE Youth</p> <ul style="list-style-type: none"> ■ Develop Socials 11 in partnership with CCA ■ Offer Math 11 Foundations, First Peoples English 12, Work Experience 12 ■ Increase # of adult graduates from our program ■ Liaise with college foundations to establish a clearer path for student transitioning into Law 12, Psych 12 ■ Explore history course options with college foundations <p>DHH: Complete and assess the first classes of Level 3 – Living Successfully with Hearing Loss and English Foundations</p>	<p>ABE Youth</p> <ul style="list-style-type: none"> ■ Increase student graduates ■ Work with CF, CCA, Student Services, Department of Indigenous Education ■ Develop a revised Intermediate Science 0751 course based upon most current ABE articulation <p>CACE: Retail & Hospitality Careers Program renewal implementation</p> <p>DHH: Survey and assess the LSWH, English, ASI and JRP through feedback and data</p> <p>EAL Implement renewal recommendations for ESL Pathways</p>

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Educational Quality				
	School of Instructor Education	<ul style="list-style-type: none"> Curriculum design for Teaching Online Certificate Implement TESOL renewal including moving this department under SIE 	■	■
1.1.4 Identify, promote, support articulation and transferability of courses/programs	Registrar's Office	<ul style="list-style-type: none"> Roll out of transfer articulation portion of Banner. Implementation of standard "End of Term" processing. 	■	■
	Continuing Studies	<ul style="list-style-type: none"> Explore transfer agreements with universities (eg. CapU) for degree completion for ECCE. 	<ul style="list-style-type: none"> Implement transfer agreements with universities (eg. CapU) for degree completion for ECCE. 	■
	School of Instructor Education	<ul style="list-style-type: none"> Renew MOU agreement with SFU MEd program. Review and renew other transfer agreements 	■	
	Health Sciences	<ul style="list-style-type: none"> Create educational pathways including PLAR for individuals currently working in health field (Dental Technology, Practical Nursing) 	■	
	Hospitality, Food Studies & Applied Business	<ul style="list-style-type: none"> Hospitality Additional transfer credit articulation agreements have been established with a variety of Institutions. Culinary Arts and Baking & Pastry Arts Support red seal chefs and bakers to complete a bachelors degree CBM 	<ul style="list-style-type: none"> Additional transfer credit articulation agreements will be established with a variety of Institutions. 	

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Educational Quality				
		<ul style="list-style-type: none"> ■ Update and review transfer credit protocol, and meet with post degree peers in lower mainland 		
	Arts & Sciences	<p>ABE Youth:</p> <ul style="list-style-type: none"> ■ Support and collaborate with CCA on courses going through articulation ■ Continue to stay informed on up to date articulation standards and K-12 curriculum ■ Use release time to meet with colleagues in VSB and get a designated liaison contact person ■ Understand the impact of technology and learning and knowledge that the students bring to the classroom ■ Find ways to credit the processing students display and learn in the face of information overload <p>Basic Education Attend fundamental-level articulation meetings</p> <p>CCA:</p> <ul style="list-style-type: none"> ■ Math, Science, Computer, Career, and English reps attend BC ABE articulation in March every year ■ More information needed to align courses with the new high school curriculum as appropriate <p>Science</p> <ul style="list-style-type: none"> ■ Update first-year engineering pathway to include new Common First-Year Engineering Curriculum for transfer to UBC, UVic and others ■ Continue to promote SFU transfer pathways <p>DHH:</p>	<p>ABE Youth:</p> <ul style="list-style-type: none"> ■ Continue supporting CCA courses through articulation ■ Continue to stay informed on up to date articulation standards and K-12 curriculum ■ Improve receiving information on the articulation committee work. ■ Credit oral tradition of testing knowledge and various other communication styles with students. ■ Encourage presentations and peer projects <p>Science Work to establish guaranteed admission at UBC and UVic for students who successfully complete Common First-Year Engineering Curriculum (CFYEC)</p> <p>Continue to promote SFU and CFYEC transfer pathways</p> <p>DHH:</p> <ul style="list-style-type: none"> ■ Continue promotion while seeking out new industry and community partnerships. 	<p>ABE Youth:</p> <ul style="list-style-type: none"> ■ Continue supporting CCA courses through articulation ■ stay informed on articulation standards and K-12 curriculum ■ Maintain currency of transferability of courses to other post-secondary institutions <p>Science Continue to promote SFU and CFYEC transfer pathways</p> <p>EAL Confirm new articulation is recognized at VCC and other institutions</p>

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Educational Quality				
		<ul style="list-style-type: none"> ■ Level 3 Speechreading (Living Successfully with Hearing Loss) and English Foundations. ■ Complete all marketing materials for each of the new CD development areas (English, LSWH) ■ JRP (Marcia) has joined the ASE Articulation Committee and hopes to attend the next meeting in May 2020 <p>Music: BCCAT meetings and ongoing discussion with other post-secondary programs and instructors</p> <p>Visually Impaired Will participate in ASE articulation – first time in 2020.</p> <p>EAL Explore articulation of Pathways 9 for EAP IV to increase transfer options</p>	<ul style="list-style-type: none"> ■ Survey some of the internal stakeholders to see if our students are transferring to their programs and if the levels are working <p>EAL Review results of articulation at VCC and other institutions</p>	
1.1.5 Seek accreditation and/or external program approval status and implement strategies to fulfill accreditation requirements	Health Sciences	<ul style="list-style-type: none"> ■ Address recommendations arising from accreditation findings in Pharmacy Technician, Occupational Physical Therapist Assistant, Health Care Assistant and Health Care Assistant ESL programs ■ Prepare for the BC College of Nursing Professional (BCCNP) program recognition for the Bachelor of Science in Nursing (BScN) program ■ Prepare for the Canadian Association of Schools of Nursing (CASN) pilot accreditation for the Practical Nursing program 	<ul style="list-style-type: none"> ■ Prepare for Certified Dental Assisting Onsite, Distance Dental Assisting, and Dental Hygiene accreditation 	

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Educational Quality				
	Hospitality, Food Studies & Applied Business	<ul style="list-style-type: none"> Seek accreditation of new accounting diploma with the CPA 		
	Trades, Technology & Design	<p>CAD/BIM</p> <ul style="list-style-type: none"> Complete Technology Accreditation of Canada process for national accreditation 	<p>Auto Collision Repair:</p> <ul style="list-style-type: none"> Instructor ASE certification <p>Heavy Mechanical Trades:</p> <ul style="list-style-type: none"> Instructor ASE certification <p>CAD/BIM</p> <ul style="list-style-type: none"> Complete provincial ASTTBC recognition of national TAC Curriculum revisions to address National/ Provincial standards 	<p>Auto Collision Repair:</p> <ul style="list-style-type: none"> NATEF Accreditation <p>Heavy Mechanical Trades:</p> <ul style="list-style-type: none"> Instructor ASE certification
	Arts & Sciences	<p>CCA:</p> <p>Meet with advising and other stakeholders on the process of creating more grade 12 electives for the Adult Dogwood. Work towards having more graduates from ABE programs</p> <p>DHH:</p> <p>follow up with accreditation committee participation</p> <p>EAL</p> <p>Liaise with Chartered Professional Accountants of BC with regards to a new course: Communicating for Accounting, and/or integrate course with Communication for Engineering & Technology</p>	<p>DHH:</p> <p>Annually check for ongoing participation</p> <p>EAL</p> <p>Take course(s) through governance and offer</p>	<p>DHH:</p> <p>Annually check for ongoing participation</p> <p>EAL</p> <p>Review courses</p>
1.1.6 Develop a Scholarship and Research Initiatives Plan	Library, Teaching &	<ul style="list-style-type: none"> Creation of Office for Applied Research Development. 	<ul style="list-style-type: none"> Review policies related to Applied Research. 	<ul style="list-style-type: none"> Review of Library resources to ensure support for faculty and student research needs.

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Educational Quality				
	Learning Services/ Vice President Academic	<ul style="list-style-type: none"> Continue to develop partnerships with other post-secondary institutions. 		
	Health Sciences	<ul style="list-style-type: none"> Continue and increase capacity for scholarship in the School of Health Sciences. 	<ul style="list-style-type: none"> Increase research/ scholarship capacity 	<ul style="list-style-type: none"> Increase research/ scholarship capacity
	Arts & Sciences	<p>ABE Youth:</p> <ul style="list-style-type: none"> If research funds approved, research on our students. We conducted a survey and would like to collate the information Continue collaboration with VCC Foundation <p>CCA:</p> <p>Continue to look for funding to do research essential to ABE</p> <p>DHH:</p> <ul style="list-style-type: none"> start a data base and record keeping for list of scholarship possibilities develop a list of VCC College support areas for developing scholarships <p>EAL</p> <ul style="list-style-type: none"> Develop a process with faculty to explore and propose scholarship and research initiatives, individually and cooperatively Report on 2019-20 research study on class size <p>LINC</p> <ul style="list-style-type: none"> develop a plan for any action research that instructors might like to do that they need funding for discuss what research needs to be done around blended learning 	<p>ABE Youth</p> <ul style="list-style-type: none"> Create exit survey in online format Apply for research projects that would engage students <p>DHH:</p> <ul style="list-style-type: none"> JRP will try and reach out to a list of possible donors or scholarship supports (industry stakeholders) ASL, LSWH and English may reach out to community stakeholders to see if there is any interest in supporting our program scholarship initiative <p>EAL</p> <ul style="list-style-type: none"> Explore internal & external research funding options Support faculty research initiatives Implement report recommendations on class size 	<p>ABE Youth</p> <ul style="list-style-type: none"> Continue to engage in professional development opportunities around current research in educational topics Proceed with previous years' research into best practices in student engagement <p>DHH:</p> <ul style="list-style-type: none"> Continue to seek out partnerships. Continue to create funds for scholarships. Create a PAC for LWHL <p>EAL</p> <ul style="list-style-type: none"> Continue to explore internal & external research funding options Support faculty research initiatives

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Educational Quality				
1.1.7 Develop new programs and build capacity in existing programs for international students	International Education	<ul style="list-style-type: none"> ■ Launch ECCE International Diploma ■ Launch Electronics Repair Technology Diploma ■ Launch VR/AR Diploma (VFS Partnership) ■ Build capacity in Health Sciences and UT programs ■ Plan for additional International cohorts in Trades, Technology & Hospitality ■ Launch additional Post Degree Diploma cohorts 	<ul style="list-style-type: none"> ■ Launch Post Degree Diploma in Cyber Security (CS offering) ■ Launch Hospitality PDD ■ Launch Business Diplomas ■ Launch HCA International Diploma ■ Launch CAD & BIM Diploma ■ Build capacity in Health Sciences and UT programs ■ Plan for additional International cohorts in Trades, Technology, Hospitality and others ■ Launch additional Post Degree Diploma cohorts 	<ul style="list-style-type: none"> ■ Build capacity in Health Sciences and UT programs ■ Plan for additional International cohorts in Trades, Technology, Hospitality and others ■ Launch additional Post Degree Diploma cohorts
	School of Instructor Education	<ul style="list-style-type: none"> ■ Continue to pursue opportunities for international delivery of PIDP 	<ul style="list-style-type: none"> ■ 	
	Continuing Studies	<ul style="list-style-type: none"> ■ Implement ECCE full-time diploma program for both domestic and international students 	<ul style="list-style-type: none"> ■ Implement year two ECCE full-time diploma program for both domestic and international students 	
	Hospitality, Food Studies & Applied Business	<ul style="list-style-type: none"> ■ Additional International Cohort will be launched in May 2020 into the Diploma in Hospitality Management. ■ Additional transfer credit articulation agreement with a variety of Institutions have been established to increase capacity in existing programs. Diploma and Bachelor Degree in Hospitality Management. ■ Develop two new diplomas ■ Develop PDD in Hospitality Management 	<p>Project Management</p> <ul style="list-style-type: none"> ■ Develop Certificate in Project Management Program for domestic students <p>Asian Culinary Arts</p> <ul style="list-style-type: none"> ■ Develop diploma <p>Hospitality Management</p> <ul style="list-style-type: none"> ■ Additional transfer credit articulation agreement with a variety of Institutions will be established to 	

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Educational Quality				
			increase capacity in existing programs. Diploma and Bachelor Degree in Hospitality Management. Business <ul style="list-style-type: none"> ■ Launch two new business diplomas and new PDD 	
	Health Sciences	<ul style="list-style-type: none"> ■ Develop Health Care Assistant (HCA) diploma for international students ■ For select Health Sciences programs review admissions requirements including English Language Proficiency to build capacity 		
	Arts & Sciences	ABE Youth: <ul style="list-style-type: none"> ■ Explore new programming distinct from the ABE Youth Program, but similar as a model for EAL International students. ■ Learn more about current EAL area program offerings because we have students who may need more EAL support Basic Education Explore creation of CRNs to meet the need of international students wanting to register in Basic Education Math CCA: <ul style="list-style-type: none"> ■ Meet with the dean, other DLs in ABE and EAL to work on a protocol for having more internationals in the ABE programs ■ Have the ability to meet current and future International demand for ABE Math and higher level English Science	ABE Youth: Continue to learn, research and explore any expanded EAL opportunities for programming Basic Education Begin registering international students in Basic Education Math Science See 1.1.1 re: development of Associate Degree pathways DHH: Continue to check with International Centre to see if our partnership is working Reach out to Deaf, and Hard of Hearing International Centers and schools EAL	ABE Youth: Develop and implement any new EAL-type programming and course offerings arising from previous year Science See 1.1.1 re: development of Associate Degree pathways EAL Review courses and plan for additional programs for international students

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Educational Quality				
		<p>See 1.1.1 re: development of Associate Degree pathways</p> <p>DHH: Work on promoting our existing and new CDs in order to continue building capacity. Seek funding that will support the growth and Renewal for our department.</p> <p>Music Continue developing Preparatory music classes</p> <p>EAL Meet with IE to determine criteria for programs relevant to international students. Begin planning courses</p>	Develop and implement new courses for international students	
1.1.8 Ensure programs have active program advisory committees and effective partnerships with industry/community	All Schools/ Vice President Academic	<ul style="list-style-type: none"> ■ Gathering PAC member for Academic Master Plan discussion 	<ul style="list-style-type: none"> ■ 	

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Educational Quality				
	Continuing Studies	<ul style="list-style-type: none"> ■ Revitalize and strengthen PACs in preparation and follow up for program renewal <ul style="list-style-type: none"> ➢ Networking Technology ➢ Counselling Skills ➢ Building Manager (Residential) ➢ MakeUp Artistry ➢ Office Administration ➢ Paralegal ➢ Business and Technical Writing 	<ul style="list-style-type: none"> ■ Revitalize and strengthen PACs in preparation and follow up for program renewal <ul style="list-style-type: none"> ➢ MakeUp Artistry ➢ Office Administration ➢ Paralegal 	
	Health Sciences	<ul style="list-style-type: none"> ■ Maintain strong relationships with School of Health Sciences Program Advisory Committees 		
	Arts & Sciences	<p>Basic Education Participate in the DTES Literacy Roundtable</p> <p>CACE</p> <ul style="list-style-type: none"> ■ Maintain ongoing relationships with existing PAC members and continue efforts to recruit new members ■ Maintain ongoing PAC involvement by inviting and including members in CACE events, beyond the Annual PAC meeting <p>CCA:</p> <ul style="list-style-type: none"> ■ Continue to be open and responsive to outreach opportunities in the community ■ Continue partnership with WorkBC/Open Door <p>Science Establish PAC for VR/AR program</p> <p>DHH: Revive JRP PAC Organize meeting for Community Engagement Group (CEG).</p> <p>Music</p>	<p>DHH: Make sure all community members and PAC members are well-educated on our new developments and check in to see what the feedback is like. Explore the idea of creating a PAC committee for LWHL</p> <p>EAL</p> <ul style="list-style-type: none"> ■ Continue membership with BC ESL Articulation Committee ■ Identify needs of internal PAC for ongoing work ■ Assess success of students from ESL Pathways in other programs and consider solutions, if needed 	<p>DHH: Make sure to connect with PAC members and asking for topics and discussion items</p> <p>EAL Continue membership with BC ESL Articulation Committee</p>

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Educational Quality				
		PAC from degree renewal is in place Visually Impaired Contact industry, WorkBC, community agencies and alumni to locate participants for our PAC. Strengthen and formalize existing partnerships and investigate new possibilities. EAL <ul style="list-style-type: none"> ■ Continue membership with BC ESL Articulation Committee ■ Join PAC for Health Care Aide program ■ Create internal committee at VCC where EAL can inquire and respond to EAL issues at the applied program level (e.g. initiatives similar to the EAL support in HM, Student Success Moodle shell, etc.) 		
1.1.9 Develop supportive partnerships within the academy and student service departments to ensure a positive experience for Indigenous students	Continuing Studies	<ul style="list-style-type: none"> ■ Offer Impacts of Colonization Past and Present and Indigenous People and the Canadian Judicial System to instructors and VCC employees through fee waiver 	<ul style="list-style-type: none"> ■ Pursue contract opportunities for the Gladue Report Writing program 	<ul style="list-style-type: none"> ■ Pursue contract opportunities for the Gladue Report Writing program
	Arts & Sciences	ABE Youth: <ul style="list-style-type: none"> ■ Engage with ICCE, submit research proposal to involve more Elders ■ Collaborate and liaise with all student services ■ Encourage students to attend Circle of Courage offered by Elder Bruce Robinson ■ Create circles of support for Indigenous students as needed Basic Education <ul style="list-style-type: none"> ■ Create Student Success Plans for Indigenous students as needed ■ Participate in events organized by Indigenous Education 	ABE Youth: <ul style="list-style-type: none"> ■ Continue to foster opportunities through curriculum and participation of members of First Nations communities ■ Identify First Nations students at UBC and SFU who are interested in teaching upgrading and have them come into our classroom to share. ■ Explore ideas for interactive activities that bring diverse groups together in shared activities. Basic Education	ABE Youth: Seek out hiring opportunities to incorporate Indigenous faculty into the ABE Youth program Science Continue to work with Student Services departments to ensure that our Indigenous students have an excellent educational experience DHH:

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Educational Quality				
		<ul style="list-style-type: none"> ■ Develop Indigenized curriculum for experiential learning, especially for fundamental mathematics ■ Collaborate with Indigenous Education & Community Engagement to support our RayCam outreach program <p>CACE:</p> <ul style="list-style-type: none"> ■ Explore inclusion of indigenous elder-led activities within classes ■ Continue indigenization of Food Services Careers Program <p>CCA:</p> <ul style="list-style-type: none"> ■ Continue connection, collaboration and good communication with the Dean of Indigenous Initiatives, especially with steps towards indigenizing the curriculum ■ Continue supportive partnerships with all areas of the college such as counselling, financial aid and advising ■ Work more closely with College Foundations on shared courses and students <p>Humanities: Develop a second year First Nations course for the Associate of Arts degree</p> <p>Science Continue to work with Student Services departments to ensure that our Indigenous students have an excellent educational experience</p> <p>DHH: Renew relationships with Indigenous Education department</p> <p>Music</p>	<p>Roll out more Indigenized and experiential fundamental math learning opportunities</p> <p>Science Continue to work with student services departments to ensure that our Indigenous students have an excellent educational experience</p> <p>DHH:</p> <ul style="list-style-type: none"> ■ Inquire about Deaf and/or hard of hearing member involvement for representation ■ Keep close contact with Student Success Services to make sure they know what our department offers <p>EAL</p> <ul style="list-style-type: none"> ■ Develop curriculum and content to ensure Indigenous students from within Canada and other countries have a positive experience ■ Encourage faculty, staff & students to participate in college & community initiatives related to Indigenous topics (book club, Indigenous Arts Symposium, etc.) 	<ul style="list-style-type: none"> ■ Continue to inquire about Deaf and/or hard of hearing member involvement for representation ■ Continue to keep close contact with student Success Services to make sure they know what our department offers <p>EAL</p> <ul style="list-style-type: none"> ■ Review and continue to develop curriculum and content to ensure Indigenous students have a positive experience ■ Encourage faculty, staff & students to participate in college & community initiatives related to Indigenous topics (book club, Indigenous Arts Symposium, etc.)

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Educational Quality				
		Indigenous music class, discussions at faculty meetings and in person with students EAL <ul style="list-style-type: none"> ■ Search for resources suitable for Indigenous students from other countries ■ Identify points in the curriculum to add or expand upon Indigenous-related topics to promote greater understanding of Indigenous peoples ■ Encourage faculty, staff & students to participate in college & community initiatives related to Indigenous topics (book club, Indigenous Arts Symposium, etc.) 		
	Health Sciences	<ul style="list-style-type: none"> ■ Expand existing partnership with Aboriginal Community Career Employment Services Society (ACCESS) ■ Explore providing faculty Indigenous Cultural Competency Online Training Program through Provincial Health Services Authority 	■	■
Goal 1.2 – Enhanced instruction, instructional strategy and educational technology				
1.2.1 Develop an online educational technology strategy	Library, Teaching & Learning Services	<ul style="list-style-type: none"> ■ Pilot newly developed online Resume & Cover Letter course with partner programs 	■	
	Health Sciences	<ul style="list-style-type: none"> ■ Increase capacity for online learning in all programs ■ Continue transitioning to blended delivery format for Dental Hygiene 		
	Arts & Sciences	ABE Youth: <ul style="list-style-type: none"> ■ Continue to develop our Moodle platforms, collaborate with CTLR, ensure our online strategy is always offered as blended learning 	ABE Youth: Look at Open textbook, BC Campus for open online learning opportunities	ABE Youth: Collaborate with CLTR to establish an over-arching “ABE Youth

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Educational Quality				
		<ul style="list-style-type: none"> ■ Incorporate interactive projector, student blog <p>Basic Education</p> <ul style="list-style-type: none"> ■ Turn Math 0300 into a blended course <p>CACE</p> <ul style="list-style-type: none"> ■ Continue to explore possibilities with this technology. ■ Career Awareness Program to add more computer lab time for online career searches <p>CCA</p> <ul style="list-style-type: none"> ■ Develop new self-paced, blended, and on-line courses, and include more on-line resources and opportunities. ■ Continue to create Moodle shells for all math, science and english students and enroll all new students into Moodle. ■ Work towards having self-paced computer courses more Moodle supported. ■ Increase enrollment in new ACED online courses. ■ Promote Moodle training opportunities for faculty and staff. <p>Science</p> <ul style="list-style-type: none"> ■ Offer PHYS 1170 in a hybrid format ■ Develop NURS 1602 in blended format <p>DHH</p> <p>meet with PIPD SMEs to get advise on moving forward with online development</p> <p>Music</p> <p>Mostly Moodle, but some new proposals may arise this year</p> <p>EAL</p> <ul style="list-style-type: none"> ■ Consider developing additional blended options (levels 5 and 9) 	<p>Basic Education</p> <p>Expand modules available for Math 0300</p> <p>Science</p> <p>Offer NURS 1602 in blended format</p> <p>DHH</p> <p>Have some blended options available in LSWH, English, ASL and/or JRP</p> <p>EAL</p> <ul style="list-style-type: none"> ■ Offer blended courses at different times. ■ Develop blended options for non-core courses ■ Develop and field test blended learning options for level 9 ■ Identify courses to be offered fully online (such as IELTS Prep) ■ Continue to revise “EAL Department Strategy for Blended Learning” and “Strategy for Moodle in EAL” <p>LINC</p> <p>Continue to offer Blended Learning classes and hope to create a module or course to help students in computer assisted language learning classes</p>	<p>Program” space on Moodle to link-in all students, staff and courses</p> <p>Science</p> <p>Evaluate student outcomes and feedback from pilot studies of PHYS 1170 and NURS 1602</p> <p>DHH</p> <p>Have online and blended options and full Moodle accessibility for department and areas</p> <p>EAL</p> <ul style="list-style-type: none"> ■ Offer blended non-core courses ■ Develop and field test blended learning options for level 5 ■ Continue to revise “EAL Department Strategy for Blended Learning” and “Strategy for Moodle in EAL” <p>LINC</p> <p>Determine what are best practices for continuing to encourage Blended Learning classes</p>

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Educational Quality				
		<ul style="list-style-type: none"> ■ Develop rationale & process for offering blended courses at different times ■ Explore blended options for non-core courses (Grammar, CELBAN Prep, IELTS Prep) ■ Continue to revise “EAL Department Strategy for Blended Learning” and “Strategy for Moodle in EAL” ■ Explore college policy re. online learning and student engagement (i.e. restricting student access to online content) <p>LINC Ensure everyone has taken or plan to take the LearnIT2Teach training so they can have an EduLINC moodle which provides them with resources and support (IRCC driven)</p>		
	Hospitality, Food Studies & Applied Business	<ul style="list-style-type: none"> ■ This will be part of the program renewals in Hospitality Management and Applied Business 	<ul style="list-style-type: none"> ■ Implement recommendations from program renewals in Hospitality Management and Applied Business 	
	Trades, Technology & Design	<p>Automotive Service Technician:</p> <ul style="list-style-type: none"> ■ Increase OER use by 10% <p>Heavy Mechanical Trades:</p> <ul style="list-style-type: none"> ■ Develop Moodle courses apprenticeship level 3 <p>CAD/BIM:</p> <ul style="list-style-type: none"> ■ Complete having all courses in all programs transitioned to OER platform ■ Continue developing blended OER delivery in Civil/Structural ■ Start developing blended OER delivery in Steel Detailing and BIM Diploma 	<p>Automotive Service Technician:</p> <ul style="list-style-type: none"> ■ Increase OER use by 10% <p>Heavy Mechanical Trades:</p> <ul style="list-style-type: none"> ■ Develop Moodle courses apprenticeship level 4 <p>CAD/BIM:</p> <ul style="list-style-type: none"> ■ Continue developing and increasing blended OER delivery in Civil/Structural, Steel Detailing, and BIM Diploma ■ Start developing blended OER delivery in Architectural and Mechanical 	<p>Automotive Service Technician:</p> <ul style="list-style-type: none"> ■ Increase OER use by 10% <p>Heavy Mechanical Trades:</p> <ul style="list-style-type: none"> ■ Develop Moodle courses international diploma <p>CAD/BIM:</p> <ul style="list-style-type: none"> ■ Continue developing and increasing blended OER delivery in Civil/Structural, Steel Detailing, Architectural, Mechanical and BIM Diploma

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Educational Quality				
1.2.2 Identify new educational technologies and software that could be supported and resourced	Health Sciences	<ul style="list-style-type: none"> ■ Explore hardware and software needs of the Nursing Simulation labs to replace ageing mannequins and technology ■ Explore in conjunction with the Campus Master Plan the short-term and long-term needs of the Dental Clinic ■ Explore options for a Dental simulation lab to relieve pressure on Dental clinic ■ Assess new Simulation Lab Coordinator position in relation to department structure and program needs ■ Continue to expand Interprofessional Education (IPE) activities across the School of Health Sciences ■ Explore options to incorporate virtual reality/ augmented reality into the curriculum 	■	■
	Trades, Technology & Design	CAD/BIM: <ul style="list-style-type: none"> ■ VR for CAB & BIM ■ AR for CAD & BIM ■ Classroom video equipment for online broadcasting 	CAD/BIM: <ul style="list-style-type: none"> ■ 3D printing with tie in for 3D modelling 	CAD/BIM: <ul style="list-style-type: none"> ■ 3D scanning tie in with 3D modelling and printing
	Library, Teaching & Learning Services	<ul style="list-style-type: none"> ■ Implement Institutional Repository ■ Continue to grow the digital lending library for students 	■	
	Continuing Studies	<ul style="list-style-type: none"> ■ Procure new domestic sewing machines and a large-format portfolio scanner for Fashion programs ■ Upgrade networking technology labs 		
	Arts & Sciences	ABE Youth: Learn more about Zoom, Kaltura, registration tracking program, math software initiatives, VR for science	ABE Youth:	ABE Youth <ul style="list-style-type: none"> ■ Improve students' storytelling

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OBJECTIVES	SCHOOL	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
Educational Quality				
		<p>CACE:</p> <ul style="list-style-type: none"> ■ Food Services Careers to explore the benefits and inclusion of visual aids, online testing, using cellular phone for time management/calendar, and Moodle courses. ■ Explore and identify technology which may be helpful for UDL implementation throughout curriculum <p>CCA:</p> <ul style="list-style-type: none"> ■ Pilot use of Zoom for math/science students who are working off campus ■ Explore opportunities for English to make use of Zoom <p>Humanities: Ongoing instructors’ PD and AD time</p> <p>DHH Research and sourcing resources to use</p> <p>Music New Social Media class and awareness of apps used by instructors</p> <p>Visually Impaired Research, review and evaluate new technologies for the visually impaired</p> <p>EAL</p> <ul style="list-style-type: none"> ■ Continue to advocate for replacement of audio labs with new Sanako software (Capital Request Process) if not completed in current fiscal year 	<p>Potentially incorporate more use of the learning on educational technologies from 2020/2021 initiatives.</p> <p>DHH Staff will present a new technology or invite an expert, at each staff meeting, so we can stay current</p> <p>EAL</p> <ul style="list-style-type: none"> ■ Continue to advocate for replacement of audio labs with new Sanako software (Capital Request Process) if not completed in current fiscal year ■ Request IA support for labs ■ Software: continue to identify learning options for faculty and develop content using software, such as we have done with Kaltura <p>LINC Continue to investigate new technologies and software that could enhance student learning</p>	<ul style="list-style-type: none"> ■ Solicit donations via the VCC Foundation to purchase a new set of laptops or equivalent to support new ed. tech integration <p>DHH: Faculty will develop learning modules</p> <p>EAL</p> <ul style="list-style-type: none"> ■ Continue to advocate for replacement of audio labs with new Sanako software (Capital Request Process) if not completed in current fiscal year ■ Request IA support for labs ■ Software: continue to identify learning options for faculty and develop content using software, such as we have done with Kaltura <p>LINC Continue to investigate new technologies and software that could enhance student learning</p>

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OBJECTIVES	SCHOOL	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
Educational Quality				
		<ul style="list-style-type: none"> Continue to explore new ways to improve computer lab technical support for EAL Labs and expand availability of labs for EAL students Continue to Identify online software on Moodle to request Available software: continue to build capacity of faculty for use (e.g. Zoom, Linked In Ed) 		
1.2.3 Continue to develop Learning Commons	Library, Teaching & Learning Services	<ul style="list-style-type: none"> Implement the Broadway Library & Learning Centre space plan 	<ul style="list-style-type: none"> 	
	Arts & Sciences	<p>CCA: Support redevelopment of college spaces to incorporate this concept related to an “ABE Hub” or Welcome Centre</p> <p>DHH: DHH faculty always have monthly meetings to discuss new initiatives for the department that align with college initiatives</p>	<ul style="list-style-type: none"> 	
Goal 1.3 –Deliver superior student services				
1.3.1 Review and develop support services which contribute to student success and retention	Health Sciences	<ul style="list-style-type: none"> Develop standardized guidelines related to student progression and success Align programs with the Registrar’s Student Experience initiative. Health Care Assistant pilot to start September 2020 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
	Continuing Studies	<ul style="list-style-type: none"> Procure and implement online registration system Secure student loans for MDRT program 	<ul style="list-style-type: none"> Complete implementation of online registration system 	<ul style="list-style-type: none">
	Vice President Academic	<ul style="list-style-type: none"> Evaluate new English Language Proficiency Requirements and modify as required. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

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Educational Quality				
	Arts & Sciences	<p>ABE Youth:</p> <ul style="list-style-type: none"> ■ Offer safe inclusive programming built on relational interactions, support students who are not attending, recognize prior experiences, experiential learning opportunities, streamline and abridge content where appropriate ■ Use materials that reflect content that will help students ■ Have coffee/social space for students to meet <p>Basic Education Explore creating an ABE Peer Mentorship Program</p> <p>CACE:</p> <ul style="list-style-type: none"> ■ Continue working with VCC support services such as Counselling ■ Continue examining the impact/benefits for students from the addition of Consent workshops from non-profit providers such as West Coast LEAF and Real Talk <p>CCA:</p> <ul style="list-style-type: none"> ■ Create and administer an entry and an exit survey for CCA students ■ Develop some kind of attendance tracking system and a way to track progression so that more credentials and certificates can be awarded ■ Department Head to participate in the micro-credentials working group to explore relevance to CCA programming ■ 	<p>ABE Youth:</p> <ul style="list-style-type: none"> ■ Explore the possibility of having specific counsellor attached to our program to better support mental and emotional needs of our students ■ Streamline a process to get students the necessary accommodation or support they need <p>Basic Education Roll out a pilot ABE Peer Mentorship program</p> <p>DHH: Continue to work in collaboration with Student Services and develop streamline services.</p> <p>Give input and suggestions to other departments and college initiatives to make it more accessible so students can get the information they need to make successful choices</p> <p>EAL</p> <ul style="list-style-type: none"> ■ Collaborate with Student Success services to facilitate referrals ■ Continue to work with Director of Student Conduct & Judicial Affairs and Arbiter of Student Issues 	<p>ABE Youth: Pursue implementation of previous years' project and maintain connections to adjacent, youth-oriented counselling services</p> <p>EAL</p> <ul style="list-style-type: none"> ■ Collaborate with Student Success services to facilitate referrals ■ Continue to work with Director of Student Conduct & Judicial Affairs and Arbiter of Student Issues ■ Continue to work with Student Services and other departments to support evening students ■ Continue to work with other departments to provide support to faculty and students experiencing challenges due primarily to gaps in communication skills <p>LINC</p> <ul style="list-style-type: none"> ■ LINC and EAL collaborate to put on Lunch & Learns for students. Invite various support service departments to these events. ■ Our Coordinator / PBLA Lead will continue to use some of her time to help students organize their

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Educational Quality				
		<p>DHH:</p> <ul style="list-style-type: none"> ■ Continue to work in collaboration with Student Services and develop streamline services. ■ Give input and suggestions to other departments and college initiatives to make it more accessible so students can get the information they need to make successful choices <p>Music Ongoing Disability Services working group</p> <p>EAL</p> <ul style="list-style-type: none"> ■ Collaborate with Student Success services to facilitate referrals ■ Continue to work with Director of Student Conduct & Judicial Affairs and Arbiter of Student Issues ■ Clarify process with Disability Services to promote clear communication with instructors and DS counsellors when scheduling accommodations ■ Continue to work with Student Services and other departments to support evening students ■ Continue to work with other departments to provide support to faculty and students experiencing challenges due primarily to gaps in communication skills (currently in Hospitality Management) ■ Support Hair Design & Esthetics to implement recommendations from Gap Analysis Report, as requested ■ Implement appropriate practices related to Ethics of Care 	<ul style="list-style-type: none"> ■ Continue to work with Student Services and other departments to support evening students ■ Continue to work with other departments to provide support to faculty and students experiencing challenges due primarily to gaps in communication skills <p>LINC</p> <ul style="list-style-type: none"> ■ LINC and EAL collaborate to put on Lunch & Learns for students. Invite various support service departments to these events. ■ Our Coordinator / PBLA Lead will continue to use some of her time to help students organize their PBLA binders to help make them more successful in achieving PBLAs 	<p>PBLA binders to help make them more successful in achieving PBLAs</p>

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Educational Quality				
		<p>LINC</p> <ul style="list-style-type: none"> ■ LINC and EAL collaborate to put on Lunch & Learns for students. Invite various support service departments to these events. ■ Our Coordinator / PBLA Lead will continue to use some of her time to help students organize their PBLA binders to help make them more successful in achieving PBLA 		
	Hospitality, Food Studies & Applied Business	<ul style="list-style-type: none"> ■ Additional EAL support services have been implemented into the Diploma of Hospitality Management. ■ Additional EAL workshops have been implemented to set students up for success. ■ Expand these supports to other departments <p>CBM</p> <ul style="list-style-type: none"> ■ Facilitate math and English assessments of all incoming international students, and assign action plan to specific students where necessary 	<ul style="list-style-type: none"> ■ Build more EAL support in program renewals. 	
	Registrar's Office	<ul style="list-style-type: none"> ■ Continue building awareness of the Student Experience Improvement Project. ■ Work with Departments to align programs with standardization of delivery as articulated in Student Experience Improvement Project. ■ Update and align policies to support the Student Experience Improvement Project. ■ Continue to spearhead data and process standardization across the College. 	<ul style="list-style-type: none"> ■ Continue to spearhead data and process standardization across the College. ■ Continue to provide updates on the Student Experience Improvement Project. ■ Build of degree audit capabilities (CAPP). ■ Continue process of data clean up in specific, high value areas. ■ Continue to work with Departments to align programs with standardization of 	<ul style="list-style-type: none"> ■ Continue to spearhead data and process standardization across the College. ■ Continue to provide updates on the Student Experience Improvement Project. ■ Move to online registration for the vast majority of programs at the College. ■ Continue process of data clean up in specific, high value areas.

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Educational Quality				
		<ul style="list-style-type: none"> Full implementation of EMS Campus Planning Interface to improve schedule creation process to facilitate earlier registration for students. Completion of initial roll out of College calendar. Continue process of data clean up in specific, high value areas. Implementation of EPBC XML post-secondary transcript exchange. Banner Student 9 Self Service roll out Meet with all Schools to determine pathways forward for all programs to transition, where possible, to new delivery framework outlined in Student Experience Improvement Project. 	<ul style="list-style-type: none"> delivery as articulated in Student Experience Improvement Project. Implementation of reimagined class scheduling strategy. Online graduation application development. Comprehensive review of tuition and fees tables in Banner to guide streamline process and rebuild. Clean up of historical high school and post-grade loads. 	<ul style="list-style-type: none"> Continue to work with Departments to align programs with standardization of delivery as articulated in Student Experience Improvement Project.
1.3.2 Provide timely and relevant international student support	International Education	<ul style="list-style-type: none"> Hire International Student Coordinator to support with immigration-related student advising Build capacity within department to support increased number of international students 	<ul style="list-style-type: none"> Identify and operationalize projects to enhance the academic and personal success of international students. 	<ul style="list-style-type: none"> Identify and operationalize projects to enhance the academic and personal success of international students.
	Arts & Sciences	<p>CCA: Continue to push for inclusion of International students into CCA classes despite college-level barriers</p> <p>DHH: Develop a signed ASL version of our department on the International Centre website pages</p>	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
	Hospitality, Food Studies & Applied Business	<p>CBM</p> <ul style="list-style-type: none"> Continue to enhance student support services for our international students via several platforms/vehicles including SRG, Orientation Week, Brown Bag lunch series, open door policy, Class room sit-ins, Learning Center presentations, guest speakers, support 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

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Educational Quality				
		department presentations in our huddles and classrooms <ul style="list-style-type: none">■ Work with PDO to develop more supports for international students looking for work■ Build on EAL support development in Hospitality Management to support other areas		

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OBJECTIVES	SCHOOL	2020/21 INITIATIVES	2021/22 INITIATIVES	2022/23 INITIATIVES
KSD #5 – Business Development				
Goal 5.1 Develop new partnerships and collaboration				
5.1.1 Expand dual credit programming options by partnering with more schools boards in the Lower Mainland	Health Sciences	<ul style="list-style-type: none"> Expand dual credit opportunities with Vancouver School Board 	<ul style="list-style-type: none"> 	
	Continuing Studies	<ul style="list-style-type: none"> Pursue partnership opportunities with high schools for Makeup Artistry program or courses 		
	Arts & Sciences	<p>ABE Youth:</p> <ul style="list-style-type: none"> Build on existing partnership between ABE Youth and VSB Youth Train in Trades Program (formerly ACE-IT) to create more opportunities for students to obtain dual credit and training opportunities for careers. Work with Advising, Registrar’s Office, and all relevant parties to find ways to credit prior learning explore this idea of expanding dual credit programming with high schools <p>CACE:</p> <ul style="list-style-type: none"> Explore offering GPS program to other school districts in partnership <p>CCA:</p> <ul style="list-style-type: none"> Develop dual credit course “English for Science.”(with CD funding) Look for opportunities to get more information re the new K-12 curriculum, especially 10-12 Continue to support students obtaining their Dogwood or Adult Dogwoods with a combination of VCC and school board courses 	<p>ABE Youth:</p> <ul style="list-style-type: none"> Develop relationships with the relevant counterparts in the K-12. Create the position of an academic recruiter who can knowledgeably present specifics on all the academic course offerings. Have Open House at VCC with high school counsellors and advisors to promote the programs and contents that we offer. 	

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KSD #5 – Business Development				
		<p>DHH: Possibly offer Job Readiness courses and college ready courses (as credit courses) to high school age students thinking about entering the workforce or post-secondary</p>		
5.1.2 Develop and expand partnerships	Health Sciences	<ul style="list-style-type: none"> ■ Ensure Program Advisory Committees include appropriate representatives ■ Explore health care Continuing Studies opportunities for professionals working in industry ■ Continue and explore other Health Sciences program opportunities with the Aboriginal Community Career Employment Services Society (ACCESS) ■ Continue to explore opportunities with Health organizations (i.e. BC Nurses Union) and other post-secondary institutions ■ Review current rental processes for VCC's health sciences spaces to external clients ■ Explore opportunities to rent nursing labs to health organizations 	<ul style="list-style-type: none"> ■ Implement and expand on partnership opportunities through the life of the academic plan 	
	Arts & Sciences	<p>ABE Youth:</p> <ul style="list-style-type: none"> ■ Continue ongoing partnerships with VSB, BYRC, Love BC, VCH, Odyssey, Check Your Head, PCRS Pathways, Youth Train in Trades ■ Foster relationships with BC Children's Hospitals, Dan's Legacy (counselling), MCFD (youth agreements, adult youth agreements) <p>Basic Education:</p> <ul style="list-style-type: none"> ■ Apply for CALP funding from the Ministry of Advanced Education ■ Continue partnership with Vancouver Coastal Health at Willow Pavilion ■ Continue partnership with Coast Mental Health 	<p>ABE Youth:</p> <ul style="list-style-type: none"> ■ Look at opportunities to provide education to young athletes, or students who are pursuing a competitive interest who wouldn't fit in the traditional schooling system ■ Work with the VSB programs onsite at BYRC to possibly share programming and credit for students. 	

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KSD #5 – Business Development				
		<ul style="list-style-type: none"> ■ Explore opportunities to develop outreach programs with new community partners <p>CACE:</p> <ul style="list-style-type: none"> ■ Continue to enrich partnership with Vancity and BBB with future presentations ■ Continue to enrich our emerging partnership with the Georgia Main Food Group ■ Continue to enrich our strong partnership with Tacofino ■ Continue our relationship with Parq with field trips and potential PAC membership ■ Continue to enrich our partnership with Open Door Group, BC WiN, Jobs West, PosAbilities, Resource relationships, PFAN, Presidents Group ■ Continue to build practicum partnerships for ongoing opportunities for students <p>CCA:</p> <ul style="list-style-type: none"> ■ The department has been a part of the Downtown Eastside (DTES) literacy roundtable for many years ■ Explore partnerships with Collective Impact- TTRUST ■ Continued partnerships with WorkBC will expand opportunities for more students/clients <p>DHH:</p> <ul style="list-style-type: none"> ■ Reach out to industry and employers who may benefit from this programming. For example, partner with WorkBC to streamline work integration in the classes. ■ Try and develop a system for target wage subsidy with employers <p>Music Work with BCIT Broadcast department</p>		

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KSD #5 – Business Development				
		<p>Visually Impaired</p> <ul style="list-style-type: none"> ■ Strengthen and formalize existing partnerships. ■ Investigate partnering with new businesses and WorkBC <p>EAL</p> <ul style="list-style-type: none"> ■ Continue work supporting EAL learners through content areas (Hospitality Management, Hair Esthetics & Design, plus new areas) ■ Work with Combined Skills partnerships (Culinary, Baking, HCA) to maintain effective partnerships ■ Continue to collaborate with PDO CareerLab on career readiness competencies ■ Continue to build relationships with other institutions to inform our own practices (UFV, ECUAD, etc.) 		
	Trades, Technology & Design	<ul style="list-style-type: none"> ■ Expand partnership between CAD & BIM and high schools ■ Run program in partnership with VIU in the SKB ■ Continue to improve the Youth in Trades Program and Trade Sampler ■ Run more program with support from the foundation (Access programs) ■ Participate in provincial and national skills 	<ul style="list-style-type: none"> ■ Continue to expand partnership with post-secondary institutions and high schools ■ Deliver more programs in partnership with other post-secondary institutions (similar to programs at Riverside College, and Maple Ridge) 	<ul style="list-style-type: none"> ■ Continue to expand partnership with post-secondary institutions and high schools ■ Deliver more programs in partnership with other post-secondary institutions (similar to programs at Riverside College, and Maple Ridge)
	Hospitality, Food Studies & Applied Business	<ul style="list-style-type: none"> ■ Partnering with PMI CWCC ■ Partnership with PM Volunteers ■ Partner with other institutes for Field Schools ■ Operationalize existing partnerships for international work experience ■ Revitalize PACs <p>CBM and BPM</p> <p>Partner with new Business stakeholders in the area (Amazon, etc.) and explore synergies</p>	<ul style="list-style-type: none"> ■ 	

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KSD #5 – Business Development				
	Continuing Studies	<ul style="list-style-type: none"> ■ Publish a small-scale contract menu for employers 		
5.1.3 Develop new international business partnerships to support international enrolment	International Education	<ul style="list-style-type: none"> ■ Explore and implement mutually beneficial local, national and international partnership ideas 	<ul style="list-style-type: none"> ■ Explore and implement mutually beneficial local, national and international partnership ideas 	<ul style="list-style-type: none"> ■ Explore and implement mutually beneficial local, national and international partnership ideas
	Arts & Sciences	<p>CCA: CCA is more than willing to increase international enrollment in upgrading courses, especially currently to support International students with math skills. The self-paced option is perfect for International students to do their upgrading con-currently OR as pre-requisites.</p> <p>DHH: Access businesses and schools abroad to find out if we could do online courses of ASL or English or offer modules.</p>		
	Hospitality, Food Studies & Applied Business	<ul style="list-style-type: none"> ■ Continue work started with Italian and Irish institutes 	<ul style="list-style-type: none"> ■ 	<ul style="list-style-type: none"> ■



DECISION NOTE

PREPARED FOR: Education Council

DATE: April 14, 2020

ISSUE: Revisions to the Dental Technology Sciences Diploma program

BACKGROUND:

The Dental Technology department is proposing a small change to the Dental Technology Sciences (DTS) Diploma program admission requirements. Currently DTS requires applicants with educational documents from outside Canada or the United States to have their credentials reviewed by the International Credential Evaluation Service (ICES) located at BCIT.

The ICES process usually takes at least seven weeks. VCC's International Education department does an in-house evaluation for similar programs to DTS and feels they are equipped to effectively evaluate international students applying to the program. The admission requirements for DTS are not at a post-secondary level, requiring Grade 11 and 12 level courses.

DISCUSSION:

Ken Izumi, Department Head of Dental Technology, was not available to come to Curriculum Committee; Angela Liang from International Education attended the virtual meeting. Curriculum Committee had no concerns. The effective date was changed to September 2020, the next intake for the program.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to the admission requirements for the Dental Technology Sciences Diploma program.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: April 2, 2020

Program Change Request

Date Submitted: 03/09/20 11:36 am

Viewing: **Dental Technology Sciences Diploma**

Last approved: 01/23/20 3:26 pm

Last edit: 03/25/20 9:04 am

Changes proposed by: kizumi

Program Name:

Dental Technology Sciences Diploma

Credential Level: Diploma

Effective Date: September 2020

School/Centre: Health Sciences

Department: Dental Tech (5103)

Contact(s)

In Workflow

1. 5103 Leader
2. SHS Dean
3. Curriculum Committee Chair
4. EDCO Chair

Approval Path

1. 03/09/20 11:40 am
Ken Izumi (kizumi): Approved for 5103 Leader
2. 03/10/20 2:00 pm
Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 03/25/20 9:05 am
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Dec 18, 2017 by clmig-jwehrheim
2. Dec 3, 2019 by Todd Rowlatt (trowlatt)
3. Dec 3, 2019 by Todd Rowlatt (trowlatt)
4. Jan 16, 2020 by Ken Izumi (kizumi)
5. Jan 16, 2020 by Darija Rabadzija (drabadzija)

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6. Jan 23, 2020 by
Darija Rabadzija
(drabadzija)

Name	E-mail	Phone/Ext.
Todd Rowlatt	trowlatt@vcc.ca	8652

Program Content Guide

Purpose

In Vancouver Community College's (VCC) 2.5-year diploma in Dental Technology Sciences, graduates acquire the specialized knowledge and competencies comprising the scope of dental technology practice. The program meets the College of Dental Technicians of BC's (CDTBC) required standards of competency for entry into the Dental Technology profession.

The curriculum integrates current knowledge with the development of professional practice, critical thinking and skills in the design, fabrication, modification, and repair of removable and fixed dental prostheses and appliances. The VCC Dental Technology Sciences Diploma program leads to employment in, or ownership of, a dental laboratory. Graduates are eligible to write the licensing examinations according to the requirements of the CDTBC.

Admission Requirements

Admission to the Dental Technology Sciences program is on a competitive selection basis.

Grade 12 graduation, or equivalent

English 12 with a minimum 'C +' grade, *or* English Language Proficiency for [Dental Technology Sciences](#), *or* equivalent. Acceptable tests and score requirements are posted on the VCC Web site.

<http://www.vcc.ca/applying/registration-services/english-language-proficiency-requirements/>

Human Biology 12 with a minimum 'C+' grade, or equivalent

Knowledge of science and/or mathematics demonstrated through *one* of the following:

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

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

Physics 11 with a minimum 'C+' grade, or equivalent

Selection Process

All qualified candidates who meet the admissions requirements will submit a portfolio demonstrating their aptitude for the Dental Technology profession, per the Dental Tech portfolio submission guidelines.

All qualified candidates who meet the admissions requirements will be required to take part in an interview with the department by means of face-to-face or videoconferencing.

The top-ranked qualified applicants are offered seats.

Upon Acceptance

Current Basic First Aid and CPR-Level C

Transfer Credit

All requests for transfer credits or course exemptions for all courses in the program must be submitted with application to the program. View the Request for Transfer Credit form at <https://www.vcc.ca/media/vancouver-community-college/content-assets/documents/forms/transfer-credit-form.pdf>

~~For Internationally Trained Applicants: Applicants with educational documents not from a Canadian or American institution must complete a comprehensive evaluation of education from International Credential Education Service (ICES) in addition to the above admissions requirements. Applicants will be referred to the Department to assess eligibility.~~

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

This is a 2.5-year diploma program with five semesters (30 months). Four semesters are offered onsite at VCC and most of semester five is offered as a practicum in commercial dental laboratories.

Program Learning Outcomes

The graduate of the VCC Dental Technology Sciences program will have the skills and abilities to:

Design, fabricate, modify and repair removable oral/dental prostheses;

Design, fabricate, modify and repair fixed oral/dental prostheses;

Design, fabricate, modify and repair oral/dental appliances used in orthodontics, and other dental treatments;

Integrate general knowledge of dental laboratory procedures, physics and chemistry principles, associated with the fabrication of oral appliances and dental restorations;

Assess the characteristics and properties of dental materials associated with the fabrication of oral appliances and dental restorations and make decisions about their appropriate application in practice;

Assess the characteristics and operation of equipment and special instrumentation associated with the fabrication of oral appliances and dental restorations and make decisions about their appropriate application in practice;

Assess the fundamental elements of dental anatomy, dental physiology, dental morphology and basic elements of oral pathological conditions and apply relevant knowledge to dental technology practice;

Practice current workplace health and safety standards including dental laboratory asepsis, and infection control;

Apply essential elements and skills of behavioral sciences, communications, professional ethics, legal obligations and business management to dental technology practice;

Make decisions that reflect critical thinking and problem solving; integrate pertinent theoretical knowledge and empirical data and information literacy skills to justify and/or revise services.

Instructional Strategies, Design, and Delivery Mode

The Dental Technology Sciences program is competency based and utilizes a variety of teaching and learning activities to enable students to achieve core professional competencies. Theory and authentic laboratory practical experiences are provided throughout. More than 55% of the program is designed for competency based practical experiences. Skills and abilities are based on the National Dental Laboratory Technology competencies (May 2012) (currently under revision) and Provincial Standards of Practice.

Learning is fostered through classroom theory (lecture), demonstrations, simulations, seminars, group work, case studies, project work, laboratory practice and practicum.

Throughout the program communication and other interpersonal skills, teamwork strategies, self and peer evaluation, critical thinking, decision-making and problem solving are reinforced. Quality practice skills are learned such as time and self-management.

Evaluation of Student Learning

Evaluation includes written examinations, case studies, projects and presentations, demonstration of laboratory competencies and laboratory assignments and evaluations. Students self-evaluate all lab work prior to instructor evaluation. Professional conduct, communication skills and quality management are integral to laboratory evaluations. Some components of Laboratory abilities are assessed using Objective, Structured Clinical Evaluations (OSCEs). Students will leave the program with a career portfolio to assist with employment.

Students are required to achieve a minimum of a C+ (64%) in all courses. Laboratory project work must be Satisfactory on the OSCEs.

Recommended Characteristics of Students

Good health including good eyesight and hearing.

Manual dexterity and hand-eye coordination.

Ability to give close attention to detail for sustained periods of time.

Ability to work accurately and neatly, and to manage time effectively.

Good command of spoken and written English

High standards of personal integrity and maturity.

Ability to take initiative and handle responsibility.

Courses

Plan of Study Grid

Term One	Credits
<u>DENT 1110</u> Biosciences 1	4
<u>DENT 1120</u> Dental Laboratory Sciences 1	4
<u>DENT 1130</u> Professional Practice 1	1
<u>DENT 1100</u> Dental Technology Foundations	11
Credits	20
Term Two	
<u>DENT 1210</u> Biosciences 2	1
<u>DENT 1220</u> Dental Laboratory Sciences 2	4
<u>DENT 1240</u> Removable Prosthetics 1	6
<u>DENT 1250</u> Fixed Prosthetics 1	6
<u>DENT 1260</u> Orthodontics 1	3
Credits	20
Term Three	
<u>DENT 2320</u> Dental Laboratory Sciences 3	3
<u>DENT 2330</u> Professional Practice 2	1
<u>DENT 2340</u> Removable Prosthetics 2	6
<u>DENT 2350</u> Fixed Prosthetics 2	7

DENT 2360 Orthodontics 2	3
Credits	20
Term Four	
DENT 2440 Removable Prosthetics 3	8
DENT 2450 Fixed Prosthetics 3	8
DENT 2460 Orthodontics 3	4
Credits	20
Term Five	
DENT 2530 Professional Practice 3	1
DENT 2510 Dental Technology Practicum	19
Credits	20
Total Credits	100

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

Transcript of Achievement

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

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

Grading Standard

Transcript of Achievement

Grade	Percentage	Description	Grade Point Equivalency
A+	90-100		4.33
A	85-89		4.00
A-	80-84		3.67
B+	76-79		3.33
B	72-75		3.00
B-	68-71		2.67
C+	64-67	Minimum Pass	2.33
C	60-63		2.00
C-	55-59		1.67
D	50-54		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	Percentage	Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
Grade	Percentage	Description	Grade Point Equivalency

I	Incomplete	N/A ⁷⁰
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	

Grade Point Average (GPA)

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

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

Rationale and Consultations

Provide a rationale for this proposal.

Delete ICES requirement.

The ICES admissions requirement for internationally trained applicants has been identified as an unnecessary barrier for entry into the Dental Technology Sciences program. IE and Admissions Departments have advised that they have "the resources to effectively evaluate transcripts from the different countries". In consideration of the assurances from IE and Admissions, we do not see the deletion of the ICES requirement as a detriment to the quality of applicants to our program. Please find attached the communication with Angela (IE)

Hi Ken,

I would like to share some feedback from our agents and our sub-continental office in India about the requirement of ICES Report. Currently the process of ICES evaluation takes 7 weeks, however students need more than 2 months to get this process done, including preparing/requesting the official documents as well as sending the documents to ICES via courier services. International applicants have until April 30 to submit a complete application package to VCC for the Fall (September) intake, to allow sufficient time to go through the application process at VCC (which is about 4 weeks now), receive an offer letter, pay tuition deposits, arrange for medical exam and apply for a Study Permit. For selection programs like the Dental Tech Science Diploma, more time is needed.

The Dental Technology Science Diploma requires high school graduation as well as Biology (in Human Biology) and a Math or Physics or Chemistry course from high school. The requirements are not different from VCC's University Transfer Certificates in Science. Our IE Advisors/Admissions team is well-equipped with resources to evaluate transcripts from different countries, and we have been accepting students based on the evaluation of students' high school transcripts without requiring ICES reports to almost all VCC programs - the only exception is Dental Hygiene Diploma, which requires First-Year University courses.

I just wanted to ensure that you are informed of the above feedback, as this may likely impact our timelines when recruiting students from overseas.

Best regards,
Angela

Angela Liang
Manager, International Marketing & Recruitment
International Education
Vancouver Community College
250 W. Pender Street Vancouver B.C. Canada V6B 1S9
T: 604.871.7000, ext. 8382 | E: aliang@vcc.ca

Are there any
expected costs to
this proposal.

Consultations

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

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



DECISION NOTE

PREPARED FOR: Education Council

DATE: April 14, 2020

ISSUE: Courses in Deaf & Hard of Hearing: Living with Hearing Loss, Levels 1, 2 & 3

BACKGROUND:

The Deaf and Hard of Hearing department is proposing changes to the Living with Hearing Loss suite of courses. Levels 1 and 2 are existing courses, previously called Speechreading. Level 3 is a new course. This has been requested by students, and during their program renewal in 2019/2020, was strongly supported by their external review panel.

The three levels build on each other. Level 1 focuses on formal classroom instruction; Level 2 provides the opportunity for guided practice in the classroom; and Level 3 provides real-world practice and experience with the knowledge, skills and strategies learned. The number of “lab” hours increases from Levels 1 to 3. There are significant revisions to learning outcomes and the assessment plans for Levels 1 and 2. Curriculum Development Funds were provided last year, and part of it was used in the development of Level 3.

DISCUSSION:

Lisa Dillon Edgett, curriculum developer and instructor for these courses, presented the proposal. There were only several minor adjustments requested:

1. The Registrar’s Office requested a new course number for Level 3, as the proposed number was already in use. The course number was changed to 0621.
2. A course outcome was re-worded in Level 3 to better reflect the ability to evaluate technology for personal need.
3. Scheduling information was removed from all course descriptions.

All changes have been made.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to DHHE 0618 Living with Hearing Loss 1 and DHHE 0619 Living with Hearing Loss 2, and the new course DHHE 0621 Living with Hearing Loss 3.

PREPARED BY: Todd Rowlett, Chair, Curriculum Committee

DATE: April 2, 2020

Course Change Request

Date Submitted: 02/20/20 11:36 am

Viewing: **DHHE 0618 : Living with Hearing Loss 1**

Speechreading Level 1

Last edit: 03/25/20 9:06 am

Changes proposed by: Idillonedgett

Other Courses
referencing this
course

In The Catalog Description:

Course Name:

Living Successfully with Hearing Loss Level 1

Effective Date: September 2020

School/Centre: Arts & Sciences

Department: Deaf & Hard of Hearing (1902)

Contact(s)

In Workflow

1. **1902 Leader**
2. **SAS Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/20/20 11:27 am
Marcia Tanaka
(mtanaka): Rollback
to Initiator
2. 02/20/20 11:38 am
Marcia Tanaka
(mtanaka):
Approved for 1902
Leader
3. 02/27/20 8:34 pm
Shirley Lew (slew):
Approved for SAS
Dean
4. 03/25/20 9:14 am
Todd Rowlett
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Lisa Dillon Edgett	Idillonedgett@vcc.ca	7348
Marcia Tanaka	mtanaka@vcc.ca	7342

Banner Course **Living with Hearing Loss 1 Speechreading**
Name: **Level 1**

Subject Code: DHHE - Deaf&Hard of Hearing English

Course Number 0618

Year of Study Grade 10 Equivalency

Credits: 0

Course Description:

This course promotes skill development and attitudinal change towards communicating with a hearing loss. Participants, including individuals who have hearing loss and their partners, reflect on how hearing loss **impacts** ~~affects~~ communication. The course allows the students the opportunity to create more effective personal communication, to identify and select communication strategies and tools, to increase self-confidence levels, and to **learn to self-advocate.** ~~become more effective at self-advocacy. The students practicespeechreading;The students practice speechreading;~~ they detect differences in mouth movements, discriminate and identify visual aspects of speech, and incorporate visual information with what they hear with the goal of improving personal communication. ~~Lectures, group and class discussions, communication exercises, and multimedia presentations are utilized to create an awareness of effective communication skills and provide opportunities to practice, give and receive feedback, and discuss the merits of the various strategies and tools.~~This course meets once per week for twelve weeks.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

Upon successful completion of this course, students will be able to:	
CLO #1	Adapt adapt his or her existing knowledge of general communication skills to that required by a person with hearing loss loss;
CLO #2	Discriminate discriminate between groups of homophonous sounds and integrate the auditory and visual aspects of speech with the gestures and knowledge of the speaker, topic and situation situation.

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

CLO #3	Identify identify and apply key the following communication strategies to strengthen personal communication skills skills : -core strategies (understanding the effect of environment, speaker, listener and message); -repair strategies (repetition, clarification, rephrasing, key words); -anticipatory strategies (plan, decide)
CLO #4	Recognize recognise and imitate the assertive behaviours necessary to implement appropriate communication strategies in difficult communication situations situations ;
CLO #5	Recognize select and differentiate available hearing effectively use appropriate assistive technology to facilitate safety, accessibility, communication ; and communication

Instructional

Strategies:

Lectures, group ~~and class~~ discussions, communication (**speechreading and conversation**) **activities, exercises**; and multimedia presentations are utilized to create an awareness of **successful effective** communication skills and provide opportunities to practice, give and receive feedback, and discuss the merits of the various strategies and tools. ~~This course meets once per week for twelve weeks.~~

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

S (65%) = 65%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Other	80	Instructor observations of learned competencies, as determined by a behavioural outcomes checklist
Participation	30	Participation in class discussions, completion of quizzes, and sharing experiences and reflections on class topics
Final Exam	30	Completion and review of course assignment
Other	30	Instructor observations of proficiency of course learning outcomes via rubric

Type	Percentage	Brief description of assessment activity
Other	10 20	Self-evaluation of course learning outcomes personal readiness

Hours by Learning Environment Type

Lecture, Seminar, Online

27

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Hearing ~~hearing~~ anatomy and audiological testing

Categories ~~categories~~ of **homophenous** ~~homophonous~~ sounds (e.g., /p b m/, /f v/, /t d n l/, /s z/) ~~z/); word, sentence and conversation practice~~

Speechreading practice with words, sentences, and conversation practice

Factors ~~factors~~ that affect the ability to communicate (i.e., environment, speaker, listener, message)

Relaxation ~~relaxation~~ exercises

Rearing assistive **technology devices** (e.g., hearing aids, telephones, FM and infrared systems)

Conversational ~~communication~~ strategies (e.g., repetition, rephrasing) ~~and communicating in difficult situations (e.g., telephone, restaurant, groups)~~

Communicating in difficult situations (e.g., telephone, restaurant, groups, children)

Assertive behaviour (i.e., definitions, comparisons, practice, reflection)

~~assertive behaviour~~

Body language and facial expressions

Humour as a strategy

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

Living Successfully with Hearing Loss Level 3

Additional Information

Provide any additional information if necessary.

This submission involves minor edits for Level 1. There is, however, a name change from 'Speechreading Level 1' to 'Living Successfully with Hearing Loss Level 1'.

The submission for Level 2 has more proposed changes. Level 3 will be a new course.

Supporting
documentation:

Reviewer

Comments

Marcia Tanaka (mtanaka) (02/20/20 11:27 am): Rollback: see edit suggestions

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Make Available on Website: **Yes**

Key: 2121

[Preview Bridge](#)

Course Change Request

Date Submitted: 02/20/20 11:40 am

Viewing: **DHHE 0619 : Living with Hearing Loss 2**

Speechreading Level 2

Last edit: 03/25/20 9:08 am

Changes proposed by: Idillonedgett

Course Name:

Living Successfully with Hearing Loss Level 2

Effective Date: September 2020

School/Centre: Arts & Sciences

Department: Deaf & Hard of Hearing (1902)

Contact(s)

In Workflow

1. **1902 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/20/20 11:27 am
Marcia Tanaka (mtanaka): Rollback to Initiator
2. 02/20/20 11:46 am
Marcia Tanaka (mtanaka):
Approved for 1902 Leader
3. 02/27/20 8:40 pm
Shirley Lew (slew):
Approved for SAS Dean
4. 03/25/20 9:14 am
Todd Rowlett (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Lisa Dillon Edgett	Idillonedgett@vcc.ca	7348
Marcia Tanaka	mtanaka@vcc.ca	7342

Banner Course **Living with Hearing Loss 2 Speechreading**
Name: **Level 2**

Subject Code: DHHE - Deaf&Hard of Hearing English

Course Number 0619

Year of Study Grade 10 Equivalency

Credits: 0

Course Description:

This course provides the opportunity for individuals with hearing loss ~~and~~ ~~(and~~ their ~~partners~~ ~~partners)~~ to build upon the foundation of effective communication skills introduced in **DHHE 0618 Living Successfully with Hearing Loss Speechreading Level 1 (Speechreading Level 1)**. ~~1.~~ Students ~~will~~ continue to improve speechreading efficiency through individual and group activities. Students ~~will~~ demonstrate more confident and assertive ~~behaviour~~ ~~behaviour~~, and ~~will~~ conduct conversations that demonstrate the knowledge, skills, and attitude that support effective communication. **They become more adept at self-advocacy.** This course provides ~~the~~ practical **classroom and computer lab** experience to **become more proficient** ~~master the strategies and behaviour changes introduced~~ in **the strategies and behaviour changes introduced in** Level 1. ~~Lectures, class discussions, role-play scenarios, and multimedia presentations are utilized to observe, imitate, and practice effective communication behaviours. Individualized and self-paced speechreading skill development occurs each week in the computer lab. This course meets once per week for twelve weeks.~~

Course Pre-Requisites (if applicable):

DHHE 0618 with a 'S' grade

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

Upon successful completion of this course, students will be able to:	
CLO #1	Employ demonstrate speechreading skills utilizing through participation in classroom activities where integration of the integration of visual and auditory aspects of speech is vital to understanding.
CLO #2	Describe describe difficult communication situations and situations , formulate multifaceted solutions to proposed challenges, and demonstrate effective positive behaviours in role-play scenarios.

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

CLO #3	Maximize conversational effectiveness in classroom and real-life situations by adapting adapt behaviour, making make changes to the environment, and guiding guide the behaviour of others in an assertive manner to maximize conversational effectiveness in the classroom and real-life situations.
CLO #4	Examine choose appropriate technical devices that enhance awareness and understanding and be able to explain the benefits and limitations of these devices to others others.

Instructional

Strategies:

Lectures, class **discussions** ~~discussions, role-play scenarios,~~ and **conversations, roleplay scenarios, brainstorming sessions,** multimedia **presentations,** ~~presentations are utilized to observe, imitate,~~ and **lab work** ~~practice effective communication behaviours. Individualized and self-paced speechreading skill development occurs each week in the computer lab. This course meets once per week for twelve weeks.~~

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

S (65%) = ~~65%~~

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	30 50	Participation Attendance and participation in class discussions, practice, brainstorming sessions, and and role-plays is vital to skill attainment & development.
Lab Work	20	Participation, reporting, and reflections on individualized speechreading practice The computerized speech reading exercises are scored and recorded within the program.
Assignments	20	Reflections and reports on selected assignments completed outside the classroom

Type	Percentage	Brief description of assessment activity
Other	20 30	Self-evaluation of course learning outcomes Self-assessment of skills, anecdotal reports, & verbal feedback from the instructor occur throughout to gauge learning.
Other	10	Instructor observations of proficiency of course learning outcomes via rubric

Hours by Learning Environment Type

Lecture, Seminar, Online

20 ~~18~~

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

7 ~~9~~

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Communication scales (e.g. Client-oriented Scale of **Improvement**) ~~to identify challenging situations~~ ~~Improvement);~~

Homophenous sounds review

Relaxation exercises (e.g. eyes, body, breathing)

Individualized speechreading practice in the computer lab (e.g. vowels, consonants, everyday **communication, stories**) ~~communication)~~

Automatic speechreading of familiar phrases & speechreading drills (e.g. contrast words, homophenous words, paragraphs)

Identifying key words

Speechreading components (e.g. gestures and body language, situational cues, linguistic factors)

Communication strategies (e.g. anticipatory, repair) ~~and assertive behaviour~~

Course Topics:**Assertive behaviour****Making assertive requests**

Identifying communication problems and devising solutions

Hearing assistive technology (use and reflection) ~~Technology (e.g. hearing aids, FM, infrared, telephones, alerting systems, closed captioning)~~

Meta-communication (e.g. talking about conversational successes)

Using memory strategies**Conversational repair strategies****Using questions in conversations****Interactional versus transactional conversations****Conversations in quiet and noise****Evaluating conversational topics****Communication styles (self-assessment and reflection)**

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

Living Successfully with Hearing Loss Level 3

Additional Information

Provide any additional information if necessary.

There are several changes to this course, the most significant including a name change and a more detailed assessment plan.

The name change proposal: from 'Speechreading Level 2' to 'Living Successfully with Hearing Loss Level 2'.

Supporting
documentation:

Reviewer

Comments

Marcia Tanaka (mtanaka) (02/20/20 11:27 am): Rollback: see edit suggestions

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Make Available on Website: **Yes**

Key: 2122

[Preview Bridge](#)

Course Change Request

New Course Proposal

Date Submitted: 02/20/20 11:45 am

Viewing: **DHHE 0621 : Living with Hearing Loss 3**

Last edit: 03/26/20 10:15 am

Changes proposed by: Idillonedgett

Course Name:

Living Successfully with Hearing Loss Level 3

Effective Date: September 2020

School/Centre: Arts & Sciences

Department: Deaf & Hard of Hearing (1902)

Contact(s)

In Workflow

1. **1902 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/20/20 11:28 am
Marcia Tanaka (mtanaka): Rollback to Initiator
2. 02/20/20 11:48 am
Marcia Tanaka (mtanaka):
Approved for 1902 Leader
3. 03/08/20 3:32 pm
Shirley Lew (slew):
Approved for SAS Dean
4. 03/26/20 11:09 am
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Lisa Dillon Edgett	Idillonedgett@vcc.ca	7348
Marcia Tanaka	mtanake@vcc.ca	7342

Banner Course Living with Hearing Loss 3
Name:

Subject Code: DHHE - Deaf&Hard of Hearing English

Course Number 0621

Year of Study Grade 10 Equivalency

Credits: 0

Course Description:

This course expands the knowledge, skills, and abilities developed through Levels 1 and 2 and provides the opportunity for students to apply these skills in the field. The students move from generalized situations to those that more closely mimic realistic challenges and responsibilities of living in the hearing world. This course emphasizes real-life experiences both in and out of the classroom, incorporating higher-level communication responsibility, larger groups, and noisy environments. Through these listening experiences, students evaluate their relationship with technology and, ultimately, assess their self-efficacy related to living successfully with hearing loss.

Course Pre-Requisites (if applicable):

DHHE 0619 with a 'S' grade

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Integrate speechreading skills, communication strategies, and assertive behaviour in real-life situations
CLO #2	Assess established attitudes and behaviours where high-level skills, knowledge and abilities are necessary for personal success in real-world environments
CLO #3	Evaluate different hearing assistive technology and choose solutions that fit with personal needs
CLO #4	Appraise self-efficacy related to living successfully with hearing loss

Instructional Strategies:

Lectures, class discussions, role-play scenarios, brainstorming sessions, fieldtrips, in-class presentations and activities provide opportunities to participate in and facilitate effective communication with realistic demands and expectations. Individualized and self-paced speechreading skill development occurs online.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
S (65%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	30	Participation in class discussions, practice, brainstorming sessions, role-plays, and fieldwork experiences
Lab Work	10	Participation, reporting, and reflections on individualized speechreading practice
Other	10	Instructor observations of proficiency of course learning outcomes via rubric
Assignments	30	Planning, completing, and reflecting on self-selected challenge
Final Exam	20	Capstone document describing the journey through the three courses, self-assessment of skills, and personal assessment of self-efficacy

Hours by Learning Environment Type

Lecture, Seminar, Online

7

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

20

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Speechreading: individualized computer practice and group in-class practice

Assertiveness

Emotional impact of hearing loss

Work, family, and social implications

Giving effective presentations

Giving and receiving feedback

Advocacy: resources and networking

Disability rights in Canada

Technology: hearing aids, hearing assistive technology (HATs), apps

Real-life scenarios in the classroom: e.g., listening in noise, participating in a larger group, participating in cooperative challenges

Real-life experiences in the field: e.g., communicating in unfamiliar or challenging environments, communicating with unfamiliar people

Self-efficacy

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

Yes

Provide a rationale for this proposal:

A third level of this course has been requested by many of the students who have completed Level 2. During our program renewal process last year, the external examiners also strongly supported this idea. A third level provides a very logical finale of the courses; L1 focuses on formal classroom instruction, L2 provides the opportunity for guided practice in the classroom, and L3 will provide real-world practice and experience with the knowledge, skills, and strategies learned.

Curriculum Development funds were secured from DHH for the current fiscal year, and a portion of the funds was designated to the area of Speechreading for the development of this new course.

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

There are no anticipated costs associated with this proposal.

The three levels within this area of 'Living Successfully with Hearing Loss' will be slotted into the already existing and available course offerings within the 'Speechreading' area of DHH, depending on demand from the hard of hearing community. Specifically, L2 and L3 courses take the place of a L1 course when there is sufficient interest.

Consultations

Consulted Areas	Consultation Comments
Registrar's Office	email sent with update and request for questions or concerns
Disabilities Services	email sent with update and request for questions or concerns
Advising & Recruitment	email sent with update and request for questions or concerns

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Marcia Tanaka (mtanaka) (02/20/20 11:28 am): Rollback: see edit suggestions

Marcia Tanaka (mtanaka) (02/20/20 11:48 am): I like the new distinction between real-life theory and real-life field work application - reads more clear.



DECISION NOTE

PREPARED FOR: Education Council

DATE: April 14, 2020

ISSUE: Revisions to fifteen (15) courses in the Deaf & Hard of Hearing Adults Job Readiness Certificate program

BACKGROUND:

The Deaf and Hard of Hearing department is proposing changes to fifteen (15) courses in their Job Readiness Certificate program. These changes have come out of their program renewal in 2019/2020, and update the course documentation, adding learning outcomes and evaluation plans to course outlines that have not had that level of detail. Changes to the overall program content guide are still in development.

Curriculum Development Funds were provided to the department and were used in part for this work.

DISCUSSION:

Marcia Tanaka, Department Head of DHH, presented this proposal. There were several minor revisions needed: consistent effective dates, years of study and lab hours.

A more significant change was requested to the course learning outcomes. Many of the outcomes reflected activities that were taking place in class, and did not read as skills students would develop that they were taking away. Ms. Tanaka worked with several Instructional Associates and the Curriculum Committee Chair and extensively revised those outcomes. The core outcomes generally stayed the same.

All changes have been made.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to fifteen (15) courses: DHHE 0601, 0602, 0603, 0604, 0605, 0611, 0612, 0613, 0614, 0615, 0621, 0622, 0623, 0624, and 0625.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: April 2, 2020

Course Change Request

Date Submitted: 11/25/19 12:19 pm

Viewing: **DHHR 0601 : Academic Skills 1**

Last edit: 04/02/20 11:18 am

Changes proposed by: ygracheva

Programs
referencing this
course

[103: Deaf and Hard of Hearing Adults Job Readiness Certificate](#)

Course Name:

Academic Skills 1

Effective Date: September 2020

School/Centre: Arts & Sciences

Department: Deaf & Hard of Hearing (1902)

Contact(s)

In Workflow

1. **1902 Leader**
2. **SAS Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 11/26/19 11:02 pm
Marcia Tanaka
(mtanaka):
Approved for 1902
Leader
2. 12/03/19 8:30 am
Shirley Lew (slew):
Rollback to 1902
Leader for SAS Dean
3. 01/15/20 12:30 pm
Marcia Tanaka
(mtanaka):
Approved for 1902
Leader
4. 01/15/20 3:01 pm
Shirley Lew (slew):
Rollback to 1902
Leader for SAS Dean
5. 02/04/20 2:53 pm
Marcia Tanaka
(mtanaka):
Approved for 1902
Leader
6. 02/10/20 9:39 pm
Shirley Lew (slew):

Approved for SAS
Dean

7. 04/02/20 3:36 pm

Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Marcia Tanaka	mtanaka@vcc.ca	604-871-7000, ext. 7076

Banner Course Name: Academic Skills 1

Subject Code: DHHR - Deaf&Hard of Hearing Adult Pgm

Course Number: 0601

Year of Study: **N/A**

Credits: 4

Course Description:

Academic Skills **1** helps students recognize and understand the importance of reading, writing, math, and computer skills in the workplace. Students are able to demonstrate these skills at the workplace for work experience or job shadowing.

This course is part of the full-time Deaf and Hard of Hearing - Job Readiness Program.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

Upon successful completion of this course, students will be able to:	
CLO #1	Recognize common introductory employment language (applications, resumes, descriptors) used in employment documents (e.g. job applications, resumes, job postings)
CLO #2	Use common workplace vocabulary and idioms to communicate socially
CLO #3	Discuss and use common job application vocabulary, using an application template as a guide
CLO #4	Comprehend and use resume adjectives in a series of sentences that describe: self, skills and experience
CLO #5	Apply basic computer skills necessary to perform search functions for career exploration
CLO #6	Write a basic note to an employer providing or requesting information

Instructional
Strategies:

Guided lessons, modeling, role play, templates, group/pair/individual activities, case studies, lecture presentations, guest speakers and field study.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
S (65%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	Weekly in-class reading and writing assignments, vocabulary exercises, computer lab assignments
Midterm Exam	20	
Final Exam	30	
Assignments	10	Presentations
Participation	10	According to rubric

Hours by Learning Environment Type

Lecture, Seminar, Online

72

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

16

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Note-taking

Reading comprehension

Following instructions

Understanding rules and policies

Memos

Short emails

Text messages

Lists

Basic computer applications

Basic online search techniques

Budgeting

Paystubs

Scheduling

Banking

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

Yes

Provide a rationale
for this proposal:

The changes/additions are being made to document current courses in JRP.

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

Consultations

Consulted Areas	Consultation Comments
Centre for Teaching, Learning, and Research (CTRLR)	Worked with Francesco Barillaro and Elle Ting
Other	Worked Operations Manager (Yulia Gracheva)

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Shirley Lew (slew) (12/03/19 8:30 am): Rollback: Rolled back for further editing as requested.

Shirley Lew (slew) (01/15/20 3:01 pm): Rollback: As requested by FB/ET.

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Make Available on Website:

Key: 2148

[Preview Bridge](#)

Course Change Request

Date Submitted: 11/25/19 12:20 pm

Viewing: **DHHR 0602 : Personal Management Skills 1**

Last edit: 04/02/20 11:19 am

Changes proposed by: ygracheva

Programs
referencing this
course

[103: Deaf and Hard of Hearing Adults Job Readiness Certificate](#)

Course Name:

Personal Management Skills 1

Effective Date: September 2020

School/Centre: Arts & Sciences

Department: Deaf & Hard of Hearing (1902)

Contact(s)

In Workflow

1. **1902 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 11/26/19 11:02 pm
Marcia Tanaka (mtanaka):
Approved for 1902 Leader
2. 12/03/19 8:30 am
Shirley Lew (slew):
Rollback to 1902 Leader for SAS Dean
3. 01/15/20 12:30 pm
Marcia Tanaka (mtanaka):
Approved for 1902 Leader
4. 01/15/20 3:01 pm
Shirley Lew (slew):
Rollback to 1902 Leader for SAS Dean
5. 02/04/20 2:53 pm
Marcia Tanaka (mtanaka):
Approved for 1902 Leader
6. 02/10/20 9:40 pm
Shirley Lew (slew):

Approved for SAS
Dean

7. 04/02/20 3:36 pm

Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Marcia Tanaka	mtanaka@vcc.ca	604-871-7000, 7342

Banner Course Personal Management Skills 1

Name:

Subject Code: DHHR - Deaf&Hard of Hearing Adult Pgm

Course Number 0602

Year of Study **N/A**

Credits: 4

Course Description:

Personal Management Skills provides students with opportunities to explore, develop, and enhance their awareness of self, their awareness of others, and their verbal and non-verbal communication skills. These skills are applied to personal relationships, everyday life situations, and the workplace.

This course is part of the full-time Deaf and Hard of Hearing - Job Readiness Program.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

Upon successful completion of this course, students will be able to:	
CLO #1	Demonstrate professional behaviour and attitude
CLO #2	Develop an awareness of how personal management contributes to employment success
CLO #3	Communicate skills and resources used to maintain good physical and mental health
CLO #4	Demonstrate turn taking and assertive conversation skills
CLO #5	Provide constructive feedback to peers
CLO #6	Discuss and give examples of verbal, non-verbal and gestural means of expression
CLO #7	Identify common beliefs, values, and behaviours that form individual and community identities

Instructional Strategies:
Guided exercises, role play, lectures, guest speaker, group/pair/individual activities, field study and assignments.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
S (65%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	Weekly written assignments, weekly vlogs (Video Blogging), vocabulary exercises, bi-weekly journal entries
Midterm Exam	25	
Final Exam	30	
Assignments	15	Individual and group presentations
Participation	10	According to rubric

Hours by Learning Environment Type

Lecture, Seminar, Online

72

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

16

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Communication strategies

Self-Assessment

Managing stress and time

Balancing personal and work life

Professional behaviour and attitude

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

DHHR 0601 Academic Skills 1

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Course Change Request

Date Submitted: 11/25/19 12:21 pm

Viewing: **DHHR 0603 : Career Choice Skills 1**

Last edit: 04/02/20 11:26 am

Changes proposed by: ygracheva

Programs
referencing this
course

[103: Deaf and Hard of Hearing Adults Job Readiness Certificate](#)

Course Name:

Career Choice Skills 1

Effective Date: September 2020

School/Centre: Arts & Sciences

Department: Deaf & Hard of Hearing (1902)

Contact(s)

In Workflow

1. **1902 Leader**
2. **SAS Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 11/26/19 11:03 pm
Marcia Tanaka
(mtanaka):
Approved for 1902
Leader
2. 12/03/19 8:30 am
Shirley Lew (slew):
Rollback to 1902
Leader for SAS Dean
3. 01/15/20 12:30 pm
Marcia Tanaka
(mtanaka):
Approved for 1902
Leader
4. 01/15/20 2:59 pm
Shirley Lew (slew):
Rollback to 1902
Leader for SAS Dean
5. 02/04/20 2:53 pm
Marcia Tanaka
(mtanaka):
Approved for 1902
Leader
6. 02/10/20 9:41 pm
Shirley Lew (slew):

Approved for SAS

Dean

7. 04/02/20 3:36 pm

Todd Rowlatt

(trowlatt): Approved

for Curriculum

Committee Chair

Name	E-mail	Phone/Ext.
Marcia Tanaka	mtanaka@vcc.ca	604-871-7000, 7342

Banner Course Career Choice Skills 1

Name:

Subject Code: DHHR - Deaf&Hard of Hearing Adult Pgm

Course Number 0603

Year of Study **N/A**

Credits: 3

Course Description:

Career Choice Skills helps students explore reasons for working. Students will ~~Career Choice Skills helps students explore reasons for working,~~ develop an understanding of their personal interests and **apply these application** to lifestyle and career **choices. choices, and discuss work experience placements that may lead to a career choice.** ~~Students will discuss work experience placements that may lead to a career choice.~~

This course is part of the full-time Deaf and Hard of Hearing - Job Readiness Program.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

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

CLO #1	Interpret the results of a career/personality assessment for self-awareness
CLO #2	Summarize and present news stories related to employment
CLO #3	Summarize employment-related field study visits to better understand workplace management
CLO #4	Summarize career options and requirements for various industry-specific areas
CLO #5	Discuss and identify factors that may contribute to career decisions
CLO #6	Identify and use search engines to conduct basic job searches
CLO #7	Identify and use appropriate career search vocabulary
CLO #8	Define a company mission statement and its purpose

Instructional
Strategies:

Discussion, Group and Individual exercises, Lectures, Presentations, Field trips

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

Satisfactory

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35	Weekly in-class assignments, career/personality assessment, case study summary, computer lab exercises related to job search
Midterm Exam	25	
Final Exam	30	
Participation	10	According to rubric

Hours by Learning Environment Type

Lecture, Seminar, Online

54

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

12

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Employment Case Studies

Career Assessment/Self-Assessment

Professional Behaviour

Workplace Conduct

Company Management

Computer Research/Literacy

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

DHHR 0601 Academic Skills 1

Additional Information

Provide any additional information if necessary.

Course Change Request

Date Submitted: 11/25/19 12:22 pm

Viewing: **DHHR 0604 : Job Search Skills 1**

Last edit: 04/02/20 11:27 am

Changes proposed by: ygracheva

Programs
referencing this
course

[103: Deaf and Hard of Hearing Adults Job Readiness Certificate](#)

Course Name:

Job Search Skills 1

Effective Date: September 2020

School/Centre: Arts & Sciences

Department: Deaf & Hard of Hearing (1902)

Contact(s)

In Workflow

1. 1902 Leader
2. SAS Dean
3. Curriculum
Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 11/26/19 11:03 pm
Marcia Tanaka
(mtanaka):
Approved for 1902
Leader
2. 12/03/19 8:30 am
Shirley Lew (slew):
Rollback to 1902
Leader for SAS Dean
3. 01/15/20 12:30 pm
Marcia Tanaka
(mtanaka):
Approved for 1902
Leader
4. 01/15/20 3:01 pm
Shirley Lew (slew):
Rollback to 1902
Leader for SAS Dean
5. 02/04/20 2:53 pm
Marcia Tanaka
(mtanaka):
Approved for 1902
Leader
6. 02/10/20 9:42 pm
Shirley Lew (slew):

Approved for SAS
Dean

7. 04/02/20 3:36 pm

Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Marcia Tanaka	mtanaka@vcc.ca	604-871-7000, 7342

Banner Course Job Search Skills 1

Name:

Subject Code: DHHR - Deaf&Hard of Hearing Adult Pgm

Course Number 0604

Year of Study **N/A**

Credits: 2

Course Description:

Job Search Skills provides students with opportunities to learn effective ways to find work, network with appropriate contacts within and outside of the deaf and hard of hearing communities, write resumes and cover letters, and ~~through practice~~ develop ~~or strengthen~~ job interview skills.

This course is part of the full-time Deaf and Hard of Hearing - Job Readiness Program.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

Upon successful completion of this course, students will be able to:	
CLO #1	Explain the purpose of a resume and identify keywords from resume templates
CLO #2	Identify keywords of a job application form and explain their purpose
CLO #3	Answer questions regarding self and communication needs during job interviews
CLO #4	Access a company website to help prepare for a job interview
CLO #5	Apply communication skills to prepare for workplace introductions
CLO #6	Explain the purpose and use of an interpreter in providing support during a workplace interview
CLO #7	Identify the purpose and components of an employment portfolio

Instructional Strategies:
Guided lessons, presentation, peer feedback, written assignments, practice, role play

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
S (65%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	Guided resume and job application assignments, company research assignment
Assignments	15	Presentation, job interview practice
Midterm Exam	25	
Final Exam	30	
Participation	10	According to rubric

Hours by Learning Environment Type

Lecture, Seminar, Online

36

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

8

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Introduction to Job Applications and Resumes

Interview Questions Relating to Self

Communication Skills

Interpreting and Accommodations

Employment Portfolio

Job Search Skills

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

DHHR 0601 Academic Skills 1

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Course Change Request

Date Submitted: 11/25/19 12:23 pm

Viewing: **DHHR 0605 : Work Experience 1**

Last edit: 04/02/20 11:28 am

Changes proposed by: ygracheva

Programs
referencing this
course

[103: Deaf and Hard of Hearing Adults Job Readiness Certificate](#)

Course Name:

Work Experience 1

Effective Date: September 2020

School/Centre: Arts & Sciences

Department: Deaf & Hard of Hearing (1902)

Contact(s)

In Workflow

1. **1902 Leader**
2. **SAS Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 11/26/19 11:03 pm
Marcia Tanaka
(mtanaka):
Approved for 1902
Leader
2. 12/03/19 8:30 am
Shirley Lew (slew):
Rollback to 1902
Leader for SAS Dean
3. 01/15/20 12:30 pm
Marcia Tanaka
(mtanaka):
Approved for 1902
Leader
4. 01/15/20 3:01 pm
Shirley Lew (slew):
Rollback to 1902
Leader for SAS Dean
5. 02/04/20 2:53 pm
Marcia Tanaka
(mtanaka):
Approved for 1902
Leader
6. 02/10/20 9:43 pm
Shirley Lew (slew):

Approved for SAS
Dean

7. 04/02/20 3:36 pm

Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Marcia Tanaka	mtanaka@vcc.ca	604-871-7000, 7342

Banner Course Name: Work Experience 1

Subject Code: DHHR - Deaf&Hard of Hearing Adult Pgm

Course Number: 0605

Year of Study: **N/A**

Credits: 1

Course Description:

Students prepare for work experience through job shadowing. Students are given feedback by the employer, the instructor and through self-assessment.

This course is part of the full-time Deaf and Hard of Hearing - Job Readiness Program.

Course Pre-Requisites (if applicable):

DHHR 0601 Academic Skills 1

DHHR 0602 Personal Management Skills 1

DHHR 0603 Career Choice Skills 1

DHHR 0604 Job Search Skills 1

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

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

CLO #1	Demonstrate professional practice at work
CLO #2	Establish and maintain simple social work relationships
CLO #3	Demonstrate appropriate workplace etiquette
CLO #4	Introduce interpreters to the staff and employer in the workplace
CLO #5	Show initiative and work independently at the workplace
CLO #6	Collaborate effectively with coworkers
CLO #7	Introduce themselves at the workplace and describe their communication needs
CLO #8	Reflect on their workplace experiences

Instructional
Strategies:

Lecture, small group discussion, field trips, guest speakers, work experience training (on site), student-instructor conferencing

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
S (65%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	50	Written assignments, weekly reflective assignments, self-assessment, role play practice
Field Experience	50	Employer evaluation, instructor evaluation, student self-evaluation

Hours by Learning Environment Type

Lecture, Seminar, Online

10

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum **12**

Self Paced / Individual Learning

Course Topics

Course Topics:

Work experience meeting practice
Company research
Standards for work placement and paid employment
Work experience

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

DHHR 0601 Academic Skills 1

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Course Change Request

Date Submitted: 11/25/19 12:24 pm

Viewing: **DHHR 0611 : Academic Skills 2**

Last edit: 04/02/20 11:28 am

Changes proposed by: ygracheva

Programs
referencing this
course

[103: Deaf and Hard of Hearing Adults Job Readiness Certificate](#)

Course Name:

Academic Skills 2

Effective Date: September 2020

School/Centre: Arts & Sciences

Department: Deaf & Hard of Hearing (1902)

Contact(s)

In Workflow

1. **1902 Leader**
2. **SAS Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 11/26/19 11:04 pm
Marcia Tanaka
(mtanaka):
Approved for 1902
Leader
2. 12/03/19 8:31 am
Shirley Lew (slew):
Rollback to 1902
Leader for SAS Dean
3. 01/15/20 12:30 pm
Marcia Tanaka
(mtanaka):
Approved for 1902
Leader
4. 01/15/20 3:01 pm
Shirley Lew (slew):
Rollback to 1902
Leader for SAS Dean
5. 02/04/20 2:53 pm
Marcia Tanaka
(mtanaka):
Approved for 1902
Leader
6. 02/10/20 9:43 pm
Shirley Lew (slew):

Approved for SAS

Dean

7. 04/02/20 3:36 pm

Todd Rowlatt

(trowlatt): Approved

for Curriculum

Committee Chair

Name	E-mail	Phone/Ext.
Marcia Tanaka	mtanaka@vcc.ca	604-871-7000, 7342

Banner Course Academic Skills 2

Name:

Subject Code: DHHR - Deaf&Hard of Hearing Adult Pgm

Course Number 0611

Year of Study **N/A**

Credits: 3

Course Description:

Continuing from the previous term, Academic Skills helps students recognize and understand the importance of reading, writing, math, and computer skills in the workplace. Students are able to demonstrate these skills at the workplace for work experience or job shadowing.

This course is part of the full-time Deaf and Hard of Hearing - Job Readiness Program.

Course Pre-Requisites (if applicable):

DHHR 0601 Academic Skills 1**DHHR 0602 Personal Management Skills 1****DHHR 0603 Career Choice Skills 1****DHHR 0604 Job Search Skills 1****DHHR 0605 Work Experience 1**

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Produce written observations and duty records for the purpose of showing work supervisors
CLO #2	Research employment-related websites
CLO #3	Use workplace language and concepts appropriate to situations
CLO #4	Summarize common workplace policies, procedures, and routines
CLO #5	Modify resume templates to meet job requirements
CLO #6	Define keywords related to job postings and employment standards
CLO #7	Discuss and write job objectives to match specific job postings

Instructional

Strategies:

Writing and reading exercises, independent design of employment portfolios (resumes, references), and computer use (research, exploration and basic analysis).

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

S (65%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	Weekly in-class reading and writing assignments, vocabulary exercises, computer lab assignments
Midterm Exam	20	
Final Exam	30	
Assignments	10	Presentations
Participation	10	According to rubric

Hours by Learning Environment Type

Lecture, Seminar, Online

54

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

12

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Computer Literacy

Resumes

Workplace Policies

Employment Standards

Workplace Vocabulary

Job Postings

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

DHHR 0601 Academic Skills 1

Additional Information

Course Change Request

Date Submitted: 11/25/19 12:25 pm

Viewing: **DHHR 0612 : Personal Management Skills 2**

Last edit: 04/02/20 11:29 am

Changes proposed by: ygracheva

Programs
referencing this
course

[103: Deaf and Hard of Hearing Adults Job Readiness Certificate](#)

Course Name:

Personal Management Skills 2

Effective Date: September 2020

School/Centre: Arts & Sciences

Department: Deaf & Hard of Hearing (1902)

Contact(s)

In Workflow

1. **1902 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 11/26/19 11:07 pm
Marcia Tanaka (mtanaka):
Approved for 1902 Leader
2. 12/03/19 8:31 am
Shirley Lew (slew):
Rollback to 1902 Leader for SAS Dean
3. 01/15/20 12:30 pm
Marcia Tanaka (mtanaka):
Approved for 1902 Leader
4. 01/15/20 3:01 pm
Shirley Lew (slew):
Rollback to 1902 Leader for SAS Dean
5. 02/04/20 2:54 pm
Marcia Tanaka (mtanaka):
Approved for 1902 Leader
6. 02/10/20 9:44 pm
Shirley Lew (slew):

Approved for SAS
Dean

7. 04/02/20 3:36 pm

Todd Rowlatt

(trowlatt): Approved

for Curriculum

Committee Chair

Name	E-mail	Phone/Ext.
Marcia Tanaka	mtanaka@vcc.ca	604-871-7000, 7342

Banner Course Personal Management Skills 2

Name:

Subject Code: DHHR - Deaf&Hard of Hearing Adult Pgm

Course Number 0612

Year of Study **N/A**

Credits: 3

Course Description:

Continuing from the previous term, Personal Management Skills provides students with opportunities to explore, develop, and enhance their awareness of self, their awareness of others, and their verbal and non-verbal communication skills. These skills are applied to personal relationships, everyday life situations, and the workplace.

This course is part of the full-time Deaf and Hard of Hearing - Job Readiness Program.

Course Pre-Requisites (if applicable):

DHHR 0601 Academic Skills 1

DHHR 0602 Personal Management Skills 1

DHHR 0603 Career Choice Skills 1

DHHR 0604 Job Search Skills 1

DHHR 0605 Work Experience 1

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

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

CLO #1	Express accommodation needs related to communication at work
CLO #2	Reflect on self-awareness and self-growth
CLO #3	Offer constructive feedback to peers
CLO #4	Apply effective communication practices to express needs and concerns
CLO #5	Use various techniques that support work-life balance
CLO #6	Apply assertive approaches to asking for assistance and clarification
CLO #7	Identify and manage personal stressors
CLO #8	Identify and maintain professional boundaries

Instructional
Strategies:

Role play, guest speakers, field study, lectures, group/pair/individual activities and assignments

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
S (65%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Weekly written assignments, vlogs (Video Blogging), case study analysis, reflective writing
Midterm Exam	25	
Final Exam	30	
Assignments	10	Presentation

Type	Percentage	Brief description of assessment activity
Participation	10	According to rubric

Hours by Learning Environment Type

Lecture, Seminar, Online

54

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

12

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Assertive communication strategies

Time and Stress Management

Problem-solving and conflict resolution

Work-life balance

Self-awareness, self-assessment

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

DHHR 0601 Academic Skills 1

Course Change Request

Date Submitted: 11/25/19 12:25 pm

Viewing: **DHHR 0613 : Career Choice Skills 2**

Last edit: 04/02/20 11:30 am

Changes proposed by: ygracheva

Programs
referencing this
course

[103: Deaf and Hard of Hearing Adults Job Readiness Certificate](#)

Course Name:

Career Choice Skills 2

Effective Date: September 2020

School/Centre: Arts & Sciences

Department: Deaf & Hard of Hearing (1902)

Contact(s)

In Workflow

1. **1902 Leader**
2. **SAS Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 11/26/19 11:08 pm
Marcia Tanaka
(mtanaka):
Approved for 1902
Leader
2. 12/03/19 8:31 am
Shirley Lew (slew):
Rollback to 1902
Leader for SAS Dean
3. 01/15/20 12:30 pm
Marcia Tanaka
(mtanaka):
Approved for 1902
Leader
4. 01/15/20 3:01 pm
Shirley Lew (slew):
Rollback to 1902
Leader for SAS Dean
5. 02/04/20 2:54 pm
Marcia Tanaka
(mtanaka):
Approved for 1902
Leader
6. 02/10/20 9:48 pm
Shirley Lew (slew):

Approved for SAS

Dean

7. 04/02/20 3:36 pm

Todd Rowlatt

(trowlatt): Approved

for Curriculum

Committee Chair

Name	E-mail	Phone/Ext.
Marcia Tanaka	mtanaka@vcc.ca	604-871-7000, 7342

Banner Course Career Choice Skills 2

Name:

Subject Code: DHHR - Deaf&Hard of Hearing Adult Pgm

Course Number 0613

Year of Study **N/A**

Credits: 2

Course Description:

Continuing from the previous term, Career Choice Skills helps students explore reasons for working, develop an understanding of their personal interests and application to lifestyle and career choices, and discuss work experience placements that may lead to a career choice.

This course is part of the full-time Deaf and Hard of Hearing - Job Readiness Program.

Course Pre-Requisites (if applicable):**DHHR 0601 Academic Skills 1****DHHR 0602 Personal Management Skills 1****DHHR 0603 Career Choice Skills 1****DHHR 0604 Job Search Skills 1****DHHR 0605 Work Experience 1****Course Co-requisites (if applicable):**

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Evaluate various career choices relating to self and career assessments
CLO #2	Identify skill and knowledge gaps relating to career choices and possible solutions
CLO #3	Set realistic goals in terms of various career and job requirements
CLO #4	Revise career plans, identifying areas of weakness and strength
CLO #5	Reflect on progress related to their career choices and make necessary modifications

Instructional
Strategies:

Lectures, lab work, guest speakers, field study, individual and pair work, presentations

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
S (65%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35	Computer research assignments, written assignments and summaries, weekly progress reports, presentations
Midterm Exam	25	
Final Exam	30	
Participation	10	According to rubric

Hours by Learning Environment Type

Lecture, Seminar, Online

36

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

8

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Employment Case Studies
BC Employment Standards
Career Assessment/Self-Assessment
Professional Behaviour
Workplace Conduct
Company Management
Computer Research/Literacy

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

DHHR 0601 Academic Skills 1

Additional Information

Provide any additional information if necessary.

Course Change Request

Date Submitted: 11/25/19 12:26 pm

Viewing: **DHHR 0614 : Job Search Skills 2**

Last edit: 04/02/20 11:31 am

Changes proposed by: ygracheva

Programs
referencing this
course

[103: Deaf and Hard of Hearing Adults Job Readiness Certificate](#)

Course Name:

Job Search Skills 2

Effective Date: September 2020

School/Centre: Arts & Sciences

Department: Deaf & Hard of Hearing (1902)

Contact(s)

In Workflow

1. **1902 Leader**
2. **SAS Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 11/26/19 11:02 pm
Marcia Tanaka
(mtanaka):
Approved for 1902
Leader
2. 12/03/19 8:31 am
Shirley Lew (slew):
Rollback to 1902
Leader for SAS Dean
3. 01/15/20 12:30 pm
Marcia Tanaka
(mtanaka):
Approved for 1902
Leader
4. 01/15/20 3:00 pm
Shirley Lew (slew):
Rollback to 1902
Leader for SAS Dean
5. 02/04/20 2:54 pm
Marcia Tanaka
(mtanaka):
Approved for 1902
Leader
6. 02/10/20 9:48 pm
Shirley Lew (slew):

Approved for SAS
Dean

7. 04/02/20 3:36 pm

Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Marcia Tanaka	mtanaka@vcc.ca	604-871-7000, 7342

Banner Course Job Search Skills 2
Name:

Subject Code: DHHR - Deaf&Hard of Hearing Adult Pgm

Course Number 0614

Year of Study **N/A**

Credits: 2

Course Description:

Continuing from the previous term, Job Search Skills provides students with opportunities to learn effective ways to find work, network with appropriate **contacts**, ~~contacts within and outside of the deaf and hard of hearing communities~~, write resumes and cover letters, and ~~through practice~~ develop ~~or strengthen~~ job interview skills.

This course is part of the full-time Deaf and Hard of Hearing - Job Readiness Program.

Course Pre-Requisites (if applicable):

DHHR 0601 Academic Skills 1

DHHR 0602 Personal Management Skills 1

DHHR 0603 Career Choice Skills 1

DHHR 0604 Job Search Skills 1

DHHR 0605 Work Experience 1

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

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

CLO #1	Develop employment-related presentations
CLO #2	Identify and define the purpose of common tabs on a company website
CLO #3	Answer interview questions using relevant job post information
CLO #4	Write and edit cover letters using templates
CLO #5	Identify various resume formats to match different job postings
CLO #6	Write summaries relating to previous education and employment to prepare for interview questions
CLO #7	Request a professional reference in person and through email
CLO #8	Create a checklist for the components of their employment portfolio

Instructional

Strategies:

Guided lessons, group/pair/individual exercises, lab work, written assignments, practice, role play, field study and presentations.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

Satisfactory

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Computer lab, research assignments, reading and writing comprehension assignments, analysis summary
Midterm Exam	20	
Final Exam	30	

Type	Percentage	Brief description of assessment activity
Assignments	15	Powerpoint presentations and presentation skills
Participation	10	According to rubric

Hours by Learning Environment Type

Lecture, Seminar, Online

36

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

8

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Job Applications and Resumes
Cover Letters
Interview Questions Relating to Self
Communication Skills
Interpreting and Accommodations
Employment Portfolio
Job Search Skills

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

Rationale and Consultations

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

Course Change Request

Date Submitted: 11/25/19 12:27 pm

Viewing: **DHHR 0615 : Work Experience 2**

Last edit: 04/02/20 11:32 am

Changes proposed by: ygracheva

Programs
referencing this
course

[103: Deaf and Hard of Hearing Adults Job Readiness Certificate](#)

Course Name:

Work Experience 2

Effective Date: September 2020

School/Centre: Arts & Sciences

Department: Deaf & Hard of Hearing (1902)

Contact(s)

In Workflow

1. **1902 Leader**
2. **SAS Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 11/26/19 11:08 pm
Marcia Tanaka
(mtanaka):
Approved for 1902
Leader
2. 12/03/19 8:31 am
Shirley Lew (slew):
Rollback to 1902
Leader for SAS Dean
3. 01/15/20 12:31 pm
Marcia Tanaka
(mtanaka):
Approved for 1902
Leader
4. 01/15/20 3:01 pm
Shirley Lew (slew):
Rollback to 1902
Leader for SAS Dean
5. 02/04/20 2:54 pm
Marcia Tanaka
(mtanaka):
Approved for 1902
Leader
6. 02/10/20 9:48 pm
Shirley Lew (slew):

Approved for SAS
Dean

7. 04/02/20 3:36 pm

Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Marcia Tanaka	mtanaka@vcc.ca	604-871-7000, 7342

Banner Course Name: Work Experience 2

Subject Code: DHHR - Deaf&Hard of Hearing Adult Pgm

Course Number: 0615

Year of Study: **N/A**

Credits: 2

Course Description:

In this term, students continue to prepare for **entry into** the workplace through job shadowing and work experience placement. Students are given feedback by the employer, the instructor and through self-assessment.

This course is part of the full-time Deaf and Hard of Hearing - Job Readiness Program.

Course Pre-Requisites (if applicable):

DHHR 0601 Academic Skills 1

DHHR 0602 Personal Management Skills 1

DHHR 0603 Career Choice Skills 1

DHHR 0604 Job Search Skills 1

DHHR 0605 Work Experience 1

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

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

CLO #1	Apply personal decision making and problem-solving to entry-level work tasks
CLO #2	Follow workplace rules, policy and procedures
CLO #3	Demonstrate professionalism in the workplace
CLO #4	Educate staff about the purpose and use of an interpreter
CLO #5	Ask for clarification and repetition when needed
CLO #6	Solve basic workplace concerns and ask for assistance where needed
CLO #7	Summarize work duties, experiences and learning
CLO #8	Identify areas for self-improvement

Instructional

Strategies:

Work experience training on site, instruction and demonstration by staff and employer on site, workshops, meetings, weekly instructor visit and review

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
S (65%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	Written assignments, summary of actions, research of company, weekly observations, illustrations of set up and layout
Assignments	20	Powerpoint presentation, presentation skills, feedback

Type	Percentage	Brief description of assessment activity
Field Experience	50	Daily on-site task lists, weekly reflections, attendance/punctuality records, employer and instructor evaluation and self evaluation

Hours by Learning Environment Type

Lecture, Seminar, Online

14

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

30

Self Paced / Individual Learning

Course Topics

Course Topics:

Work Experience Evaluations

Professionalism

Company Research

Communication strategies

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

Course Change Request

Date Submitted: 11/25/19 12:27 pm

Viewing: **DHHR 0621 : Academic Skills 3**

Last edit: 04/02/20 11:32 am

Changes proposed by: ygracheva

Programs
referencing this
course

[103: Deaf and Hard of Hearing Adults Job Readiness Certificate](#)

Course Name:

Academic Skills 3

Effective Date: September 2020

School/Centre: Arts & Sciences

Department: Deaf & Hard of Hearing (1902)

Contact(s)

In Workflow

1. 1902 Leader
2. SAS Dean
3. Curriculum
Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 11/26/19 11:09 pm
Marcia Tanaka
(mtanaka):
Approved for 1902
Leader
2. 12/03/19 8:31 am
Shirley Lew (slew):
Rollback to 1902
Leader for SAS Dean
3. 01/15/20 12:31 pm
Marcia Tanaka
(mtanaka):
Approved for 1902
Leader
4. 01/15/20 3:01 pm
Shirley Lew (slew):
Rollback to 1902
Leader for SAS Dean
5. 02/04/20 2:54 pm
Marcia Tanaka
(mtanaka):
Approved for 1902
Leader
6. 02/10/20 9:49 pm
Shirley Lew (slew):

Approved for SAS
Dean

7. 04/02/20 3:37 pm

Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Marcia Tanaka	mtanaka@vcc.ca	604-871-7000, 7342

Banner Course Academic Skills 3

Name:

Subject Code: DHHR - Deaf&Hard of Hearing Adult Pgm

Course Number 0621

Year of Study **N/A**

Credits: 3

Course Description:

In this final ~~term of term~~, Academic **Skills**, ~~Skills-helps~~ students **continue to** recognize and understand the importance ~~of of~~ reading, writing, math, and computer skills in the workplace. Students are able to **apply demonstrate** these skills at the workplace for work experience or job shadowing.

This course is part of the full-time Deaf and Hard of Hearing - Job Readiness Program.

Course Pre-Requisites (if applicable):

DHHR 0611 Academic Skills 2

DHHR 0612 Personal Management Skills 2

DHHR 0613 Career Choice Skills 2

DHHR 0614 Job Search Skills 2

DHHR 0615 Work Experience 2

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

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

CLO #1	Apply workplace and Employment Standard keywords to a variety of situations
CLO #2	Analyze, compare and evaluate employment-related websites
CLO #3	Compose and edit job-ready resumes
CLO #4	Compose notes and formal letters to employers for a variety of workplace requests and concerns
CLO #5	Research desired work placements and evaluate benefits and challenges
CLO #6	Complete online job applications
CLO #7	Recognize, define, and use cover letter vocabulary a cover letter outline

Instructional

Strategies:

Guest speakers, case studies, peer feedback, interviews, lectures, group/paired/individual activities, field study, and facilitated class discussion

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
S (65%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	Written notes, emails and letters to employer, analysis of company website, workplace case study analysis, weekly vocabulary quizzes and assignments
Midterm Exam	20	
Final Exam	30	
Assignments	10	Powerpoint presentation, presentation skills

Type	Percentage	Brief description of assessment activity
Participation	10	According to rubric

Hours by Learning Environment Type

Lecture, Seminar, Online

54

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

12

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Employment Documentation

Critical Thinking

Case Study Analysis

Note taking, Paraphrasing and Summarizing

Cover Letters, Resumes, Job Applications

Basic Business Writing (e.g. emails)

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Course Change Request

Date Submitted: 11/25/19 12:28 pm

Viewing: **DHHR 0622 : Personal Management Skills 3**

Last edit: 03/25/20 9:35 am

Changes proposed by: ygracheva

Programs
referencing this
course

[103: Deaf and Hard of Hearing Adults Job Readiness Certificate](#)

Course Name:

Personal Management Skills 3

Effective Date: September 2020

School/Centre: Arts & Sciences

Department: Deaf & Hard of Hearing (1902)

Contact(s)

In Workflow

1. **1902 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 11/26/19 11:09 pm
Marcia Tanaka (mtanaka):
Approved for 1902 Leader
2. 12/03/19 8:31 am
Shirley Lew (slew):
Rollback to 1902 Leader for SAS Dean
3. 01/15/20 12:31 pm
Marcia Tanaka (mtanaka):
Approved for 1902 Leader
4. 01/15/20 2:58 pm
Shirley Lew (slew):
Rollback to 1902 Leader for SAS Dean
5. 02/04/20 2:54 pm
Marcia Tanaka (mtanaka):
Approved for 1902 Leader
6. 02/10/20 9:50 pm
Shirley Lew (slew):

Approved for SAS
Dean

7. 04/02/20 3:37 pm

Todd Rowlatt

(trowlatt): Approved

for Curriculum

Committee Chair

Name	E-mail	Phone/Ext.
Marcia Tanaka	mtanaka@vcc.ca	604-871-7000, 7342

Banner Course Personal Management Skills 3

Name:

Subject Code: DHHR - Deaf&Hard of Hearing Adult Pgm

Course Number 0622

Year of Study **N/A**

Credits: 3

Course Description:

~~In this final term,~~ Personal Management Skills **3** provides students with opportunities to **further** explore, develop, and **apply enhance** their awareness of self, their awareness of others, and their verbal and non-verbal communication skills. These skills are applied to personal relationships, everyday life situations, and the workplace.

This course is part of the full-time Deaf and Hard of Hearing - Job Readiness Program.

Course Pre-Requisites (if applicable):

DHHR 0611 Academic Skills 2

DHHR 0612 Personal Management Skills 2

DHHR 0613 Career Choice Skills 2

DHHR 0614 Job Search Skills 2

DHHR 0615 Work Experience 2

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

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

CLO #1	Express ideas and suggestions that will contribute to enhancing the workplace environment
CLO #2	Apply various approaches to managing time and stress
CLO #3	Apply critical thinking to make suggestions for managing workplace relationships
CLO #4	Apply strategies for decision-making
CLO #5	Identify strategies that will lead to personal advancement and promotion in the workplace
CLO #6	Demonstrate proactive approaches to meet short and long term goals for employment

Instructional
Strategies:

Role play, presentations, lectures, guest speakers, field studies, case study discussions, group/pair activities

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
S (65%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	Weekly written assignments, feedback during each presentation, weekly journal entries
Midterm Exam	25	
Final Exam	30	
Assignments	15	Presentations
Participation	10	According to rubric

Hours by Learning Environment Type

Lecture, Seminar, Online

54

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

12

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Case Studies

Problem Solving

Communication Strategies

Goal Setting

Time and Stress Management

Self-awareness, self-assessment

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

DHHR 0601 Academic Skills 1

Additional Information

Course Change Request

Date Submitted: 11/25/19 12:29 pm

Viewing: **DHHR 0623 : Career Choice Skills 3**

Last edit: 04/02/20 11:34 am

Changes proposed by: ygracheva

Programs
referencing this
course

[103: Deaf and Hard of Hearing Adults Job Readiness Certificate](#)

Course Name:

Career Choices 3

Effective Date: September 2020

School/Centre: Arts & Sciences

Department: Deaf & Hard of Hearing (1902)

Contact(s)

In Workflow

1. **1902 Leader**
2. **SAS Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 11/26/19 11:09 pm
Marcia Tanaka
(mtanaka):
Approved for 1902
Leader
2. 12/03/19 8:31 am
Shirley Lew (slew):
Rollback to 1902
Leader for SAS Dean
3. 01/15/20 12:31 pm
Marcia Tanaka
(mtanaka):
Approved for 1902
Leader
4. 01/15/20 2:59 pm
Shirley Lew (slew):
Rollback to 1902
Leader for SAS Dean
5. 02/04/20 2:54 pm
Marcia Tanaka
(mtanaka):
Approved for 1902
Leader
6. 02/10/20 9:51 pm
Shirley Lew (slew):

140
 Approved for SAS
 Dean
 7. 04/02/20 3:37 pm
 Todd Rowlatt
 (trowlatt): Approved
 for Curriculum
 Committee Chair

Name	E-mail	Phone/Ext.
Marcia Tanaka	mtanaka@vcc.ca	604-871-7000, 7342

Banner Course Name: Career Choice Skills 3

Subject Code: DHHR - Deaf&Hard of Hearing Adult Pgm

Course Number: 0623

Year of Study: **N/A**

Credits: 1

Course Description:

In the final ~~term of term~~, Career Choice **Skills**, ~~Skills helps~~ students **will consolidate what they learned in Career Choice Skills 1 explore reasons for working, develop an understanding of their personal interests and 2. application to lifestyle and career choices, and discuss work experience placements that may lead to a career choice. They will continue to explore reasons for working and their personal interests to make informed decisions around employment choices.**

This course is part of the full-time Deaf and Hard of Hearing - Job Readiness Program.

Course Pre-Requisites (if applicable):

- DHHR 0611 Academic Skills 2**
- DHHR 0612 Personal Management Skills 2**
- DHHR 0613 Career Choice Skills 2**
- DHHR 0614 Job Search Skills 2**
- DHHR 0615 Work Experience 2**

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain and evaluate reasons for choosing particular careers (benefits and challenges)
CLO #2	Use career websites to inform possible career choices
CLO #3	Analyze career trends and make simple predictions for future direction
CLO #4	Understand wages and working hours as they relate to provincial and national employment standards
CLO #5	Identify required skills for an employment position
CLO #6	Write an outline to prepare for an information interview with a professional from their chosen field

Instructional

Strategies:

Lectures, case study discussion, interviews , field study, lab work, presentations

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
S (65%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	Lab work, weekly written assignments, career observations, information interviews
Midterm Exam	25	
Final Exam	30	
Assignments	15	Presentations, interviews
Participation	10	According to rubric

Hours by Learning Environment Type

Lecture, Seminar, Online

18

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

4

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Information Interview

Workplace Culture

Career Choice Research

Employment Standards

Trends and Industry

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

DHHR 0601 Academic Skills 1

Provide a ratio
for this proposal

Course Change Request

Date Submitted: 11/25/19 12:30 pm

Viewing: **DHHR 0624 : Job Search Skills 3**

Last edit: 04/02/20 11:35 am

Changes proposed by: ygracheva

Programs
referencing this
course

[103: Deaf and Hard of Hearing Adults Job Readiness Certificate](#)

Course Name:

Job Search Skills 3

Effective Date: September 2020

School/Centre: Arts & Sciences

Department: Deaf & Hard of Hearing (1902)

Contact(s)

In Workflow

1. **1902 Leader**
2. **SAS Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 11/26/19 11:33 pm
Marcia Tanaka
(mtanaka):
Approved for 1902
Leader
2. 12/03/19 8:31 am
Shirley Lew (slew):
Rollback to 1902
Leader for SAS Dean
3. 01/15/20 12:31 pm
Marcia Tanaka
(mtanaka):
Approved for 1902
Leader
4. 01/15/20 3:01 pm
Shirley Lew (slew):
Rollback to 1902
Leader for SAS Dean
5. 02/04/20 2:54 pm
Marcia Tanaka
(mtanaka):
Approved for 1902
Leader
6. 02/10/20 9:51 pm
Shirley Lew (slew):

Approved for SAS
Dean

7. 04/02/20 3:37 pm

Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Marcia Tanaka	mtanaka@vcc.ca	604-871-7000, 7342

Banner Course Job Search Skills 3

Name:

Subject Code: DHHR - Deaf&Hard of Hearing Adult Pgm

Course Number 0624

Year of Study **N/A**

Credits: 3

Course Description:

In ~~the this~~ final ~~term of term~~, Job Search **Skills, Skills** provides students **will consolidate what they learned in Job Search Skills 1 with opportunities to learn effective ways to find work, network with appropriate contacts within and 2. outside of the deaf and hard of hearing communities, write resumes and cover letters, and through practice develop or strengthen job interview skills. They will continue to learn effective ways to find work, network with appropriate contacts within and outside of the deaf and hard of hearing communities, write resumes and cover letters, and develop job interview skills.**

This course is part of the full-time Deaf and Hard of Hearing - Job Readiness Program.

Course Pre-Requisites (if applicable):

DHHR 0611 Academic Skills 2

DHHR 0612 Personal Management Skills 2

DHHR 0613 Career Choice Skills 2

DHHR 0614 Job Search Skills 2

DHHR 0615 Work Experience 2

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Write company information summaries in preparation for interviews
CLO #2	Identify necessary skills, knowledge and experience for particular job positions
CLO #3	Tailor resumes to match job post requirements
CLO #4	Convert a cover letter outline to a draft cover letter to match particular job postings
CLO #5	Participate effectively in job interviews
CLO #6	Request and conduct an information interview with a professional from their chosen field

Instructional

Strategies:

Role play, guest speakers, field study, lab work, lectures, presentation

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

S (65%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	Written assignments, interview preparation, written cover letter/resume and design
Midterm Exam	25	
Final Exam	30	
Assignments	15	Presentations and interviews

Type	Percentage	Brief description of assessment activity
Participation	10	According to rubric

Hours by Learning Environment Type

Lecture, Seminar, Online

54

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

12

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Employment Interview
Resume and Cover Letter Writing
Company Research and Analysis
Information Interview

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

DHHR 0601 Academic Skills 1

Course Change Request

Date Submitted: 11/25/19 12:31 pm

Viewing: **DHHR 0625 : Work Experience 3**

Last edit: 04/02/20 11:36 am

Changes proposed by: ygracheva

Programs
referencing this
course

[103: Deaf and Hard of Hearing Adults Job Readiness Certificate](#)

Course Name:

Work Experience 3

Effective Date: September 2020

School/Centre: Arts & Sciences

Department: Deaf & Hard of Hearing (1902)

Contact(s)

In Workflow

1. 1902 Leader
2. SAS Dean
3. Curriculum
Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 11/26/19 11:33 pm
Marcia Tanaka
(mtanaka):
Approved for 1902
Leader
2. 12/03/19 8:32 am
Shirley Lew (slew):
Rollback to 1902
Leader for SAS Dean
3. 01/06/20 3:06 pm
Marcia Tanaka
(mtanaka):
Approved for 1902
Leader
4. 01/15/20 3:01 pm
Shirley Lew (slew):
Rollback to 1902
Leader for SAS Dean
5. 02/04/20 2:54 pm
Marcia Tanaka
(mtanaka):
Approved for 1902
Leader
6. 02/10/20 9:51 pm
Shirley Lew (slew):

Approved for SAS
Dean

7. 04/02/20 3:37 pm

Todd Rowlatt

(trowlatt): Approved

for Curriculum

Committee Chair

Name	E-mail	Phone/Ext.
Marcia Tanaka	mtanaka@vcc.ca	604-871-7000, 7342

Banner Course Work Experience 3

Name:

Subject Code: DHHR - Deaf&Hard of Hearing Adult Pgm

Course Number 0625

Year of Study **N/A**

Credits: 2

Course Description:

In **Work Experience 3**, ~~this final term~~, students **apply what they learned in the Job Readiness Program in their final** ~~continue to prepare for work through job shadowing and work~~ experience placement. Students are given feedback by the **employer** ~~employer, the instructor~~ and **the instructor**. ~~through self-assessment.~~ **Students will continue to monitor progress through self-reflection.**

This course is part of the full-time Deaf and Hard of Hearing - Job Readiness Program.

Course Pre-Requisites (if applicable):

DHHR 0611 Academic Skills 2

DHHR 0612 Personal Management Skills 2

DHHR 0613 Career Choice Skills 2

DHHR 0614 Job Search Skills 2

DHHR 0615 Work Experience 2

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

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

CLO #1	Follow workplace rules, policies and procedures and problem-solve when necessary
CLO #2	Apply skills equal to that of an entry-level employee at the work placement site
CLO #3	Demonstrate and promote professionalism in the workplace
CLO #4	Appraise and solve workplace problems
CLO #5	Evaluate own workplace performance and adjust, modify and maintain as needed
CLO #6	Assess the workplace experience and measure against their own knowledge and skill set
CLO #7	Participate in staff or work area meetings and contribute ideas or suggestions

Instructional
Strategies:

Lectures, small group discussions, field study, student-teacher conferencing, employee training

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
S (65%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	Written assignments, work experience preparation assignments, vlogs (video blogs),
Assignments	20	Weekly observations, weekly reports, company research, weekly on-site reports
Field Experience	50	Employer evaluation, instructor observations and evaluations, self-assessment, student-teacher conference

Hours by Learning Environment Type

Lecture, Seminar, Online

14

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

30

Self Paced / Individual Learning

Course Topics

Course Topics:

Work Experience Reflections and Evaluations

Professionalism

Work Roles and Responsibilities

Workplace Expectations

Communication Strategies

Company Research

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

DHHR 0601 Academic Skills 1

Additional Information



DECISION NOTE

PREPARED FOR: Education Council

DATE: April 14, 2020

ISSUE: New Program: Addiction Counselling Skills Advanced Certificate

BACKGROUND:

The Counselling department is proposing a new program: Addiction Counselling Skills Advanced Certificate. This is the second in a series of three ladder credentials that have been in development since 2016, and were approved in concept in September 2017. The Counselling Skills Foundational Certificate launched in September 2019.

The Addiction Counselling Skills Advanced Certificate is intended for graduates of the Foundational Certificate, and aims to deepen and focus learners' theoretical knowledge and practice in working with individuals, groups, and families struggling with problematic substance use.

DISCUSSION:

Matt Stevenson, Program Coordinator of Counselling, and Claire Sauvé, interim Dean of Continuing Studies, presented this proposal. The following changes were requested:

- Change course numbers into the 2xxx range to reflect the advanced nature of the courses
- Remove the English 12 program admission requirement; maintain an English language proficiency requirement
- List specific courses in the pre-requisites for CNSK 2511 Practicum
- Several minor adjustments to course learning outcomes and evaluation plans

All changes have been made.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the new Addiction Counselling Skills Advanced Certificate program and nine (9) new courses: CNSK 2502, 2503, 2504, 2506, 2507, 2508, 2509, 2510, and 2511.

PREPARED BY: Todd Rowlett, Chair, Curriculum Committee

DATE: April 2, 2020

Program Change Request

New Program Proposal

Date Submitted: 03/06/20 3:17 pm

Viewing: **Addiction Counselling Skills Advanced Certificate**

Last edit: 03/26/20 10:38 am

Changes proposed by: mstevenson

In Workflow

1. **6093 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. Ministry Review
7. Board of Directors

Program Name:

Addiction Counselling Skills Advanced Certificate

Credential Level: Advanced Certificate

Effective Date: January 2021

School/Centre: Continuing Studies

Department: Counselling Skills (6093)

Contact(s)

Approval Path

1. 03/06/20 3:17 pm
Matthew Stevenson (mstevenson):
Approved for 6093 Leader
2. 03/06/20 3:20 pm
Rebecca Bennett (rbennett):
Approved for Senior PC
3. 03/06/20 5:53 pm
Claire Sauve (csauve): Approved for CCS Dean
4. 04/06/20 9:43 am
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Matthew Stevenson	mstevenson@vcc.ca	604 871 7000 ext. 8392

Program Content Guide

Purpose

The Addiction Counselling Skills Advanced Certificate program deepens learners' applied practice and theoretical knowledge in counselling skills to engage effectively with individuals, groups, and families struggling with substance use.

Admission Requirements

Successful completion of VCC's [Counselling Skills Foundational Certificate](#) program or equivalent [English language proficiency](#) at a minimum Grade 12 'C+' level

Upon Acceptance:

Criminal Record Check (CRC). In accordance to the Criminal Records Review Act, all individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the Ministry of Justice. Applicants to the program will be responsible for any costs incurred in the Criminal Record Check.

Prior Learning Assessment & Recognition (PLAR)

PLAR is available for some courses and will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, demonstration, interview, or external evaluation.

Program Duration & Maximum Time for Completion

The program can be taken part-time or full-time and can be completed in one year. Maximum time for completion is 3 years.

Program Learning Outcomes

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

Model empathetic approaches in working with people struggling with problematic substance use

Develop self-awareness by acknowledging and challenging assumptions

Acknowledge the impacts of historic and systemic oppression on individuals

Model the values of inclusion and social justice in a helping role

Engage in a support role with clients in individual, family, and group settings

Model concepts essential to a helping relationship including respect, self-awareness, and ethics

Demonstrate trauma-informed practice

Communicate effectively in a client-centred manner and recognize language as an agent of social change

Apply evidence-based models, tools, and interventions in helping roles specific to substance use

Deepen knowledge of Indigenous health models and cultural safety, particularly as these apply to addictions

Instructional Strategies, Design, and Delivery Mode

The Addiction Counselling Skills Advanced Certificate curriculum is designed to provide students with practical and experiential learning that is grounded in theory and evidence-based practice. The program has a skills-based focus and emphasis is placed on integration of knowledge and practice.

Courses are delivered through a combination of instructional activities including, but not limited to, lectures, seminars, group discussion and activities, demonstrations, guest lectures, videos, clinical simulations, and field trips.

The program concludes with a practicum in which students work or volunteer in a support position within a community setting. The practicum includes on-site support and supervision from a practicum supervisor and seminars for debriefing and integration of learning.

Evaluation of Student Learning

Student learning is evaluated in a variety of ways including, but not limited to, presentations, individual and group projects, exams, research, assignments, lab work and portfolios. Students will also engage in peer- and self-assessment and reflective practice.

Students must achieve a minimum grade of C to successfully complete each course.

Many of the courses have a mandatory Saturday class. 80% attendance is mandatory to successfully complete each course.

Recommended Characteristics of Students

Basic computer skills

Familiarity and comfort with basic research skills

Ability to give and receive feedback

Maturity, emotional stability and a suitability to work in a helping role

A sufficient level of self-awareness and personal and professional development to be able to attend to another person

An interest in helping people and willingness to work in support positions in community settings

Courses

Course List

Code	Title	Credits
CNSK 2502	Foundations of Addiction Counselling Skills	2.0
CNSK 2503	Introduction to Trauma Informed Practice	1.5
CNSK 2504	Introduction to Concurrent Disorders	1.5
CNSK 2506	Addiction and Human Behaviour Across the Lifespan	3.0
CNSK 2507	Addiction and Public Policy	1.5
CNSK 2508	Addiction Assessment Skills	2.0
CNSK 2509	Group Facilitation Skills	2.5
CNSK 2510	Indigenous Perspectives and Addiction	1.5
CNSK 2511	Practicum	5
Total Credits		20.5

Transcript of Achievement

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

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

Grading Standard

Transcript of Achievement

Grade	Percentage	Description	Grade Point Equivalency
A+	90-100		4.33
A	85-90		4.00
A-	80-84		3.67
Grade	Percentage	Description	Grade Point Equivalency
B+	76-79		3.33
B	72-75		3.00

B-	68-71		2.67
C+	64-67		2.33
C	60-63	Minimum Progression Grade	2.00
C-	55-59		1.67
D	50-54		1.00
F	0-49		0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credit	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

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

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

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

Rationale and Consultations

Provide a rationale for this proposal.

VCC has offered training in Counselling Skills 1987, when the Substance Abuse and Skills Certificate Program was launched. In 2006/07 two parallel certificates, one in Addictions Counselling and one in Community Counselling were launched.

The department conducted a program review and needs analysis in 2016/17 and identified 42 recommendations for program revisions. As a result of the review, and working with members of the Program Advisory Committee, a new program was conceptualized as three ladder programs: the Counselling Skills Foundational Certificate, the Addiction Counselling Advanced Certificate, and an encompassing Counselling Diploma.

The concept paper for all three programs was approved by Sr Leadership, presented to Education Council and to the Board of Governors in September 2017. The Counselling Skills Foundational Certificate was successfully launched in September 2019, and the Addictions Counselling Advanced Certificate is planned to launch in April or September 2021.

The Addiction Counselling Advanced Certificate is intended for graduates of the Counselling Skills Foundational Certificate or similar program, who wish to upgrade their skills with a focus on addictions. The Addictions Counselling Advanced Certificate aims to deepen and focus learners’ theoretical knowledge and applied practice in counselling skills to engage effectively with individuals, groups, and families struggling with problematic substance use.

Graduates of the program will be prepared for social and community services occupations with an addictions focus, such as mental health and addictions support worker, residential support worker, shelter resource worker, and caseworker. Social and community service workers is one of the high opportunity occupations identified in BC’s Labour Market Outlook: 2019 Edition.

Are there any expected costs to this proposal.

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Throughout the curriculum development process, the VCC Centre for Teaching, Learning, and Research (CTLR) has been consulted and an VCC CTLR Instructional Associate has provided feedback on the program's curriculum.

Consultated Area	Consultation Comments
Learning Centre	<p>A conversation between the VCC Counselling Skills program area and the VCC Learning Centre with regards to the launch of the Addiction Counselling Skills Advanced Certificate program has occurred.</p> <p>It is the opinion of the VCC Counselling Skills program area that the current support provided by the VCC Learning Centre will be appropriate to support the students that will be completing VCC's Addiction Counselling Skills Advanced Certificate program.</p> <p>Further conversations between the VCC Counselling Skills program area and the VCC Learning Centre will occur as necessary.</p>
Indigenous Education & Community Engagement (IECE)	<p>Throughout the program and curriculum development process, the VCC Counselling Skills program area has consulted with the VCC Indigenous Education & Community Engagement department.</p> <p>The former VCC Director of the VCC IECE department was a member of the program design team that resulted in the plan to develop the Addiction Counselling Skills Advanced Certificate program.</p> <p>1 of the current VCC Indigenous Elders is an instructor in VCC's Counselling Skills Foundational Certificate program and was involved in the curriculum development for the Addiction Counselling Skills Advanced Certificate program.</p>

Consultated Area	Consultation Comments
Advising & Recruitment	<p>A conversation between the VCC Counselling Skills program area and the VCC Advising and Recruitment department with regards to the launch of the Addiction Counselling Skills Advanced Certificate program has occurred.</p> <p>It is the opinion of the VCC Counselling Skills program area that the current support provided by the VCC Advising and Recruitment department will be appropriate to support the students that will be completing VCC's Addiction Counselling Skills Advanced Certificate program.</p> <p>Further conversations between the VCC Counselling Skills program area and the VCC Advising and Recruitment department will occur as necessary.</p>
Marketing & Communications	<p>VCC's Counselling Skills program area has consulted with VCC's Continuing Studies Marketing liaison with regards to the Addiction Counselling Skills Advanced Certificate program and further conversations will occur as the program moves towards launch.</p>
Assessment Centre	<p>A conversation between the VCC Counselling Skills program area and the VCC Assessment Centre with regards to the launch of the Addiction Counselling Skills Advanced Certificate program has occurred.</p> <p>It is the opinion of the VCC Counselling Skills program area that the current support provided by the VCC Assessment Centre will be appropriate to support the students that will be completing VCC's Addiction Counselling Skills Advanced Certificate program.</p> <p>Further conversations between the VCC Counselling Skills program area and the VCC Assessment Centre will occur as necessary.</p>

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 03/06/20 3:18 pm

Viewing: **CNSK 2502 : Foundation of Addiction Skills**

Last edit: 03/26/20 10:33 am

Changes proposed by: mstevenson

Programs
referencing this
course

[142: Addiction Counselling Skills Advanced Certificate](#)

Course Name:
Foundations of Addiction Counselling Skills

Effective Date: January 2021

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Counselling Skills (6093)

Contact(s)

In Workflow

1. 6093 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Approval Path

1. 03/06/20 4:02 pm
Matthew Stevenson (mstevenson):
Approved for 6093 Leader
2. 03/06/20 4:05 pm
Rebecca Bennett (rbennett):
Approved for Senior PC
3. 03/06/20 4:38 pm
Claire Sauve (csauve): Approved for CCS Dean
4. 04/06/20 9:43 am
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Matthew Stevenson	mstevenson@vcc.ca	604 871 7000 ext. 8392

Banner Course Foundation of Addiction Skills

Name:

Subject Code: CNSK - Counselling Skills

Course Number 2502

Year of Study 2nd Year Post-secondary

Credits: 2.0

Course Description:

This course will provide an in-depth knowledge base specific to substance use disorders. Students will acquire the skills, qualities, conceptualizations, and implications inherent with working in a helping role with this population.

Course Pre-Requisites (if applicable):

None

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: Challenge Exam, Demonstration, Interview, or External Evaluation.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Engage effectively with people seeking help for substance use disorder
CLO #2	Utilize counselling skills to attain client-centred goals regarding clients' substance use disorder
CLO #3	Demonstrate professional engagement with clients seeking help with substance use
CLO #4	Apply a critical lens in order to remain client-centered and maintain professional objectivity
CLO #5	Explain the implications of the prevalence of trauma when working with people with substance use disorders

Instructional**Strategies:**

Lecture, videos, group discussion/work, reflective writing, written practice of skills, readings, practice sessions, transcripts, peer and instructor feedback

Evaluation and Grading

Grading System: Letter Grade (A-F)
C (60%)

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Final Exam	30	
Project	20	Research paper / presentation
Assignments	20	Self-assessment paper
Assignments	10	Journal
Assignments	5	Presentation
Assignments	5	Self-care grounding demonstration
Participation	10	Professionalism and participation

Hours by Learning Environment Type

Lecture, Seminar, Online

27

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:

- Social history of substance use
- Continuum of substance use and care
- Approaches to substance use along the continuum
- DSM categories of substance use disorders
- Different theoretical models
- Medical treatment of substance use disorders
- Overview of different types of resources available (detox, counselling, day treatment, etc.)
- Values and beliefs as it relates to addictions and substance use
- Harm reduction
- Trans-theoretical model of change
- Client determination
- Motivational interviewing
- Culturally safe and trauma-informed practices
- Vicarious trauma and self-care
- Ethical considerations and dilemmas inherent to working in addictions
- Professional boundaries
- Community Resources

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

VCC Addiction Counselling Skills Advanced Certificate program

Additional Information

Provide any additional information if necessary.

Course Change Request

New Course Proposal

Date Submitted: 03/06/20 3:18 pm

Viewing: **CNSK 2503 : Intro Trauma Informed Practice**

Last edit: 03/26/20 10:33 am

Changes proposed by: mstevenson

Programs
referencing this
course

[142: Addiction Counselling Skills Advanced Certificate](#)

Course Name:

Introduction to Trauma Informed Practice

Effective Date: January 2021

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Counselling Skills (6093)

Contact(s)

In Workflow

1. **6093 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

Approval Path

1. 03/06/20 4:02 pm
Matthew Stevenson (mstevenson):
Approved for 6093 Leader
2. 03/06/20 4:08 pm
Rebecca Bennett (rbennett):
Approved for Senior PC
3. 03/06/20 4:47 pm
Claire Sauve (csauve): Approved for CCS Dean
4. 04/06/20 9:43 am
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Matthew Stevenson	mstevenson@vcc.ca	604 871 7000 ext. 8392

Banner Course Intro Trauma Informed Practice

Name:

Subject Code: CNSK - Counselling Skills

Course Number 2503

Year of Study 2nd Year Post-secondary

Credits: 1.5

Course Description:

This course is designed to increase understanding of trauma, to support clients who present with trauma, and to explore the relationship between addictions and trauma.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: Challenge Exam, Demonstration, Interview, or External Evaluation.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe trauma and the bio-psycho-social impact of trauma
CLO #2	Describe the interrelationship between trauma and addiction
CLO #3	Identify how trauma and addiction are located in and impacted by social-political-historical contexts
CLO #4	Identify clients' resiliency, wisdom, and resistance while recognizing that trauma responses are adaptive and ensure survival
CLO #5	Incorporate trauma informed practice skills and maintain safety within the helping relationship and counselling space

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

CLO #6	Apply ethical conduct by practicing self-awareness to manage helper responses to trauma including biases, triggers, and vicarious trauma
--------	--

Instructional

Strategies:

Lecture, videos, small/large group discussion/work, reflective exercises, reflective writing, case studies, readings, guest speakers

Evaluation and Grading

Grading System: Letter Grade (A-F)
C (60%)

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	Case studies
Assignments	30	Filmed practice Counselling session with self-evaluation
Assignments	20	Journal
Quizzes/Tests	10	
Participation	10	Professionalism and participation

Hours by Learning Environment Type

Lecture, Seminar, Online

22

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

- What is Trauma
- Connection with Addiction and Trauma
- Contextualizing Trauma and Addiction
- Coping, Strengths, Responses, and Resiliency
- Trauma Informed Practice
- Ethics and Self-Awareness in Trauma Informed Practice

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

Addiction Counselling Skills Advanced Certificate

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Marketing Information

Course Change Request

New Course Proposal

Date Submitted: 03/06/20 3:18 pm

Viewing: **CNSK 2504 : Intro Concurrent Disorders**

Last edit: 03/26/20 10:34 am

Changes proposed by: mstevenson

Programs
referencing this
course

[142: Addiction Counselling Skills Advanced Certificate](#)

Course Name:

Introduction to Concurrent Disorders

Effective Date:

January 2021

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Counselling Skills (6093)

Contact(s)

In Workflow

1. **6093 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum
Committee Chair**
5. **EDCO Chair**
6. CS Associate
Registrar
7. Banner

Approval Path

1. 03/06/20 4:02 pm
Matthew Stevenson
(mstevenson):
Approved for 6093
Leader
2. 03/06/20 4:08 pm
Rebecca Bennett
(rbennett):
Approved for Senior
PC
3. 03/06/20 4:47 pm
Claire Sauve
(csauve): Approved
for CCS Dean
4. 04/06/20 9:43 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Matthew Stevenson	mstevenson@vcc.ca	604 871 7000 ext. 8392

Banner Course Intro Concurrent Disorders

Name:

Subject Code: CNSK - Counselling Skills

Course Number 2504

Year of Study 2nd Year Post-secondary

Credits: 1.5

Course Description:

This course will introduce students to the concept of concurrent disorders through an addictions lens. Students will explore the impacts of concurrent disorders on clients, families, care providers and society, and will learn about various treatment approaches and options to support clients.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: Challenge Exam, Demonstration, Interview, or External Evaluation.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe concurrent disorders and how they present in the addictions population
CLO #2	Describe the impacts of concurrent disorders on clients and their experience accessing care and services
CLO #3	Explain the impact of concurrent disorders on client, family, society, and care providers
CLO #4	Identify treatment approaches and ability to obtain appropriate care
CLO #5	Integrate knowledge about concurrent disorders into their professional practice

Instructional**Strategies:**

Lecture, videos, small/large group discussion/work, reflective exercises, reflective writing, case studies, readings, guest speakers

Evaluation and Grading

Grading System: Letter Grade (A-F)
C (60%)

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35	Case studies
Project	30	Research project
Quizzes/Tests	25	
Participation	10	Professionalism and participation

Hours by Learning Environment Type

Lecture, Seminar, Online

22

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:

- Definition of concurrent disorders
- Overview of various mental health diagnoses
- Presentations of concurrent disorders in addiction clients
- Overlapping symptoms
- Client's journey through the system of care
- Impacts on client/family/society/care providers
- Treatment approaches
- Professional practice

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

Addiction Counselling Skills Advanced Certificate

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Marketing Information

Course Change Request

New Course Proposal

Date Submitted: 03/06/20 3:18 pm

Viewing: **CNSK 2506 : Addiction and Human Behaviour**

Last edit: 03/26/20 10:34 am

Changes proposed by: mstevenson

Programs
referencing this
course

[142: Addiction Counselling Skills Advanced Certificate](#)

Course Name:

Addiction and Human Behaviour Across the Lifespan

Effective Date: January 2021

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Counselling Skills (6093)

Contact(s)

In Workflow

1. **6093 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

Approval Path

1. 03/06/20 4:02 pm
Matthew Stevenson (mstevenson):
Approved for 6093 Leader
2. 03/06/20 4:09 pm
Rebecca Bennett (rbennett):
Approved for Senior PC
3. 03/06/20 4:49 pm
Claire Sauve (csauve): Approved for CCS Dean
4. 04/06/20 9:43 am
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Matthew Stevenson	mstevenson@vcc.ca	604 871 7000 ext. 8392

Banner Course Addiction and Human Behaviour

Name:

Subject Code: CNSK - Counselling Skills

Course Number 2506

Year of Study 2nd Year Post-secondary

Credits: 3.0

Course Description:

This course provides students with an overview of addictive substances and behaviours and the physiological and psychological effects on the body and the mind across the lifespan. The course will examine unique considerations of addictive problems among adolescents, young adults, those in mid-life, and the elderly.

Course Pre-Requisites (if applicable):**Course Co-requisites (if applicable):****PLAR (Prior Learning Assessment & Recognition)**

Yes

Details of PLAR:

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: Challenge Exam, Demonstration, Interview, or External Evaluation.

Course Learning**Outcomes (CLO):**

	Upon successful completion of this course, students will be able to:
CLO #1	Identify the biological, psychological and social factors that contribute to the occurrence of substance misuse and other addictive behaviours
CLO #2	Use a classification system for grouping psychoactive drugs according to their effects
CLO #3	Define key concepts used in pharmacology to explain the action of psychoactive drugs
CLO #4	Explain the psychological and physiological effects of substance use at specific developmental points across the lifespan

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

CLO #5 Describe the structure and function of the brain as it relates to substance mis-use and other addictive behaviours

Instructional

Strategies:

Lecture, videos, small/large group discussion/work, reflective exercises, reflective writing, case studies, readings, guest speakers

Evaluation and Grading

Grading System: Letter Grade (A-F)
C (60%)

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	Research paper
Assignments	20	Resource review
Quizzes/Tests	25	
Final Exam	25	
Participation	10	Participation and professionalism

Hours by Learning Environment Type

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:

- Overview and historical context of substance use
- Overview of lifespan development
- Heredity and biology
- Stimulants
- Sedatives
- Alcohol
- Psychedelics
- Anabolic steroids and Nicotine
- Process addictions
- Eating disorders
- Pre-natal development and infancy and substance use
- Adolescence and substance use
- Middle adulthood and Elder substance use
- Mental health and addictions

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

Addiction Counselling Skills Advanced Certificate

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Course Change Request

New Course Proposal

Date Submitted: 03/06/20 3:19 pm

Viewing: **CNSK 2507 : Addiction and Public Policy**

Last edit: 04/06/20 9:43 am

Changes proposed by: mstevenson

Programs
referencing this
course

[142: Addiction Counselling Skills Advanced Certificate](#)

Course Name:

Addiction and Public Policy

Effective Date:

January 2021

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Counselling Skills (6093)

Contact(s)

In Workflow

1. **6093 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum
Committee Chair**
5. **EDCO Chair**
6. CS Associate
Registrar
7. Banner

Approval Path

1. 03/06/20 4:02 pm
Matthew Stevenson
(mstevenson):
Approved for 6093
Leader
2. 03/06/20 4:10 pm
Rebecca Bennett
(rbennett):
Approved for Senior
PC
3. 03/06/20 4:51 pm
Claire Sauve
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for CCS Dean
4. 04/06/20 9:43 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Matthew Stevenson	mstevenson@vcc.ca	604 871 7000 ext. 8392

Banner Course Addiction and Public Policy

Name:

Subject Code: CNSK - Counselling Skills

Course Number 2507

Year of Study 2nd Year Post-secondary

Credits: 1.5

Course Description:

This course introduces students to the history and implications of drug policies at local and global levels. Students will consider their own location on the drug policy spectrum and examine the implications for clients and for themselves as workers in the field of addictions.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: Challenge Exam, Demonstration, Interview, or External Evaluation.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the origin and influences that resulted in the creation of local and global drug policies and the resulting repercussions of these drug policies
CLO #2	Discuss evidence-based support models and how they relate to drug policies
CLO #3	Identify alternative drug policies on both a local and global level
CLO #4	Explain the impact that global drug policies have had on shaping local drug policies
CLO #5	Examine their own beliefs regarding drug policy

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

CLO #6 Apply knowledge of drug policy to better support clients with their recovery

Instructional

Strategies:

Lecture, videos, group discussion/work, reflective writing, written practice of skills, readings, peer and instructor feedback

Evaluation and Grading

Grading System: Letter Grade (A-F)
C (60%)

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	10-25	Case studies and case conceptualizations
Assignments	5-15	Journal
Quizzes/Tests	15-25	
Project	20-30	Research Project
Participation	10	Professionalism and participation

Hours by Learning Environment Type

Lecture, Seminar, Online

22

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:

- Historical influences and effects of drug policy
- Alternative drug policies (global and local)
- Evidence-based support models (includes self help)
- Approaches to recovery
- Local recovery services options
- Personal reflection on drug policies

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

Addiction Counselling Skills Advanced Certificate

Additional Information

Provide any additional information if necessary.

Supporting

documentation:

Reviewer

Comments

Marketing Information

Course Change Request

New Course Proposal

Date Submitted: 03/06/20 3:19 pm

Viewing: **CNSK 2508 : Addiction Assessment Skills**

Last edit: 03/26/20 10:34 am

Changes proposed by: mstevenson

Programs
referencing this
course

[142: Addiction Counselling Skills Advanced Certificate](#)

Course Name:

Addiction Assessment Skills

Effective Date:

January 2021

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Counselling Skills (6093)

Contact(s)

In Workflow

1. **6093 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum
Committee Chair**
5. **EDCO Chair**
6. CS Associate
Registrar
7. Banner

Approval Path

1. 03/06/20 4:02 pm
Matthew Stevenson
(mstevenson):
Approved for 6093
Leader
2. 03/06/20 4:10 pm
Rebecca Bennett
(rbennett):
Approved for Senior
PC
3. 03/06/20 4:53 pm
Claire Sauve
(csauve): Approved
for CCS Dean
4. 04/06/20 9:43 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Matthew Stevenson	mstevenson@vcc.ca	604 871 7000 ext. 8392

Banner Course Addiction Assessment Skills

Name:

Subject Code: CNSK - Counselling Skills

Course Number 2508

Year of Study 2nd Year Post-secondary

Credits: 2.0

Course Description:

This course will expand upon a student's skills and knowledge gained in the CNSK 1508 Assessment Practices course and in the field to further develop their understanding and techniques with addictions assessment

Course Pre-Requisites (if applicable):

CNSK 1508 Assessment Practices

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: Challenge Exam, Demonstration, Interview, or External Evaluation.

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Apply effective interpersonal communication skills in addictions assessments to successfully engage with clients
CLO #2	Critically analyze ethical practices within addictions assessment
CLO #3	Gather and integrate information about each client's unique journey considering the impact of social and cultural context to conduct a tailored addictions assessment
CLO #4	Apply critical thinking skills to analyze and prioritize client information for an addictions assessment

Instructional**Strategies:**

Lecture, videos, small/large group discussion/work, reflective exercises, reflective writing, case studies, readings, guest speakers

Evaluation and Grading

Grading System: Letter Grade (A-F)
C (60%)

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35	Practice addictions assessment interview video
Assignments	35	Reflective paper
Assignments	20	Case scenarios
Assignments	10	Professionalism and participation

Hours by Learning Environment Type

Lecture, Seminar, Online

21

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

6

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:

- Models of Addictions Assessment: Harm Reduction Continuum, Attunement, Trauma and Resiliency Informed Practice, Bio-Psycho-Social-Spiritual model
- Interpersonal Communication Skills in Addictions Assessment
- Concurrent Disorders
- Ethics in Addictions Assessment
- Addictions Assessment Case Conceptualization
- Navigation, Advocacy, and Utilization of Addiction Resources
- Integrated Addictions Assessment Interview
- Report Writing Language for Addictions Assessment

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

Addiction Counselling Skills Advanced Certificate

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Marketing Information

Course Change Request

New Course Proposal

Date Submitted: 03/06/20 3:19 pm

Viewing: **CNSK 2509 : Group Facilitation Skills**

Last edit: 03/26/20 10:35 am

Changes proposed by: mstevenson

Programs
referencing this
course

[142: Addiction Counselling Skills Advanced Certificate](#)

Course Name:

Group Facilitation Skills

Effective Date: January 2021

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Counselling Skills (6093)

Contact(s)

In Workflow

1. **6093 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum
Committee Chair**
5. **EDCO Chair**
6. CS Associate
Registrar
7. Banner

Approval Path

1. 03/06/20 4:02 pm
Matthew Stevenson
(mstevenson):
Approved for 6093
Leader
2. 03/06/20 4:11 pm
Rebecca Bennett
(rbennett):
Approved for Senior
PC
3. 03/06/20 4:54 pm
Claire Sauve
(csauve): Approved
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4. 04/06/20 9:43 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Matthew Stevenson	mstevenson@vcc.ca	604 871 7000 ext. 8392

Banner Course Group Facilitation Skills

Name:

Subject Code: CNSK - Counselling Skills

Course Number 2509

Year of Study 2nd Year Post-secondary

Credits: 2.5

Course Description:

This course provides students with the tools and skills of group facilitation through both theoretical and experiential approaches

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: Challenge Exam, Demonstration, Interview, or External Evaluation

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe foundational theoretical concepts in group facilitation
CLO #2	Apply effective facilitation skills at each stage of group development (modeling - skill)
CLO #3	Demonstrate self-awareness as a participant and facilitator of groups
CLO #4	Recognize the impacts of group work
CLO #5	Identify a diversity of leadership styles and approaches in group facilitation
CLO #6	Maintain professional practice as a group facilitator

Instructional**Strategies:**

Lecture, videos, small/large group discussion/work, reflective exercises, reflective writing, case studies, readings, guest speakers

Evaluation and Grading

Grading System: Letter Grade (A-F)
C (60%)

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Group proposal
Assignments	25	Co-facilitation of a class
Assignments	20	Reflective paper
Quizzes/Tests	15	
Participation	10	Professionalism and participation

Hours by Learning Environment Type

Lecture, Seminar, Online

36

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:

- Stages of Group Development
- Group member behaviours, conflicts, communication styles
- Circular Causality Approach
- Group Facilitation Skills
- Conflict Resolution Skills
- Reflective Practice
- Leadership Styles
- Professionalism in Group Facilitation
- Working with group participants with addiction
- Family Systems and its impact on the individual

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

Addiction Counselling Skills Advanced Certificate

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Course Change Request

New Course Proposal

Date Submitted: 03/06/20 3:19 pm

Viewing: **CNSK 2510 : Indig Perspectives
Addiction**

Last edit: 03/26/20 10:35 am

Changes proposed by: mstevenson

Programs
referencing this
course

[142: Addiction Counselling Skills Advanced Certificate](#)

Course Name:

Indigenous Perspectives and Addiction

Effective Date:

January 2021

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Counselling Skills (6093)

Contact(s)

In Workflow

1. **6093 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum
Committee Chair**
5. **EDCO Chair**
6. CS Associate
Registrar
7. Banner

Approval Path

1. 03/06/20 4:02 pm
Matthew Stevenson
(mstevenson):
Approved for 6093
Leader
2. 03/06/20 4:12 pm
Rebecca Bennett
(rbennett):
Approved for Senior
PC
3. 03/06/20 4:56 pm
Claire Sauve
(csauve): Approved
for CCS Dean
4. 04/06/20 9:43 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Matthew Stevenson	mstevenson@vcc.ca	604 871 7000 ext. 8392

Banner Course Indig Perspectives Addiction

Name:

Subject Code: CNSK - Counselling Skills

Course Number 2510

Year of Study 2nd Year Post-secondary

Credits: 1.5

Course Description:

This course will provide opportunities for students to engage in in-depth discussions about social and historical issues that have resulted in addictions in Indigenous individuals and communities. Students will explore Indigenous models of recovery and stories of resilience and wellness. Students will engage in experiential learning and witnessing and will have the opportunity to incorporate their understanding into their work.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: Challenge Exam, Demonstration, Interview, or External Evaluation.

Course Learning

Outcomes (CLO):

Upon successful completion of this course, students will be able to:	
CLO #1	Apply select Indigenous models of healing and wellness within the context of substance use and recovery
CLO #2	Examine challenges faced with substance use in the context of historical trauma, systemic oppression, and racism

Upon successful completion of this course, students will be able to:	
CLO #3	Apply cultural safety and humility in their helping roles, especially when working with Indigenous clients
CLO #4	Discuss Indigenous current events and issues that relate to individuals and communities
Instructional Strategies: Lecture, videos, group discussion/work, reflective writing, written practice of skills, readings, practice sessions, transcripts, peer and instructor feedback	

Evaluation and Grading

Grading System: Letter Grade (A-F) Passing grade:
C (60%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Research project
Assignments	25	Case studies
Assignments	20	Journal
Assignments	15	Wellness assignment
Participation	10	Professionalism and participation

Hours by Learning Environment Type

Lecture, Seminar, Online

22

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

- Historical timeline
- Current issues (e.g. 60s scoop, Missing and Murdered Indigenous Women and Girls, Day Schools)
- Decolonizing addiction: models of wellness and recovery
- Historical and Systemic Racism and Past / Inter-generational Trauma
- Witnessing: Field Trip
- Bringing it All Together and Moving Forward

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

Addiction Counselling Skills Advanced Certificate

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Marketing Information

Course Change Request

New Course Proposal

Date Submitted: 03/06/20 3:19 pm

Viewing: **CNSK 2511 : Practicum**

Last edit: 03/26/20 10:47 am

Changes proposed by: mstevenson

Programs
referencing this
course

[142: Addiction Counselling Skills Advanced Certificate](#)

Course Name:
Practicum

Effective Date: January 2021

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Counselling Skills (6093)

Contact(s)

In Workflow

1. **6093 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum
Committee Chair**
5. **EDCO Chair**
6. CS Associate
Registrar
7. Banner

Approval Path

1. 03/06/20 4:03 pm
Matthew Stevenson
(mstevenson):
Approved for 6093
Leader
2. 03/06/20 4:13 pm
Rebecca Bennett
(rbennett):
Approved for Senior
PC
3. 03/06/20 4:59 pm
Claire Sauve
(csauve): Approved
for CCS Dean
4. 04/06/20 9:43 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Matthew Stevenson	mstevenson@vcc.ca	604 871 7000 ext. 8392

Banner Course Practicum

Name:

Subject Code: CNSK - Counselling Skills

Course Number 2511

Year of Study 2nd Year Post-secondary

Credits: 5

Course Description:

This course provides students the opportunity to put the skills and theories they have learned into practice in social service settings. With a focus on empathy, ethical practice, and self-awareness, students engage directly with clients to solidify their learning. The practicum includes two components; a practicum placement in a community agency and a classroom component on campus.

Course Pre-Requisites (if applicable):

CNSK 2502 Foundations of Addiction Counselling Skills
 CNSK 2503 Introduction to Trauma Informed Practice
 CNSK 2504 Introduction to Concurrent Disorders
 CNSK 2506 Addiction and Human Behaviour Across the Lifespan
 CNSK 2507 Addiction and Public Policy
 CNSK 2508 Addiction Assessment Skills
 CNSK 2509 Group Facilitation Skills
 CNSK 2510 Indigenous Perspectives and Addiction

Course Co-requisites (if applicable):**PLAR (Prior Learning Assessment & Recognition)**

No

Course Learning**Outcomes (CLO):**

Upon successful completion of this course, students will be able to:	
CLO #1	Use empathetic approaches when working with individuals struggling with problematic substance use
CLO #2	Demonstrate emotional awareness and self-regulation when working in an addiction's based setting

Upon successful completion of this course, students will be able to:	
CLO #3	Demonstrate ethical behaviour and practice in an addiction's based setting
CLO #4	Apply the values of inclusion and social justice in an addiction's based setting
CLO #5	Engage in a support role with clients in individual, family, and group settings
CLO #6	Demonstrate trauma-informed practice in a professional support role
CLO #7	Communicate effectively with a client-centred approach
CLO #8	Apply evidence-based tools learned throughout the program when working with individuals struggling with problematic substance use
CLO #9	Support Indigenous health models and cultural safety, particularly as these apply to addictions

Instructional

Strategies:

At an approved workplace/agency setting, students work under direct supervision of an approved agency supervisor. Once they are familiar with the practicum placement's policies and procedures, students participate in direct client support in individual or groups settings. Students may also attend agency case conferences and perform other related duties to support their learning.

In seminars, instructional strategies include: presentations, group discussion/work, reflective practice, videos, and peer and instructor feedback.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Practicum		Midterm practicum assessment (S if complete, U if incomplete)
Practicum		Final practicum assessment (students must achieve at least 3/4 on all competencies to receive an S)
Assignments		Ethical dilemma (S/U based on 60% passing grade)

Type	Percentage	Brief description of assessment activity
Assignments		Case study (S/U based on 60% passing grade)
Assignments		Video presentation (S/U based on rubric)
		Students must achieve a satisfactory grade on all evaluations in order to be successful in the course

Hours by Learning Environment Type

Lecture, Seminar, Online

16

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum 135

Self Paced / Individual Learning

Course Topics

Course Topics:

- Preparation for a support position in an addiction setting (including choice of placement site, letters of application, phone and face-to-face interview techniques, etc.)
- Workplace/agency policies, guidelines, norms, and culture
- Exploration of ethical dilemmas
- Student-led case study discussions
- Practicum experience debriefing
- “In the field” vs in the program
- Self-care, self-regulation, and self-awareness
- Professional boundaries
- Group dynamics
- Feedback and group discussions arising from teachable moments



DECISION NOTE

PREPARED FOR: Education Council

DATE: April 14, 2020

ISSUE: Revised Program: Teaching English to Speakers of Other Languages (TESOL) Certificate

BACKGROUND:

The School of Instructor Education is proposing major revisions to the TESOL certificate. The TESOL program has been suspended since 2018/19 and went through a program renewal in 2019/2020. As part of that renewal, the program has been moved from the EAL department to SIE to better support the program administratively and for student registration.

The revised TESOL program is planned to have two levels. The first credential is mapped to the TESL Canada Professional Standard 1. The Level 2 credential will be developed once a new TESOL department has been established within SIE; that credential will map to TESL Canada Professional Standard 2.

VCC's accreditation with TESL Canada needs to be renewed in January 2021; the program is planned to launch at that time.

DISCUSSION:

Francesco Barillaro from CTRLR and Sara Yuen from EAL, the curriculum developers, presented this proposal. There were a few recommendations:

- Removing "or equivalent" after IELTS and TOEFL in the admission requirements, as TESL Canada has specific requirements
- Revisions to a number of course learning outcomes (replacing the verb "recognize"; wording on power dynamics in the classroom)
- Including "student engagement techniques" in the program learning outcomes and in a course outcome

The most significant issue for EDCO is the credential level. The program developers would like this program to be a "certificate" credential. That would match the credential language used by TESL Canada for their Professional Standard 1, and match the credential offered by other post-secondary institutions. However, as currently designed, the program is only 9 credits, and 120 hours of instruction. VCC's policy C.1.3 Granting of Credentials states that certificates must be a minimum of 18 credits, and the Ministry guidelines for credentials state that 255 hours is the minimum number of hours for a certificate. This program is significantly below those standards; it would currently qualify as a Short Certificate.

The developers and Shirley Lew, Dean of Arts and Sciences, believe that the program would have an extremely difficult time attracting students if the credential was only a “short certificate,” and they argue EDCO and the Board of Governors should make an exception in order to match the language used by the accrediting body and by other program offerings.

The Registrar’s Office, along with some members of Curriculum Committee, including the Chair, is concerned about our institutional reputation if we offer a “certificate” credential for a program so significantly under our policy requirements. In addition, other program areas would certainly want the same sort of exemption, based on a similar argument that student and industry demand would prefer a different credential level.

Curriculum Committee agreed that the proposal should be sent forward to Education Council for a recommendation to the Board of Governors on the credential level. The credential level is approved by the Board.

All other changes have been made.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the revised Teaching English to Speakers of Other Languages (TESOL) Certificate program and five (5) new courses: TESO 1246, 1247, 1248, 1249 and 1251.

PREPARED BY: Todd Rowlett, Chair, Curriculum Committee

DATE: April 2, 2020

Program Change Request

Date Submitted: 03/06/20 2:22 pm

Viewing: **Teaching English to Speakers of Other Languages (TESOL) Certificate** ~~TESOL Certificate~~

Last approved: 12/20/17 8:48 am

Last edit: 04/02/20 9:48 am

Changes proposed by: fbarillaro

In Workflow

1. **2410 Leader**
2. **SAS Dean**
3. **LLTL Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**

Approval Path

1. 03/07/20 6:39 pm
Nicole Degagne (ndegagne):
Approved for 2410 Leader
2. 03/07/20 6:44 pm
Nicole Degagne (ndegagne):
Approved for SAS Dean
3. 03/08/20 3:34 pm
Shirley Lew (slew):
Approved for LLTL Dean
4. 04/02/20 9:57 am
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Dec 20, 2017 by clmig-jwehrheim

Program Name:
Teaching English to Speakers of Other Languages (TESOL) Certificate ~~TESOL Certificate~~

Credential Level: Certificate

Effective Date: **January 2021**

School/Centre: **Library, Language, and Teaching & Learning Services** ~~Arts & Sciences~~

Department: TESOL (2410)

Contact(s)

Name	E-mail	Phone/Ext.
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Name	E-mail	Phone/Ext.
Shirley Lew	slew@vcc.ca	7007

Program Content Guide

Purpose

The VCC TESOL Certificate provides Program-is-designed-for students with opportunities wanting to develop the knowledge, skills and attitudes necessary teach-English to function effectively as teachers speakers of English to adult speakers of other languages. languages-both-in-Canada-and-abroad. The program of studies offers offers, in a one-and-a-half-month-intensive-format, a balanced curriculum featuring both the theory and practice of teaching English, along with a practicum experience. English. Students engage in learning experiences that draw from current theory and methodology in second language acquisition, communicative language teaching, assessment and intercultural competency/awareness.

Upon completion of the program, graduates are prepared to teach internationally or at educational institutions, community agencies or international language schools in Canada.

~~This program examines the instructional methodology used for a communicative approach to listening, speaking, reading and writing skills, pronunciation and grammar. The program includes a practicum.~~

Admission Requirements

A Bachelor's degree from an accredited university

~~Bachelor degree or equivalent 1st Year University English with a minimum 'C+' or equivalent~~ Applicants with degrees from accredited universities in countries in which English whose first language is not an official language will be required to provide evidence other than English, who are presenting foreign documents, must achieve the following scores on one of English the following English language proficiency through one of the following:

~~tests: A minimum score of 88 on the internet based TOEFL with no score lower than 22; or 230 on the computer based TOEFL~~ IELTS Academic (International A-Band 6.5 or higher on the International English Language Testing System) System (IELTS—academic stream) with a minimum overall score of 7, no band score less than 6.0 with no band lower than 7, or a minimum score of 6.5 on the speaking and listening band

TOEFL iBT (Test of English as a Foreign Language Internet-based Test) overall 101 with a minimum of 23 in Listening, 24 in Reading, 27 in Speaking, and 27 in Writing

~~A minimum score of 145/200 on the VCC English Language Assessment Test with minimum scores as follows: Listening: 27/30; Speaking: 27/30; Essay: 17/20; Reading: 50/70. The ELA score must be free of a pronunciation recommendation Note: Applicants who present a degree from a recognized post-secondary institution without an English course may be considered for admission by approval from the Department/Program area.~~

Prior Learning Assessment & Recognition (PLAR)

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

PLAR is available for all courses in the program, *except*:

TESO 1251 Practicum 1

Students may apply for a maximum of 4 credits of PLAR and transfer credit. Please contact the TESOL office for details about the PLAR process, including fees charged for PLAR.

Process

Apply and meet all the entrance requirements for the VCC TESOL Certificate.

Contact the TESOL office to request PLAR for a specific course.

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

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

~~N/A~~

Program Duration & Maximum Time for Completion

The ~~program~~ ~~Program~~ is ~~7~~ ~~6.5~~ weeks of full-time study (140 hours).

~~-120 hours in length.~~

Maximum time for completion: 1 year

~~The TESOL Certificate is offered two times a year.~~

Program Learning Outcomes

~~The graduates will acquire the skills and knowledge to instruct adults in English language learning both in Canada and overseas. The graduates will have training for instruction at several levels. Upon successful completion The graduates will have a comprehensive understanding of the program, graduates will be able to: theory and the practical application of concepts and skills required in English language instruction.~~

Develop level-appropriate lesson plans that address a specific learning objective

Deliver student-centred language lessons using current methods and approaches, appropriate tools and resources, and in consideration of effective classroom management and student engagement strategies

Identify differences in English language proficiency levels using an established framework (e.g. the Canadian Language Benchmarks)

Differentiate between various assessment approaches in English language learning

Employ critical reflection strategies to improve and hone their practice

Act in an ethical and professional manner when working in an EAL teaching and working environment

Explain foundational theories ~~The graduates will acquire the skills and knowledge to instruct adults in English language learning and instruction~~

~~both in Canada and overseas.~~ Articulate the importance of intercultural communication in the EAL classroom

Instructional Strategies, Design, and Delivery Mode

This intensive program has been designed to involve the student in a variety of learning environments and instructional delivery methods. **Courses may be offered face-to-face, online, or blended format. Students** ~~The student~~ will participate in lectures, demonstrations, group work, **practice teaching** ~~micro-teaching~~ sessions and lesson presentations. There is a supervised practicum.

Evaluation of Student Learning

Students are required to participate in all in-class **activities and complete** ~~activities, do~~ all assignments **and evaluation tasks.** ~~and write an examination. The final examination tests the instructional methodology and theory for teaching English to speakers of other languages.~~ A passing grade of 'C' **"C"** in all **courses assignments and the final examination** is needed to successfully complete the program. **(Note: Students** ~~In addition, students~~ must **achieve** ~~successfully complete the practicum assignments and receive~~ a minimum **grade** of **30/50 "C"** **in the practicum component** ~~order to successfully complete~~ **pass** the **program.** ~~practice teaching component of the program based on two TESOL certificate practicum evaluations which are submitted by the practicum sponsor teacher/supervisor. See TESO 1251 course outline.)~~

Recommended Characteristics of Students

~~A solid academic background with an excellent standard of spoken and written English~~ **An interest in awareness of** the English language and approaches to teaching

An understanding of cross-cultural values and beliefs

Experience in working or volunteering with people of other cultures

Experience in learning a second language or volunteering in an ESOL class

Warmth, empathy and **patience for those learning a new language** ~~desire to teach~~ and **culture help others learn** ~~English~~

Excellent oral and written communication skills in English

~~Self-discipline and motivation~~

Courses

Course List

Code	Title	Credits
TESO 1274	Intensive TESOL Training	10
TESO 1275	TESOL Practicum 1	2
TESO 1246	Foundations of TESOL in Adult Learning Environments 1	2.5
TESO 1247	Teaching Grammar and Vocabulary in EAL Contexts 1	1.5
TESO 1248	Teaching Reading and Writing in EAL Contexts	1.5
TESO 1249	Teaching Listening, Speaking & Pronunciation in EAL Contexts	1.5
PIDP 3310	Intercultural Competence	1

Code	Title
TESO 1251	TESOL Practicum 1

1

Total Credits

9

Transcript of Achievement

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

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

Grading Standard

Transcript of Achievement

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

Grade Point Average (GPA)

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

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

Rationale and Consultations

Provide a rationale for this proposal.

Curriculum development and program redesign coming out of the recent program renewal.

Are there any expected costs to this proposal.

Consultations

Consultated Area	Consultation Comments
Registrar's Office	Francesco met with Les and Bonnie to discuss implementation plan - e.g. course numbers, scheduling of courses, application procedures, admission procedures, timelines, and program launch date. RO is concerned about the name of the credential (TESOL Certificate). The curriculum developers understand that this will be a topic of discussion at curriculum committee. January 2021 start is achievable.
Other Department(s)	The curriculum development team consulted with faculty members in EAL and SIE on program map and course pathway. The team also consulted with Tanis Sawkins, EAL/TESOL specialist in the Program Development Office. Suggestions and recommendations incorporated into the program design.
Advising & Recruitment	Francesco will contact advising and recruitment about official start date once curriculum documentation is formally approved

Consultated Area	Consultation Comments
Facilities	Shirley Lew to reach out to facilities to discuss needs
Finance	Shirley Lew to reach out to finance to discuss needs
Learning Centre	<p>Emily Simpson would like clarification on the kinds of supports TESOL students might need from the Learning Centre. In the past, students have asked the tutors to help them plan language lessons. Francesco agreed that we need clarification. Any support the tutors provide should fall within their job description. Francesco suggested we meet to discuss expectations once a department leader is hired.</p>
Library	<p>Francesco met with Kristina Oldenburg to discuss library resources for the program. TESOL resources at the Library already meet TESL Canada requirements. Kristina will have Library run a formal check of resources and journal subscriptions. The curriculum development team will also send a list of suggested books to ensure the library has them.</p> <p>Kristina also asked how info literacy will be incorporated into the program. Info literacy can really fit into all the courses. Francesco will send PLOs and CLOs to Kristina to best see where/how to include info literacy. In the VCC TESOL Level 2? Certificate (former Diploma), which is phase 2 of the development project, the development team is creating a self-directed, research-based course on specialist TESOL areas. More advanced info literacy outcomes (e.g. locating, evaluating, comparing learning materials and research articles) will be included in this course.</p>
Marketing & Communications	Shirley Lew to reach out to marketing to discuss needs
Assessment Centre	Francesco reached out to Carla Endrizzi at the assessment centre. She agrees that the English Proficiency requirements are in line with TESOL entry requirements.

Consultated Area	Consultation Comments
International Education	Francesco spoke with Lindsay at Int Ed. As this is a short program (7 weeks), they will not be actively promoting this program to international students. As there is a practicum component, international students would need both a student visa and co-op work permit. Should an international student wish to take this program, Int Ed will speak them on a case-by-case basis.
Institutional Research (IR)	Shirley Lew to reach out to IR to discuss needs
Other	As we move forward with the implementation plan, Francesco still needs to contact Counselling, Disability Services, Financial Aid, and IECE to discuss needs
Other	Shirley Lew to work with HR re: hiring of dept leader and faculty

Additional Information

Provide any additional information if necessary.

The following is information from concept paper and business case (to provide some background information) as we discuss possible naming of this credential.

Model of Revised TESOL Program:

The revised TESOL program will include two Certificates: Level 1 and Level 2. Students completing the Level 1 Certificate will be eligible to apply for TESL Canada Professional Certificate Standard 1 while those completing Level 2 will be eligible to apply for TESL Canada Professional Certificate Standard 2.

The TESOL redesign project will move forward in two phases. The first phase will be the development of the VCC TESOL Certificate - Level 1 (TESL Canada Professional Standard 1) with an anticipated start date of January 2021. Development of the VCC TESOL Certificate - Level 2 (TESL Canada Professional Standard 2) will commence once the new VCC TESOL department is set up in the School of Instructor Education (phase 2).

TESOL Certificate Level 1:

- **Hours: 120 hours + 20 hour practicum**
- **Courses: 5 courses + practicum**
- **Length: 7weeks**
- **Credits: 9**

TESOL Certificate Level 2:

- **Hours: Level 1 courses + additional 150 hours + additional 30 hour practicum = Total 270 hours + 50 hour practicum**
- **Courses: 10 courses (5 from Level 1 + 5 from Level 2) + two practicums (20 hours Level 1 and 30 hours Level 2)**
- **Length: Full time – 13 weeks**
- **Credits: 20**

VCC's accreditation with TESL Canada needs to be renewed January 2021.

Supporting
documentation:

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

This program is for:

Course Change Request

New Course Proposal

Date Submitted: 03/06/20 2:23 pm

Viewing: **TESO 1246 : Foundations of TESOL 1**

Last edit: 04/02/20 9:53 am

Changes proposed by: fbarillaro

Programs
referencing this
course

[88: Teaching English to Speakers of Other Languages \(TESOL\).
Certificate](#)

Course Name:
Foundations of TESOL in Adult Learning Environments 1

Effective Date: January 2021

School/Centre: Library, Language, and Teaching & Learning
Services

Department: TESOL (2410)

Contact(s)

In Workflow

1. **2410 Leader**
2. **LLTL Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 03/07/20 6:39 pm
Nicole Degagne
(ndegagne):
Approved for 2410
Leader
2. 03/08/20 3:34 pm
Shirley Lew (slew):
Approved for LLTL
Dean
3. 04/02/20 9:57 am
Todd Rowlett
(trowlett): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Shirley Lew	slew@vcc.ca	7007

Banner Course Name: Foundations of TESOL 1

Subject Code: TESO - TESOL

Course Number: 1246

Year of Study: 1st Year Post-secondary

Credits: 2.5

Course Description:

English as Additional Language (EAL) instructors need to be conversant in foundational concepts in adult English language learning contexts. In Foundations of TESOL in Adult Learning Environments 1, students discuss key principles, methodology and approaches to adult learning and second language acquisition. In addition, students develop foundational skills in lesson planning, delivery and assessment. Students also engage in reflective practice to develop a personal teaching philosophy.

Course Pre-Requisites (if applicable):**Course Co-requisites (if applicable):****PLAR (Prior Learning Assessment & Recognition)**

Yes

Details of PLAR:

1. Actual curriculum products / artifacts created and used by the applicant in their workplace which are judged equivalent to course assignments; and
2. A successful interview with the TESOL Coordinator or delegate; and
3. A critical written reflection that describes the development of their thinking on the themes, issues, and concepts in the course.

Course Learning**Outcomes (CLO):**

	Upon successful completion of this course, students will be able to:
CLO #1	Describe major principles in second language acquisition and adult learning theories.
CLO #2	List and describe (key/common/foundational) language teaching methodologies and approaches.
CLO #3	Identify the characteristics of effective and ineffective teacher language (to recognize importance of appropriate teacher language depending on context).
CLO #4	Describe how power dynamics affect relationships within the teaching and learning context.
CLO #5	Plan, develop and present a lesson that reflects appropriate instructional strategies.

Upon successful completion of this course, students will be able to:	
CLO #6	Identify key assessment concepts & select appropriate assessment techniques for the learning environment
CLO #7	Examine classroom management and student engagement techniques that can be used in adult EAL teaching contexts.
CLO #8	State their personal teaching philosophy.
<p>Instructional Strategies:</p> <p>Instructional strategies may include in-class workshops, active learning instructional strategies, experiential learning activities, discussions, group work, online activities, and self directed learning.</p>	

Evaluation and Grading

Grading System: Letter Grade (A-F) Passing grade:
C (60%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	Lesson planning
Assignments	30	Classroom instructional strategies & micro-teaching
Assignments	30	Reflections & case studies
Participation	10	Engagement rubric

Hours by Learning Environment Type

Lecture, Seminar, Online

40

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Second language acquisition theory and methodology

Adult learning theory and methodology

Teaching in different contexts and at different levels

Lesson planning and curriculum development

Summative and formative assessment: types and frameworks (with a focus on the Canadian Language Benchmarks and Portfolio-Based Language Assessment)

Instructional skills and multilevel/diverse learners

Foundational principles of teaching the four skills (listening, speaking, reading & writing), grammar, pronunciation and vocabulary

Reflective teaching and personal beliefs about language teaching

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

PCG

Additional Information

Provide any additional information if necessary.

Course Change Request

New Course Proposal

Date Submitted: 03/06/20 2:23 pm

Viewing: **TESO 1247 : Teach EAL Grammar & Vocab 1**

Last edit: 04/02/20 9:47 am

Changes proposed by: fbarillaro

Programs
referencing this
course

[88: Teaching English to Speakers of Other Languages \(TESOL\) Certificate](#)

Course Name:

Teaching Grammar and Vocabulary in EAL Contexts 1

Effective Date: January 2021

School/Centre: Library, Language, and Teaching & Learning Services

Department: TESOL (2410)

Contact(s)

In Workflow

1. **2410 Leader**
2. **LLTL Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 03/07/20 6:39 pm
Nicole Degagne (ndegagne):
Approved for 2410 Leader
2. 03/08/20 3:35 pm
Shirley Lew (slew):
Approved for LLTL Dean
3. 04/02/20 9:57 am
Todd Rowlett (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Shirley Lew	slew@vcc.ca	7007

Banner Course Name: Teach EAL Grammar & Vocab 1

Subject Code: TESO - TESOL

Course Number: 1247

Year of Study: 1st Year Post-secondary

Credits: 1.5

Course Description:

Grammar and vocabulary are the essential building blocks of language. Students learn basic theory and methodology to teach English grammar and vocabulary to adult language learners. Students develop skills to present grammar/vocabulary and organize lesson plans to engage learners in meaningful practice. Students engage in small learning and teaching activities in addition to direct study of grammar development and vocabulary acquisition.

Course Pre-Requisites (if applicable):**Course Co-requisites (if applicable):****PLAR (Prior Learning Assessment & Recognition)**

Yes

Details of PLAR:

1. Actual curriculum products / artifacts created and used by the applicant in their workplace which are judged equivalent to course assignments; and
2. A successful interview with the TESOL Coordinator or delegate; and
3. A critical written reflection that describes the development of their thinking on the themes, issues, and concepts in the course.

Course Learning**Outcomes (CLO):**

	Upon successful completion of this course, students will be able to:
CLO #1	Identify main elements of English language grammar and lexical aspects.
CLO #2	Analyse grammatical structures for meaning, use and form.
CLO #3	Describe how grammar and vocabulary are approached in different learning contexts.
CLO #4	Describe how social context influences language use.
CLO #5	Critique grammar and vocabulary activities.
CLO #6	Design and deliver language lesson plans focused on grammar or vocabulary.

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

CLO #7	Choose learning strategies (classroom and e-learning tools) to support the iterative nature of grammar and vocabulary learning.
CLO #8	Identify and select appropriate error correction and feedback techniques.
<p>Instructional Strategies:</p> <p>Instructional strategies may include in-class workshops, active learning instructional strategies, experiential learning activities, discussions, group work, online activities, and self directed learning.</p>	

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C (60%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	25	Parts of speech, verb tenses, word forms
Assignments	25	Grammar & vocabulary skill development
Assignments	25	Lesson plans
Assignments	25	Micro-teaching & reflection

Hours by Learning Environment Type

Lecture, Seminar, Online

20

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

English grammar and terminology

Discussion of form, meaning, use

Grammar teaching methods

Lesson planning for grammar points

Concept check questions

Controlled and free practice for grammar

Error correction for grammar and vocabulary in oral practice

Critiquing grammar practice activities

Overview of vocabulary learning (BICS and CALPS)

General Word List, Academic Word List

Methods and techniques for teaching vocabulary

Vocabulary practice activities

Tools and resources (including technology) to develop grammar and vocabulary skills

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

PCG

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 03/06/20 2:24 pm

Viewing: **TESO 1248 : Teach EAL Reading & Writing**

Last edit: 04/02/20 9:53 am

Changes proposed by: fbarillaro

Programs
referencing this
course

[88: Teaching English to Speakers of Other Languages \(TESOL\) Certificate](#)

Course Name:

Teaching Reading and Writing in EAL Contexts

Effective Date:

January 2021

School/Centre:

Library, Language, and Teaching & Learning Services

Department:

TESOL (2410)

Contact(s)

In Workflow

1. **2410 Leader**
2. **LLTL Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 03/07/20 6:39 pm
Nicole Degagne (ndegagne):
Approved for 2410 Leader
2. 03/08/20 3:35 pm
Shirley Lew (slew):
Approved for LLTL Dean
3. 04/02/20 9:57 am
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Shirley Lew	slew@vcc.ca	7007

Banner Course Name:

Teach EAL Reading & Writing

Subject Code:

TESO - TESOL

Course Number

1248

Year of Study

1st Year Post-secondary

Credits: 1.5

Course Description:

Reading and writing skills are essential for language learners to develop and use in English language contexts, from daily activities to academic pursuits to workplace communications. In this course, students learn foundational theories of second language writing and reading skill development in addition to methods to effectively teach these skills across language levels. Students explore a variety of strategies, resources, and tools to use in EAL reading and writing classes, including the selection of appropriate texts and tasks. Students explore basics of reading and writing assessment, including feedback. They develop lesson plans to develop reading and writing skills.

Course Pre-Requisites (if applicable):**Course Co-requisites (if applicable):****PLAR (Prior Learning Assessment & Recognition)**

Yes

Details of PLAR:

1. Actual curriculum products / artifacts created and used by the applicant in their workplace which are judged equivalent to course assignments; and
2. A successful interview with the TESOL Coordinator or delegate; and
3. A critical written reflection that describes the development of their thinking on the themes, issues, and concepts in the course.

Course Learning**Outcomes (CLO):**

	Upon successful completion of this course, students will be able to:
CLO #1	Identify the importance of genre, audience and purpose in reading and writing texts.
CLO #2	Summarize key theories and approaches for teaching reading and writing in adult EAL contexts.
CLO #3	Critique reading and writing tasks designed for adult EAL learners.
CLO #4	Select level-appropriate authentic texts and writing tasks for classroom use.
CLO #5	Create learner-centred, interactive reading and writing lesson plans.

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

CLO #6	Identify differences in learner writing proficiency levels.
CLO #7	Evaluate student writing tasks using appropriate assessment methods for the task and context.

Instructional

Strategies:

Instructional strategies may include in-class workshops, active learning instructional strategies, experiential learning activities, discussions, group work, online activities, and self directed learning.

Evaluation and Grading

Grading System: Letter Grade (A-F)
C (60%)

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	25	Features of reading and writing texts, key terms, stages of lesson activities
Assignments	25	Presentations
Assignments	25	Lesson plans
Assignments	25	Micro-teaching & reflection

Hours by Learning Environment Type

Lecture, Seminar, Online

20

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:

Reading theory and methodology

Selecting reading texts and using tools to determine level

Working with literacy and low-level readers

Developing appropriate reading activities, exercises, and vocabulary questions

Pre-teaching vocabulary, context clues for unknown vocabulary

Reading lesson planning (pre-reading, reading, post-reading)

Analyzing texts and tasks for genre, audience, purpose

Reading techniques (e.g., jigsaw, tell-back, skim, scan, etc.)

Writing theory and methodology

Introduction to teaching writing

Selecting level and context appropriate writing tasks

The writing process

Writing skill development for literacy and low-level learners

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

PCG

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 03/06/20 2:24 pm

Viewing: **TESO 1249 : Teach EAL Listen, Speak, Pron**

Last edit: 04/02/20 9:45 am

Changes proposed by: fbarillaro

Programs
referencing this
course

[88: Teaching English to Speakers of Other Languages \(TESOL\) Certificate](#)

Course Name:
Teaching Listening, Speaking & Pronunciation in EAL Contexts

Effective Date: January 2021

School/Centre: Library, Language, and Teaching & Learning Services

Department: TESOL (2410)

Contact(s)

In Workflow

1. **2410 Leader**
2. **LLTL Dean**
3. **Curriculum Committee Chair**
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Todd Rowlett (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Shirley Lew	slew@vcc.ca	7007

Banner Course Name: Teach EAL Listen, Speak, Pron

Subject Code: TESO - TESOL

Course Number: 1249

Year of Study: 1st Year Post-secondary

Credits: 1.5

Course Description:

Students are introduced to the theory, instructional methodology and resources for the teaching of listening, speaking and pronunciation skills to adult English language learners. Students will explore key concepts and strategies and tools to develop listening and speaking-focused activities, lessons and assessment tools appropriate for a range of language learning levels and contexts. Students will also develop foundational skills in teaching and assessing English pronunciation.

Course Pre-Requisites (if applicable):**Course Co-requisites (if applicable):****PLAR (Prior Learning Assessment & Recognition)**

Yes

Details of PLAR:

1. Actual curriculum products / artifacts created and used by the applicant in their workplace which are judged equivalent to course assignments; and
2. A successful interview with the TESOL Coordinator or delegate; and
3. A critical written reflection that describes the development of their thinking on the themes, issues, and concepts in the course.

Course Learning**Outcomes (CLO):**

	Upon successful completion of this course, students will be able to:
CLO #1	Identify the various segmental and suprasegmental categories of applied linguistics.
CLO #2	Diagnose and correct some common segmental and suprasegmental learner errors.
CLO #3	Describe the different elements/factors/layers of effective listening and speaking.
CLO #4	Select listening and speaking practice activities and tasks that are appropriate for different purposes and contexts.
CLO #5	Develop and present a lesson plan that includes listening skills, speaking skills, and pronunciation.

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

CLO #6	Analyse a variety of assessment tools for listening, speaking and pronunciation-focused activities and lessons.
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Instructional

Strategies:

Instructional strategies may include in-class workshops, active learning instructional strategies, experiential learning activities, discussions, group work, online activities, and self directed learning.

Evaluation and Grading

Grading System: Letter Grade (A-F)
C (60%)

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	25	Features of pronunciation
Assignments	25	Presentations: Instructional strategies for teaching listening, speaking and pronunciation
Assignments	25	Lesson plan
Assignments	25	Micro-teaching & reflections

Hours by Learning Environment Type

Lecture, Seminar, Online

20

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

English phonetics and phonology (introduction to segmentals, suprasegmentals)

Pronunciation errors/error correction

Speaking and Listening: process, purposes, activities & strategies

Stages of a speaking and listening lesson

Assessing listening, speaking and pronunciation

Tools and resources (including technology) to develop speaking, listening & pronunciation skills

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

PCG

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Marketing Information

Course Change Request

New Course Proposal

Date Submitted: 03/06/20 2:25 pm

Viewing: **TESO 1251 : TESOL Practicum 1**

Last edit: 03/25/20 9:57 am

Changes proposed by: fbarillaro

Programs
referencing this
course

[88: Teaching English to Speakers of Other Languages \(TESOL\).
Certificate](#)

Course Name:

TESOL Practicum 1

Effective Date:

January 2021

School/Centre:

Library, Language, and Teaching & Learning
Services

Department:

TESOL (2410)

Contact(s)

In Workflow

1. **2410 Leader**
2. **LLTL Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 03/07/20 6:39 pm
Nicole Degagne
(ndegagne):
Approved for 2410
Leader
2. 03/08/20 3:35 pm
Shirley Lew (slew):
Approved for LLTL
Dean
3. 04/02/20 9:57 am
Todd Rowlett
(trowlett): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Shirley Lew	slew@vcc.ca	7007

Banner Course
Name:

TESOL Practicum 1

Subject Code:

TESO - TESOL

Course Number

1251

Year of Study

1st Year Post-secondary

Credits: 1

Course Description:

Students apply the theory and methodology presented in the TESOL Certificate program in an authentic English language classroom setting. Students complete a total of 10 hours of observation in at least 2 separate EAL classroom contexts and 10 hours of supervised practice teaching in one or more ESL classrooms. Students prepare, deliver and assess language activities and lessons and receive guidance and feedback from their supervising classroom teacher. Students also complete self-reflection and self-evaluation activities.

Course Pre-Requisites (if applicable):**Course Co-requisites (if applicable):****PLAR (Prior Learning Assessment & Recognition)**

No

Course Learning**Outcomes (CLO):**

	Upon successful completion of this course, students will be able to:
CLO #1	Prepare lesson plans appropriate to learners' level, needs, and goals.
CLO #2	Deliver language lessons that reflect TESOL theory and methodology.
CLO #3	Employ a variety of teaching strategies and techniques to engage learners in language skills development.
CLO #4	Employ a variety of assessment strategies to monitor learner language development.
CLO #5	Assess lessons (both observed and delivered) in terms of teaching performance, lesson content, and learners' response.
CLO #6	Evaluate their professional attitude and behaviour during the practicum.
CLO #7	Describe the importance of intercultural communication in the EAL classroom.

Instructional**Strategies:**

Practical teaching experience in an authentic EAL classroom setting supervised by EAL teaching professionals and VCC faculty.

Instructional strategies may include in-class workshops, active learning instructional strategies, conferencing, discussions, group work, online activities, and self directed learning.

Evaluation and Grading

Grading System: Letter Grade (A-F)
C (60%)

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Observation experiences
Practicum	50	Evaluation of lesson planning, delivery and professionalism. Students must achieve a minimum mark of 30/50 (60%).
Assignments	25	Self-reflection: lesson planning, delivery and professionalism

Hours by Learning Environment Type

Lecture, Seminar, Online

5

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum 20

Self Paced / Individual Learning

Course Topics

Course Topics:

Practicum experience orientation

Course Topics:

Classroom engagement strategies / Classroom management

Lesson planning and materials development

Professional conduct and practices

Teacher self-reflection and self-evaluation

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

PCG

Provide

Additional Information

Provide any additional information if necessary.

Supporting
documentation:Reviewer
Comments

Marketing Information



INFORMATION NOTE

PREPARED FOR: Education Council

DATE: April 14, 2020

ISSUE: Update on Curriculum Development Funds and Program Renewals

BACKGROUND:

The Education Quality Committee met four times in late February and early March to adjudicate the Curriculum Development Funds proposals. They were productive meetings, and the Committee had submitted recommendations to expend all \$400,000 to various projects.

One week later, the College began to shift instruction online. Given the pressure on instructors, department leaders, and Instructional Associates in making this shift, David Wells, Vice President Academic initiated a discussion at the Emergency Operations Committee (EOC) Planning working group about our ability to complete the majority of those projects, along with all scheduled program renewals.

With the agreement of the EOC Planning group, Vice President Wells has paused the allocation of CD Funds, and has suspended all program renewals for the 2020/2021 year.

DISCUSSION:

School Deans will inform their departments how they did on their CD Fund requests, recognizing the work done on the proposals. They will also talk to department leaders about projects related to moving instruction online and ongoing curriculum development the department has the capacity to continue. CD Funds will be re-evaluated in the next few weeks and months, and projects will be supported whenever possible.

While program renewals are suspended, it is acknowledged that many departments might be able to or might need to do some renewal or redesign work to prepare for shifting online. Those will be dealt with on a case-by-case basis, with faculty being re-assigned from courses if the teaching load is not there.

PREPARED BY: Todd Rowlett, Chair, Education Quality Committee

DATE: April 5, 2020