Vancouver Community College Education Council Meeting Agenda

May 12, 2020
3:30–5:30 p.m. Videoconference
Meeting Link: https://vcc.zoom.us/j/62273717694

Item	Topic	Action	Speaker	Time	Attachment	Page
1.	**CALL TO ORDER**		E. Ting	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	✓	**3-8**
5.	**ENQUIRIES & CORRESPONDENCE**	Info	E. Ting	1 min		
6.	**BUSINESS ARISING**					
	a. Concept Paper: Information Technology Operations, Administration, and Security	Info	C. Sauvé, S. Khullar	10 min	✓	**9-24**
	b. Continuing Studies Non-Credit Course Outlines	Info	C. Sauvé	5 min	✓	**25-26**
	c. Concept Paper: Accounting and Marketing Diplomas	Info	D. Innes	10 min	✓	**27-37**
	d. Curriculum Changes during COVID-19 Pandemic	Approval	E. Ting	20 min	✓	**38-40**
	e. Annual Update/Report: Deans and Directors	Info	C. Munro, J. Shin	20 min		
	f. Aegrotat Grade	Info	D. McMullen	5 min	✓	**41**
7.	**COMMITTEE REPORTS**					
	a. Curriculum Committee		T. Rowlatt			
	i. New Course: Math 0300 Topics in Fundamental Math	Approval	S. Ivits	5 min	✓	**42-47**
	ii. Graphic Design Diploma Program: Second Year Curriculum	Approval	A. Emberline	5 min	✓	**48-52**
	b. Policy Committee	Info	A. Candela	5 min		
	c. Appeals Oversight Committee	Info	L. Griffith	5 min		
	d. Education Quality Committee	Info	T. Rowlatt	5 min		
	i. CD Funds Update					

	ii. Updated Education Services Renewal Schedule				✓	**53**
	iii. Program and Education Services Renewal Reports: • Building Manager Certificate • Counselling				✓	**54-84** **85-94**
8.	**RESEARCH REPORT**	Info	E. Ting	5 min		
9.	**CHAIR REPORT**	Info	E. Ting	5 min		
10.	**STUDENT REPORT**	Info	P. Patigdas	5 min		
11.	**NEXT MEETING & ADJOURNMENT**	Info	E. Ting	1 min		
	Next meeting: June 9, 2020 3:30–5:30 p.m.					

VANCOUVER COMMUNITY COLLEGE EDUCATION COUNCIL
DRAFT–MEETING MINUTES
April 14, 2020
3:30–5:30 p.m., Videoconference

ATTENDANCE

Education Council Members	Guests
Elle Ting (Chair)	Bobbi Mand
Andrew Candela (Vice Chair)	Bonnie Chan
Ajay Patel (ex officio)	Claire Sauvé
Ali Oliver	Dennis Innes
Brett Griffiths	Francesco Barillaro
Dave McMullen	Jennifer Gossen
David Wells	Lindsay Tiemer
Denise Beerwald	Lisa Dillon Edgett
Heidi Parisotto	Marcia Tanaka
Jessica Yeung	Nicole Degagne
Jo-Ellen Zakoor	Pervin Fahim
John Demeulemeester	Phoebe Patigdas
Julie Gilbert	Sara Yuen
Lucy Griffith	Shirley Lew
Marcus Ng	Surinder Aulakh
Natasha Mandryk	Taryn Thomson
Nona Coles	Yulia Gracheva
Shane McGowan	
Sukhman Jot Singh	
Todd Rowlatt	

Regrets	Recording Secretary
Lisa Hunter	Darija Rabadzija

1. CALL TO ORDER

- The meeting was called to order at 3:30 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. ADOPT AGENDA

MOTION: THAT Education Council adopt the April 14, 2020 agenda as presented.

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

4. APPROVE PAST MINUTES

MOTION: THAT Education Council adopt the March 10, March 18, March 30, and April 6, 2020 minutes as presented.

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

5. ENQUIRIES & CORRESPONDENCE

- E. Ting reported that the May 25 Academic Governance Council (AGC) meeting, which VCC was supposed to host, will take place via videoconference. Education Council members are encouraged to send E. Ting any questions they would like to bring forward for discussion.
- Following up on the discussion at Education Council about pass/fail grading, E. Ting reported that the AGC informally surveyed its member institutions on this question. None of the institutions that responded introduced pass/fail grading; one institution had not made a final decision.

6. BUSINESS ARISING

a) COVID-19 Response

- A. Patel provided an overview of measures in response to the COVID-19 pandemic at the federal and provincial levels. Post-secondary institutions were classified as non-health essential services and received ministry directives to remain open, providing alternative ways of delivery to ensure continuity of learning. At a recent visit to VCC, the minister called upon the post-secondary sector to "rebuild a collective future." Following ministry guidelines, VCC campuses remain open, with added security, and public-facing services are suspended.
- S. Aulakh provided a timeline of Emergency Operation Centre (EOC) activities since the first reports of COVID-19. A small team was created in January, which started weekly meetings. After the WHO declared a pandemic on March 12, the team met daily and expanded its work. The EOC's structure consists of several sections, including the command structure, an operations section, an academic planning group, and a services group. The EOC addresses issues such as security on campus and the creation of an alternative delivery plan after all face-to-face instruction was suspended on March 17. Meetings have been scaled back in the last few weeks, and the goal is to maintain what is in place and address any emerging issues. Recent activities included VCC's participation in a City of Vancouver project to provide food for Downtown Eastside residents.
- In terms of the future outlook, A. Patel noted uncertainty around the duration and potential impact of continued social distancing measures on practical program components, as well as travel restrictions on international students. Responding to J. Demeulemeester, he explained that enrolment assumptions are based on last year, and there is still uncertainty around enrolment and financial numbers. VCC is starting to mitigate the expected deficit by limiting discretionary spending, and is awaiting guidance from the ministry regarding deficit management.
- J. Yeung and P. Patigdas inquired whether VCC is considering providing students with an option to withdraw after a grade has been issued, which has been implemented by Okanagan College. D. Wells responded that VCC students may withdraw until the last day of class, which is in line with all other Colleges except for Okanagan. D. McMullen added that the Registrar's Office has not received any student requests, and allowing later withdrawals could cause delays in issuing grades and hinder transfers to other institutions. He noted that students have the option to appeal their grade.

b) EdCo Process Changes during COVID-19 Pandemic

MOTION: THAT Education Council approve and implement the temporary procedures for the duration of the COVID-19 pandemic as outlined in the decision note.

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

- E. Ting presented the proposed changes to Education Council processes in response to the COVID-19 pandemic. The changes had been discussed at a special Education Council meeting on March 30.

c) Curriculum Changes during COVID-19 Pandemic

MOTION: THAT Education form a working group to develop a process for curriculum changes during the COVID-19 pandemic.

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

- E. Ting presented the revised decision note and shared an article by P. Hill about the different phases of the response to the pandemic, providing additional context. The goal of the decision note is to address curriculum changes not only during the immediate emergency, but to create a process moving forward. After discussion at the special EdCo meeting on April 6, faculty and the CTLR's Instructional Associates were consulted, and the note revised, separating the process into clear phases and clarifying different categories of curriculum changes. An email requesting feedback was sent to deans on April 6. There was a longer discussion about the proposed process, during which the following main points were raised:
- There was concern that implementing an, albeit expedited, governance process for programs starting in September was too soon. Questions were raised regarding cohort programs spanning over several years; due to the current uncertainty, especially around practicum components, changes may become necessary at a later date, which cannot be foreseen at the start of the program. Once physical distancing restrictions are relaxed, there will be a need to move quickly to resume practicums.
- Ongoing curriculum adjustments may also be necessary to incorporate new educational technology and lessons learned from different methods being piloted now. In addition, the question was raised whether formal approval of short-term curriculum changes would necessitate re-approval of the previous curriculum once the situation normalizes.
- Questions were raised about the level of detail to be reported to Education Council, with concerns about creating an unmanageable workload for already taxed department leaders and faculty. In addition, it was noted that programs in Trades and Health Sciences are already overseen by external regulatory, licensing, and accrediting bodies, which are in regular contact with VCC departments.
- While several members emphasized the importance of upholding Education Council's oversight role and its rights and responsibilities under the College and Institute Act to provide standards and quality assurance, there were concerns that, should Education Council deny approval of certain changes, the timely delivery and continuance of programs already in progress may be at risk.
- To alleviate these concerns, there were suggestions to remove the September date, relax requirements around certain categories of curriculum changes, or replace the approval process altogether with an information and reporting mechanism.
- Education Council agreed to form a working group to further discuss the process and present a revised note at the next meeting. B. Griffiths and J.-E. Zakoor offered to join the working group.

d) Academic Schedule 2021/22

MOTION: THAT Education recommends the Board of Governors approve the 2021/22 Academic Schedule.

Moved by H. Parisotto, Seconded & CARRIED (Unanimously)

- D. Wells presented the 2021/22 Academic Schedule, which was created before the COVID-19 pandemic and may need to change. He acknowledged the Registrar's Office's efforts to support moving programs to a standardized term structure.

e) Update to Academic Plan – School of Trades, Technology & Design

MOTION: THAT Education recommends the Board of Governors approve the updated 2020-2023 Academic Plan.

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

- D. Wells and B. Griffiths presented the updated Academic Plan, which includes some additional information from the CAD/BIM department.

7. COMMITTEE REPORTS

a) Curriculum Committee

i) Program Update: Dental Technology Sciences Diploma

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

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

- T. Rowlatt presented the proposal to remove the admission requirement of a credential review by the International Credential Evaluation Service (ICES) for international students. This lengthy process creates a barrier for international applicants, and VCC's International Education department is equipped to evaluate foreign credentials.

ii) Course Updates: Living with Hearing Loss Levels 1/2/3

MOTION: 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.

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

- L. Dillon Edgett presented the proposal for these courses designed for adults with hearing loss. In addition to minor revisions to DHHE 0618 and DHHE 0619, the course names were changed from "Speechreading" to "Living Successfully with Hearing Loss." The new third-level course DHHE 0621 provides real-world practice and experience with the skills and strategies learned in the first two levels. T. Rowlatt added that small changes requested by Curriculum Committee were completed.

iii) Course Updates: Deaf and Hard of Hearing Adults Job Readiness Certificate

MOTION: 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.

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

- M. Tanaka presented the proposal for revisions to 15 course outlines in the Deaf and Hard of Hearing Adults Job Readiness Certificate program. These changes arose from the 2019/2020 renewal, and update the course documentation with more detailed learning outcomes and evaluation plans. T. Rowlatt added that Curriculum Committee requested some edits, including rewording learning outcomes, which were completed in consultation with the CTLR.

iv) New Program: Addiction Counselling Skills Advanced Certificate

MOTION: 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, and recommend the Board of Governors approve the credential.

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

- C. Sauvé presented the proposal and thanked M. Stevenson for his work. Following the 2016/17 review, the department developed the Counselling Skills Foundational Certificate, which ladders into the proposed Addiction Counselling Skills Advanced Certificate; the long-term goal is to offer a

diploma program. T. Rowlatt added that all changes requested by Curriculum Committee were completed.

v) Program Update: Teaching English to Speakers of Other Languages (TESOL) Short Certificate

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

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

- S. Yuen and F. Barillaro presented the TESOL program redesign, based on recommendations arising from the 2018/19 renewal following the program's suspension in 2018. Following one of the main recommendations, the program will be moved into the School of Instructor Education (SIE). The TESOL program will be delivered in two levels, corresponding with TESL Canada's Standards 1 and 2. The currently proposed TESOL Certificate program represents level 1.
- T. Rowlatt noted that the proposal in its current form does not meet VCC policy requirements or ministry guidelines for a certificate credential, but would qualify as a short certificate. The curriculum developers and S. Lew voiced concern about a competitive disadvantage if VCC offers a short certificate, since comparable offerings by other institutions across Canada are marketed as certificate programs.
- D. Wells recommended reviewing VCC's credential policy with regards to programs that involve third-party certifications, such as by TESL Canada. D. McMullen offered to work with S. Lew and A. Candela on recommendations for policy revisions.
- Education Council agreed to recommend approval of the program with a short certificate credential to the Board of Governors.

b) Policy Committee

- A. Candela reported that the committee will continue its work on both Student Code of Conduct policies. He acknowledged the recent revision of policy C.1.1 Grading, Progression and Withdrawal to include the Aegrotat grade standing as an example of quick action on behalf of Education Council.

c) Appeals Oversight Committee

- L. Griffith reported that the last meeting was postponed. The committee will meet on June 4 to work on developing a process to track appeals and outcomes, as well as to develop a protocol for appeals.

d) Education Quality Committee

i) Update on CD Funds and Program Renewals

- T. Rowlatt reported that due to the COVID-19 pandemic, D. Wells decided to put CD Funds and program renewals on hold. Renewals currently in progress will proceed. At its April 28 meeting, Education Quality Committee will discuss which projects emerging from the current situation may be suitable candidates for CD Funds. Education service renewals will proceed, where possible; the Library renewal will be discussed shortly.

8. RESEARCH REPORT

- E. Ting reported from the VCC Research Fund adjudication; out of seven applications, one individual and two inter-departmental projects were funded.
- The Research Ethics Board is expecting amendments to current projects; one amendment and an inquiry about course-based approvals were received. The next meeting is scheduled for April 17.

9. CHAIR REPORT

- E. Ting welcomed new Education Council staff representatives A. Oliver and S. McGowan; faculty representative J. Gilbert; and student representatives J. Yeung, S. Singh, M. Ng, and L. Hunter.

10. STUDENT REPORT

- P. Patigdas reported that the SUVCC office is closed, and all in-person services are suspended. SUVCC staff are working remotely, and the Board of Directors is meeting regularly to address students' concerns. Work is being done to move campus life initiatives and events to social media. SUVCC is continuing its advocacy related to financial assistance and programming, especially for international students. D. McMullen added that an agreement was reached with TransLink to temporarily suspend U-Pass BC as of May, and there are discussions about potential refunds for April.

11. NEXT MEETING AND ADJOURNMENT

- The next Education Council meeting will be held on May 12, 2020, 3:30-5:30 p.m.

MOTION: THAT Education Council adjourn the April 14, 2020 meeting.

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

- The meeting was adjourned at 5:46 p.m.

Elle Ting
Chair, VCC Education Council

New Concept Paper Proposal

Information Technology Operations, Administration, and Security

Name of Program:
Information Technology Operations, Administration, and Security

School/Centre:
Continuing Studies

Credential Level:
Post-Degree Diploma

Anticipated Start Date:
September 2021

If this is a joint educational offering, name of other institution (refer to affiliation agreement policy C.3.10):

Contact(s)

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8670
Claire Sauvé	csauve@vcc.ca	8679

PART 1: CONCEPT

Purpose and Context

1. Describe in detail the program's goals and objectives, including a list of the occupations or roles that graduates will be prepared for.

This suite of programs is a culmination of two concurrent projects, the Networking Technology Certificate (NETT) program renewal, and the developing partnership between Vancouver Community College and Centre for Arts and Technology, to create a series of credentials in the field of Information Technology (IT) at different levels of study, including:

- Information Technology Operations Professional (ITOP) Short Certificate
- Information Technology Operations Professional (ITOP) Certificate
- Post-Degree Diploma in Network Technology Administration and Security
- Advanced Certificate in Network Security

These programs are designed to prepare students for entry-level and management positions in IT, and/or help individuals with prior industry experience to enhance or update their skills and/or prepare for relevant industry certifications.

Programming aligns with the following National Occupation Classification (NOC) codes:

- 2281 Computer Network Technician
- 2282 User Support Technician
- 2171 Information Systems Analysts and Consultants
- 0213 Computer and Information Systems Managers

For more information on the intended audiences and outcomes of each sub-set of programming, please see Appendix A.

2. Explain how this program aligns to the principles and priorities as indicated in the College's integrated, departmental, or ministerial planning documents. Identify how the program supports VCC's mission and core values.

This suite of programs will align with several pillars of the **Strategic Innovation Plan**, as follows:

- ***building campuses of the future*** - upgrades to the existing lab and leveraging cloud computing infrastructure
- ***building programs of the future*** - newly developed components of the programs will be forward-looking to support the current industry needs and in anticipation of predicted industry trends
- ***building a sustainable business model*** - leveraging both partnership opportunities and pathways for learners
- ***building the college brand*** - there is space for VCC to expand our presence in educating IT professionals in support of this component

The proposed programming will align with several components of the **Academic Master Plan**, including but not limited to:

- opportunities for ***recognition of prior learning (RPL)***
- ***micro-credentialing*** through the short-certificate exit pathway and industry exams
- ***experiential learning*** via hands-on training in the newly upgraded computer lab

These programs builds support for industry credentials, which serve as essential qualification markers in IT, by enabling the student to write industry exams, such as from CompTIA, Microsoft, and potentially Cisco as well, following the courses taken by the students.

In addition, proposed programming aligns with the **VCC Mission** and core values in the following ways:

- ***experiential learning:*** physical and virtual lab environment
- ***lifelong learning***: flexible schedule, modular in nature and suitable for those seeking a career change or professional development opportunities
- ***innovative:*** up to date and in alignment with industry demand and trends
- ***accessible:*** low barrier to entry; affordable

3. How does this program relate to and/or support other programs at VCC?

For an overview of the proposed suite of programs, please see Appendix A. Laddering opportunities into and out of the existing Computer Systems Technology (CST) Diploma program at VCC are currently being explored.

Needs Assessment

4. What educational need is this program intended to meet?

This programming is intended to meet demands within British Columbia's growing High Technology sector, including the IT industry, and to act as a form of continuing professional development for individuals currently working in the field or those seeking training for industry certification exams.

Additionally, international students with bachelor's degrees are seeking post-degree options in IT and Network Security. The post-degree diploma will provide a viable education opportunity for these students.

5. What evidence is there of labour market, professional or community demand for graduates?

The proposed programming relates to a number of different job outcomes, depending which credential an individual pursues. These include:

Computer Network Technicians (NOC 2281)

Computer Network Technicians are one of the 'High Opportunity Occupations in BC' with 2,710 job-openings forecasted in BC over 2019-2029 period, including 1,840 job-openings in Mainland/Southwest region alone. (B.C.'s Labour Market Outlook: 2019 Edition).

Per the BC Labour Market Outlook, the forecasted employment growth rate for this occupation is 1.1% over a five year period (2019-2024), with an increase to 1.5% in the next 5 years (2024-2029). The provincial hourly earnings rate from $17.31 to $52.75 (Job Bank Wage Report), with a provincial median salary of $62,400. A majority (56%) of the employment in this occupation category is from the 25-44 years age group, and a significant portion (37%) of the workforce is in the 45-64 years age range (2016 Census).

Work BC indicates that there is high demand for this profession as employers increasingly implement complex computer and Web systems. Completion of a certificate program plus two years of industry experience can lead to a certification as a technician (CTech) with the Applied Science Technologists and Technicians of British Columbia (ASTTBC).

User Support Technicians (NOC 2282)

There are 2,040 provincial job openings forecasted over a 10-year period (2019-2029) for User Support Technicians, with an employment growth rate similar to that of Computer Network Technicians (1.1% and 1.5% over two 5-year periods). The provincial hourly earnings rate ranges from $18.00 to$50.00, with a provincial median salary of $60,320 (Job Bank Wage Report). The

composition of employment by age group for this occupation is similar to that of Computer Network Technician.

Certification is not mandatory, but it may increase work opportunities.

Both of the above listed occupation categories can provide education pathways to computer programming, interactive media development, web development, and systems analysis. This will open up laddering opportunities and propagate the development of new programs and courses at the College.

Information Systems Analysts and Consultants (NOC 2171)

For this occupation, 7,600 job openings are expected provincially in the next ten years. Wages typically range from $26.15/hr to $54.95/hr. The median salary is $81,058. A Bachelor's degree is often required, though a combination of a college program in computer science and sufficient work experience, and/or vendor certification related to specific technical platform, may be acceptable.

Computer and Information Systems Managers (NOC 0213)

There are 4,730 job openings forecasted provincially for 2019-2029 for this occupation. Wages range from $26.44 to $67.69 hourly. These roles typically require a Bachelor's or Masters degree, plus several years experience in systems analysis, data administration, programming, etc.

Industry Trends

Additionally, the growing tech industry in Vancouver is evident from the impending arrival of global technology corporations, such as Amazon and Shopify in downtown Vancouver, and investments in a new cyber security centre for MasterCard. Other technology-giants, such as Salesforce, Disney, SAP, Samsung, Sony, are expected to expand their presence in the Vancouver region. This increase in the region's growth in the technology sector is further evidenced by the recent launch and popularity of Uber and Lyft ride-sharing services.

Industry certifications continue to be sought-after by employers, and offer stand-alone value for professional development purposes. The majority of IT managers require IT certification for certain job roles, and use IT certifications to gauge a candidate's expertise (Source: https://www.randstad.ca/job-seeker/career-resources/tech-jobs/what-are-the-most-in-demand-tech-certifications/) IT certifications can help a help desk professional stand out among other candidates and validate their knowledge and skills (Source: https://www.businessnewsdaily.com/10765-help-desk-certifications.html)

Courses in these programs will help prepare students to write industry exams from CompTIA, Microsoft, Linux Professional Institute, Cisco, and AXELOS (ITIL).

6. What evidence is there of student demand for the program?

The current Networking Technology program attracts interest from students, however it has a high attrition rate, and curriculum is becoming stale and in need of an update. Revisions made through

the program renewal will address these issues, and revitalize the program in order to meet the current needs of the IT community.

Similar programming at BCIT is in demand, with student cohorts up to and including 40 participants.

There may be an online component of this programming, which would expand the target audience to include other regions.

Some demand has also been expressed internally, as several members of the VCC IT team have taken these courses for professional development. Experienced professionals also find value in these courses, as evidenced by recent enrolment of existing IT professionals.

International Education has confirmed that there is significant demand for a post-degree diploma of this nature, and is confident that they will be able to recruit for full cohorts upon program approval. International students are increasingly interested in studying IT programs, and a two-year post-degree diploma in this discipline will be very popular.

Competitive Analysis

7. Which related programs are available in the Lower Mainland and/or on-line: how do they compare in terms of focus, intended outcomes, length, cost and size?

For the part-time programming, there are several programs in the region that are similar in scope and nature, however there are no identical programs. Please see Appendix B for a competitive scan. There are no comparable two-year post-degree diplomas in IT Network Security in the Lower Mainland.

8. Is there an existing articulation committee for the program? Is this committee recognized by the British Columbia Council on Admissions Transfer (BCCAT)?

No

Student Profile

9. Who are your target students (age, gender, educational background, work experience)? Where do they come from (recent high school graduates, mature students, transfers from other institutions)? Are there other characteristics applicants should have that you identify as important?

Information Technology Operations Professional

The target audience for this program includes those with a limited background in IT seeking entry to the field, and existing professionals seeking further education to formalize their skill set and advance in their careers.

The median age of students in the existing program is 36 (BC Student Outcomes). Typically, this program attracts participants who are transitioning careers, getting into IT, or seeking industry

certifications. Many student have prior experience in a related field. Program participants have predominantly been male.

Advanced Certificate in Network Security

This program is designed to attract students with pre-existing knowledge or work experience in information technology, computer systems technology, and/or software development. Graduates of the Information Technology Operations Professional Certificate program may benefit from this program after gaining enough work experience. Graduates of Computer Systems Technology Diploma programs at VCC, BCIT, or Camosun could pursue this credential to gain or strengthen their knowledge in this field. This program may also be suitable for professionals currently working as network administrators, or other IT industry professionals, who would benefit from additional security training. There may be opportunities to align with industry certifications in cyber security (i.e. EC Council, ISACA, (ISC)^2).

Post-Degree Diploma in Network Technology Administration and Security

This program is primarily geared towards international students, with future opportunities for the domestic audience. Applicants will hold a Bachelor's degree in any field and will not require previous IT experience. Students will have an interest in IT and Network Security, and will be able to stay in Canada to work upon graduation, or return to their home country and utilize their Canadian education to work globally.

10. How do you plan to recruit or attract these students?

Student recruitment strategies will include hosting info sessions, marketing through the VCC website and CS catalogue, and leveraging alumni networks and industry contacts. Recruitment efforts may also be based on existing relationships with sponsorship organizations (i.e. WorkBC), immigrant services organizations, and industry associations.

International recruitment strategies will include publishing program information on our website, providing agent training to agent network, promoting through our in-country representatives, pathway partners and social media channels.

11. Is this type of program traditionally or historically underrepresented in specific cohort groups (e.g., gender and/or age imbalance, Indigenous)? How will the program address any equity issues or systemic barriers?

The NETT program has typically seen low representation of Indigenous students. There may be potential to deepen an existing relationship with First Nations Technology Council.

Historically, there is also low representation of women, however there is also potential to develop a relationship with the Society of Canadian Women in Science and Technology.

Quality

12. List all accreditations, affiliations or articulations for this program. Are you exploring any block transfer agreements?

This programming will incorporate opportunities for Recognition of Prior Learning (RPL), as well as a laddering opportunity with the Computer Systems Technology (CST) program at VCC. Additionally, it incorporates the skills required to be successful in Microsoft and CompTIA exams, which are recognized by industry and aligned with labour market demand.

There will be an articulation agreement with the Centre for Arts and Technology for graduates from their Network Administrator Specialist program to enter into the Advanced Certificate. We will also seek other articulations with both private and public institutions for laddering options into the Advanced Certificate.

13. Is there an existing PAC/CEG for this program? What are your plans for engaging in discussion with industry, business or program-related professional groups?

The Program Advisory Committee (PAC) for NETT program is currently under re-development, and the program is seeking representation from diverse groups across the IT industry, such as:

- Society for Canadian Women in Science and Technology
- First Nations Technology Council
- Microsoft – Community Relations Manager
- Gillian Shaw, Vancouver Sun
- Bruce Ralston, MLA, Minister of Jobs, Trade and Technology for BC

There may be some potential to leverage the existing PAC from VCC's Computer Systems Technology program, and from industry connections and faculty at Centre for Arts and Technology.

14. Explain how current faculty are qualified to deliver the program. If they are not qualified, how will this issue be addressed?

Continuing Studies currently employs three instructors with extensive industry experience in this program area. Additional qualified instructors will be hired in preparation for expanded program launch.

15. Describe how the program incorporates work experience, practicum, clinical practice, etc. (if applicable).

Labs are hands-on, and taught by industry professionals. An industry capstone project is part of the PDD program.

Admission, Delivery, and Design

16. What is the expected length of the program (in months/years)? How many intakes are you expecting per year? How many students per intake?

See below for estimates on expected length of programming and number of intakes. The part-time programming will offer ongoing intakes every term (January, September, and April). Registration will occur on an *à la carte* basis, and the program will run three to five courses each term. Each course will require a minimum number of students to run. Additional capacity/intakes may be possible subject to availability of infrastructure and cloud computing resources.

Program	Number of Intakes/Year	Capacity	Completion
Information Technology Operations Professional Certificate	3	18	1-2 years, part-time
Advanced Certificate in Networking Security	3	18	1-2 years, part-time
Post-Degree Diploma in Network Technology Administration and Security	1	18	2 years, full-time

17. Identify pathways for students to and from your program. This could include potential courses or programs that will prepare students for your program, or programs your student will be able to apply for after completion.

For an overview of pathways to and from these inter-related programs, please see Appendix A.

Additionally, the certificate program will provide opportunities for Indigenous learners of, for example, First Nations Technology Council – Technology Foundations program, to upgrade their skills in IT and for indigenous learners without IT background to gain skills for entering the IT sector.

Graduates of this program may eligible for transfer credits towards programs in IT at other public post-secondary institutions.

18. Will the structure of the program allow for full-time, part-time, evening, weekend, on-line, mixed-mode delivery methods, or a combination of any of these? (Identify each as appropriate).

The part-time programs are designed to suit the schedules of working professionals. Courses will be held on a part-time basis during evenings and weekends. There may be an opportunities to pursue a blended delivery option in the future.

The Post-Degree Diploma will be delivered full time during daytime hours.

19. Will the structure of the program allow for multiple entry and exit points? If there are multiple entry points, please specify requirements for each.

These programs have multiple entry and exit points, as shown in Appendix A. Additionally, courses may have stand-alone value for professional development purposes and can result in the acquisition of micro credentials and/or industry certifications.

Operational Needs

20. Are there any large costs expected as part of the delivery or development of this program? Have you started discussing potential needs with the appropriate area? Consider the following

areas in particular: Facilities: new classrooms/labs/computer labs, significant renovations, space for instructors/staff, weekend delivery, etc.; IT: new hardware (e.g. computer lab), software or licenses, etc.; Human Resources: need for new instructor or program support staff, etc.; Library: research intensive program that requires significant library resources (databases, journals, etc.); Marketing: information about planned program and anticipated implementation date so the new program becomes part of their workplan.

IT:

The relevant labs (614 DTN, 627 DTN) are being upgraded by VCC's IT department as part of a hardware upgrading project approved this fiscal year (19/20). Base software related to this program will be included through regular IT deployment. These programs will leverage existing IT infrastructure. The ability to offer courses in a cloud-based environment will eliminate facilities constraints for much of the program, and expand capacity.

Facilities:

Continuing Studies has submitted a Capital Expenditures Request (20/21) for supplementary lab upgrades, including new tables and chairs, which will complement the new hardware.

Human Resources:

These programs will be taught by current Continuing Studies instructors. Should any additional instructors be required, Continuing Studies will initiate the hiring process on an as-needed basis according to existing procedures.

Library:

The programs does not require additional library resources at this time.

Marketing:

The programs are intended for launch in September 2021. Continuing Studies is conducting initial discussions on the program marketing strategy, which is expected to include a combination of information sessions, print media (CS catalogue), and digital media.

21. What resources are needed to develop the program and its curriculum (curriculum development funds, release time, project manager, etc.)?

The renewal of the Networking Technology program has resulted in the allocation of curriculum development funds, which have been used to develop a significant portion of the IT Operations Professional program to date. Continuing Studies has successfully secured continuous funds to support further development and implementation in 20/21. The remaining courses will be based on existing curriculum and support from the Centre for Arts and Technology (CAT) as part of the partnership agreement. CAT has also committed to partial funding of the project.

22. What would be the impact (program quality, ability to market program, development time) on program implementation or development if the money isn't available for these large scale needs?

If resources are not available, program development and implementation efforts would be delayed.

Phase In/Phase Out Plan

23. For existing programs that are being substantially changed (and are therefore treated as 'new programs' in development), describe in detail the phase in/phase out of new/old versions of the program (teach outs):

Due to the high degree of overlap between the outcomes of five of the NETT courses and the corresponding ITOP courses, students enrolled and actively pursing the currently offered Networking Technology (NETT) Certificate program will be able to receive transfer credit for up to 5 courses towards the ITOP program. Alternatively, these NETT students will be provided and supported with the option of graduating with a NETT Certificate, for a limited period of time after the launch of the ITOP program. The implementation of supporting existing NETT students in their pursuit for NETT Certificate is expected to be smooth and without additional resources, since the NETT students would have the opportunity to work on their last (sixth) course (Directive Studies) independent of the ITOP program.

All existing NETT courses will be completed by August 2021, and new courses will be launched in September 2021. With the exception of NETT 2206 (Directive Studies) course, students with remaining NETT courses would have the option to take the corresponding ITOP courses. NETT 2206 will be taught out on an as-needed basis for an additional year.

PART 2: INITIAL BUSINESS CASE

Work with the Finance Department to develop a Business Case and financial projections. This must include: tuition/fees revenue or other sources of funding and costs; an estimate of capital required for classroom/lab renovations, IT and equipment if needed for the delivery of the new program; and a 4 year projection on tuition, fees, and other revenue, and expected operating (direct and indirect) and capital costs.

What is the source of funding for this program?

The part-time programs will operate on a cost-recovery basis, and courses will be offered and run according to established Continuing Studies practices. Registration occurs on a course-by-course basis, and will likely fluctuate across terms and years.

The full time international program will be fully funded by international tuition.

Capital expenditure requests have been submitted for 20/21 to support ongoing upgrades to classroom furniture and technology. No further upgrades are required to successfully run the programs at this time.

For more detailed financial information, please see Appendix C.

Attach Initial Business Case

PART 3: ADDITIONAL INFORMATION

Provide any additional information if necessary.
Please refer to attached Appendices A, B, and C.

Attach documents
Appendix A-Overview of Programming.pdf
Appendix C-Draft Costing.pdf
Appendix B-Competitive Scan.pdf

Appendix A: Overview of Programming

Program	Credential	Credits	Tuition (Est.)	Admission Requirements	Completion Time	Target Audience	Job Prospects for Graduates
Information Technology Operations Professional	Short Certificate	6	$2,100	None	6 months – 1 year, part-time	Domestic students; no IT experience necessary	Helpdesk technician – entry level; Computer support representative
Information Technology Operations Professional	Certificate	18	$6,000	None	1-3 years, part-time	Domestic students; no IT experience necessary	User Support Technician Desktop Support Technician Helpdesk (Tier 1) Computer Network Technician/Operator
Network Security	Advanced Certificate	17	$6,325	A diploma or a degree in IT specific field, or a combination of education and industry experience in IT.	1-2 years, part-time	Graduates of the VCC Computer Systems Technology (CST) Diploma; Graduates of the Centre for Arts and Technology (CAT) Network Administrator program; IT professionals with at least two years of work experience; Graduates of a Bachelor's degree or diploma in an IT-related field	Computer Security Specialist Information Security Manager Security Analyst IT or Project Manager Information Security Consultant
Network Technology Administration and Security	Post-Degree Diploma	63	$34,000	Bachelor’s Degree (not necessarily in information technology)	2 years, full-time (~9 credits per semester)	International cohort; daytime	LAN Manager Network Administrator Network Engineer Network Analyst Computer and Network Operator User Support Analyst Mail Administrator System Analyst Information Systems Security Professional Systems Operations Analyst LAN Technician Hardware Installation Coordinator Network Security Architect Computer Forensic Investigator

Appendix B

Competitive scan of programs related to IT and IT Security

School	Program Name	Credential	Credits	Duration (years or weeks)	Tuition (Domestic)	Notes	Cost/Credit	Admission Requirements
BCIT	Network Administrator Technician	Associate Certificate (part-time)	24	3*	4600	Pathway to full-time 2 year Diploma by taking 2 additional courses	192	Recommended: English 12 and Work Experience
	Computer Information Systems Administration	Diploma (full-time)	140	2	13000		93	English 12; Math 11
	Cybersecurity Operations	Course	6	12 weeks	1144		191	Recommended: IT background
Camosun	Computer Network Electronics Technician	Certificate	34	1*	5850	Term 1 and Term 2 are required (8 months)	172	English 12; Math 11
	Computer Network Electronics Technician Advanced Certificate	Advanced Certificate	49	2	8868	Complete year 1 and year 2 courses; optional co-op or internship available.	181	English 12; Math 11
CDI College	Network Systems Administrator	#	#	#	13,643		#	High School graduation + College admission test
Brighton College	Network Administration Certificate	Certificate	#	19 weeks	7900	380 hours (includes 20 hours of Job Search course)	#	High School; Math 10, English 10
College of New Caledonia	Computer/Network Electronics Technician	Certificate (full time)	#	1	4457		#	Grade 12 English; Math 11
Sask Polytechnic	Computer Networking Technician	Certificate	66	33 weeks	7200		109	
Centennial College	Computer Systems Technician- Networking	Diploma	#	2	6906		#	
VCC	Networking Technology	Certificate	14	2*	3939		281	

information unavailable
* up to (duration)

APPENDIX C: Draft Costing

Vancouver Community College
School of Continuing Studies

Information Technology Operations Professional (ITOP) Certificate
6046

Scenario	Breakeven tuition fee $3,867	Tuition fee with 10% Net contribution $4,296	Tuition fee with 15% Net contribution $4,549	Tuition fee with 20% Net contribution $4,833
Maximum number of students	20	20	20	20
Expected number of students	10	10	10	10
Revenue breakeven number of students	10	9	9	8
Instructors paid hours (IPH)	270	270	270	270
Direct Instructor rate per hour (excl. benefits)	77	77	77	77
Instructors' cost as % of Revenue	59 %	53 %	50 %	47 %
Department non-labour cost as % of Revenue	14 %	12 %	12 %	11 %
Instructors' cost as % of total cost	59 %	59 %	59 %	59 %
Department non-labour cost as % of total cost	14 %	14 %	14 %	14 %
Program Gross margin	$ 10,648	$ 14,944	$ 17,471	$ 20,315
Program Gross margin as % of Revenue	28 %	35 %	38 %	42 %
Net contribution to VCC overhead / (Deficit)	$ -	$ 4,296	$ 6,824	$ 9,667
Net contribution to VCC overhead / (Deficit) % from Revenue	0 %	10 %	15 %	20 %
Cost per student	$ 3,867	$ 3,867	$ 3,867	$ 3,867
Revenue				
Tuition fees	$ 38,668	$ 42,964	$ 45,491	$ 48,335
Total Revenue	**$ 38,668**	**$ 42,964**	**$ 45,491**	**$ 48,335**
Direct Program Expenditures				
Labour				
Instructors (incl. benefits)	$ 22,770	$ 22,770	$ 22,770	$ 22,770
Total Labour Costs	**$ 22,770**	**$ 22,770**	**$ 22,770**	**$ 22,770**
Non-Labour				
Department supplies and general expenses	$ 5,250	$ 5,250	$ 5,250	$ 5,250
Total Non-Labour Costs	**$ 5,250**	**$ 5,250**	**$ 5,250**	**$ 5,250**
Total Direct Program Expenditures	**$ 28,020**	**$ 28,020**	**$ 28,020**	**$ 28,020**
Indirect Program Expenditures				
Indirect Support 38%	$ 10,648	$ 10,648	$ 10,648	$ 10,648
Total Indirect Expenditures	**$ 10,648**	**$ 10,648**	**$ 10,648**	**$ 10,648**
Total Direct and Indirect Cost	**$ 38,668**	**$ 38,668**	**$ 38,668**	**$ 38,668**
Net contribution to VCC overhead / (Deficit)	**$ -**	**$ 4,296**	**$ 6,824**	**$ 9,667**
Net contribution to VCC overhead / (Deficit)	**0 %**	**10 %**	**15 %**	**20 %**

Gross Margin Income Statement				
Revenue from tuition	**$ 38,668**	**$ 42,964**	**$ 45,491**	**$ 48,335**
CS direct expenditures	$ 28,020	$ 28,020	$ 28,020	$ 28,020
Gross margin	**$ 10,648**	**$ 14,944**	**$ 17,471**	**$ 20,315**
Indirect Support 38%	$ 10,648	$ 10,648	$ 10,648	$ 10,648
Total CS expenditures	**$ 38,668**	**$ 38,668**	**$ 38,668**	**$ 38,668**
Net Surplus / (Deficit)	**$ -**	**$ 4,296**	**$ 6,824**	**$ 9,667**

**This model reflects the costing of the full Certificate, though there will be a Short Certificate exit option available.*

Vancouver Community College
School of Continuing Studies

Advanced Certificate in Networking Security
6046

Scenario	Breakeven tuition fee $4,645	Tuition fee with 10% Net contribution $5,225	Tuition fee with 15% Net contribution $5,574	Tuition fee with 20% Net contribution $5,972
Maximum number of students	20	20	20	20
Expected number of students	10	10	10	10
Revenue breakeven number of students	10	9	9	8
Instructors paid hours (IPH)	252	252	252	252
Direct Instructor rate per hour (excl. benefits)	79	79	79	79
Instructors' cost as % of Revenue	47 %	42 %	39 %	37 %
Department non-labour cost as % of Revenue	3 %	2 %	2 %	2 %
Instructors' cost as % of total cost	47 %	47 %	46 %	46 %
Department non-labour cost as % of total cost	3 %	3 %	3 %	3 %
Program Gross margin	$ 16,156	$ 21,962	$ 25,445	$ 29,427
Program Gross margin as % of Revenue	35 %	42 %	46 %	49 %
Net contribution to VCC overhead / (Deficit)	$ -	$ 5,225	$ 8,361	$ 11,944
Net contribution to VCC overhead / (Deficit) % from Revenue	0 %	10 %	15 %	20 %
Cost per student	$ 4,645	$ 4,703	$ 4,738	$ 4,778
Revenue				
Tuition fees	$ 46,448	$ 52,254	$ 55,738	$ 59,719
Total Revenue	**$ 46,448**	**$ 52,254**	**$ 55,738**	**$ 59,719**
Direct Program Expenditures				
Labour				
Instructors (incl. benefits)	$ 21,899	$ 21,899	$ 21,899	$ 21,899
Program Coordinator (incl. benefits)	$ 7,143	$ 7,143	$ 7,143	$ 7,143
Total Labour Costs	**$ 29,042**	**$ 29,042**	**$ 29,042**	**$ 29,042**
Non-Labour				
Department supplies and general expenses	$ 1,250	$ 1,250	$ 1,250	$ 1,250
Total Non-Labour Costs	**$ 1,250**	**$ 1,250**	**$ 1,250**	**$ 1,250**
Total Direct Program Expenditures	**$ 30,292**	**$ 30,292**	**$ 30,292**	**$ 30,292**
Indirect Program Expenditures				
Indirect Support 38%	$ 11,511	$ 11,511	$ 11,511	$ 11,511
Program /Course Licensing Fees	$ 4,645	$ 5,225	$ 5,574	$ 5,972
Total Indirect Expenditures	**$ 16,156**	**$ 16,736**	**$ 17,085**	**$ 17,483**
Total Direct and Indirect Cost	**$ 46,448**	**$ 47,029**	**$ 47,377**	**$ 47,775**
Net contribution to VCC overhead / (Deficit)	**$ -**	**$ 5,225**	**$ 8,361**	**$ 11,944**
Net contribution to VCC overhead / (Deficit)	**0 %**	**10 %**	**15 %**	**20 %**

Gross Margin Income Statement				
Revenue from tuition	**$ 46,448**	**$ 52,254**	**$ 55,738**	**$ 59,719**
CS direct expenditures	$ 30,292	$ 30,292	$ 30,292	$ 30,292
Gross margin	**$ 16,156**	**$ 21,962**	**$ 25,445**	**$ 29,427**
Indirect Support 38%	$ 16,156	$ 16,736	$ 17,085	$ 17,483
Total CS expenditures	**$ 46,448**	**$ 47,029**	**$ 47,377**	**$ 47,775**
Net Surplus / (Deficit)	**$ -**	**$ 5,225**	**$ 8,361**	**$ 11,944**

Vancouver Community College
School of Continuing Studies

Post-Degree Diploma in Networking Technology Security and Administration
6046

Scenario	Breakeven tuition fee	International Base Rate	Tuition fee with 15% Net contribution	Tuition fee with 20% Net contribution
Tuition per credit	$304	$583	$376	$408
Tuition per student	$19,130	$36,729	$23,679	$25,716
Maximum number of students	20	20	20	20
Expected number of students	10	10	10	10
Revenue breakeven number of students	10	7	9	8
Credits	63	63	63	63
Instructors paid hours (IPH)	963	963	963	963
Direct Instructor rate per hour (excl. benefits)	78	78	78	78
Instructors' cost as % of Revenue	43 %	22 %	35 %	32 %
Department non-labour cost as % of Revenue	6 %	3 %	5 %	4 %
Instructors' cost as % of total cost	43 %	36 %	41 %	40 %
Department non-labour cost as % of total cost	6 %	5 %	6 %	6 %
Program Gross margin	$ 83,292	$ 259,284	$ 128,782	$ 149,149
Program Gross margin as % of Revenue	44 %	71 %	54 %	58 %
Net contribution to VCC overhead / (Deficit)	$ -	$ 136,913	$ 35,518	$ 51,431
Net contribution to VCC overhead / (Deficit) % from Revenue	0 %	37 %	15 %	20 %
Cost per student	$ 19,130	$ 23,038	$ 20,127	$ 20,572
Revenue				
Tuition fees	$ 191,298	$ 367,290	$ 236,788	$ 257,155
Total Revenue	**$ 191,298**	**$ 367,290**	**$ 236,788**	**$ 257,155**
Direct Program Expenditures				
Labour				
Instructors (incl. benefits)	$ 82,220	$ 82,220	$ 82,220	$ 82,220
Program Coordinator (incl. benefits)	$ 14,287	$ 14,287	$ 14,287	$ 14,287
Total Labour Costs	**$ 96,506**	**$ 96,506**	**$ 96,506**	**$ 96,506**
Non-Labour				
Department supplies and general expenses	$ 11,500	$ 11,500	$ 11,500	$ 11,500
Total Non-Labour Costs	**$ 11,500**	**$ 11,500**	**$ 11,500**	**$ 11,500**
Total Direct Program Expenditures	**$ 108,006**	**$ 108,006**	**$ 108,006**	**$ 108,006**
Indirect Program Expenditures				
Indirect Support 38%	$ 41,042	$ 41,042	$ 41,042	$ 41,042
Program/Course Licensing Fee	$ 13,555	$ 26,235	$ 16,703	$ 18,102
Agency Fees 15%	$ 28,695	$ 55,094	$ 35,518	$ 38,573
Total Indirect Expenditures	**$ 83,292**	**$ 122,371**	**$ 93,264**	**$ 97,718**
Total Direct and Indirect Cost	**$ 191,298**	**$ 230,377**	**$ 201,270**	**$ 205,724**
Net contribution to VCC overhead / (Deficit)	**$ -**	**$ 136,913**	**$ 35,518**	**$ 51,431**
Net contribution to VCC overhead / (Deficit)	**0 %**	**37 %**	**15 %**	**20 %**

Gross Margin Income Statement				
Revenue from tuition	**$ 191,298**	**$ 367,290**	**$ 236,788**	**$ 257,155**
CS direct expenditures	$ 108,006	$ 108,006	$ 108,006	$ 108,006
Gross margin	**$ 83,292**	**$ 259,284**	**$ 128,782**	**$ 149,149**
Indirect Support 38%	$ 83,292	$ 122,371	$ 93,264	$ 97,718
Total CS expenditures	**$ 191,298**	**$ 230,377**	**$ 201,270**	**$ 205,724**
Net Surplus / (Deficit)	**$ -**	**$ 136,913**	**$ 35,518**	**$ 51,431**

INFORMATION NOTE

PREPARED FOR: VCC Education Council

DATE: May 4, 2020

ISSUE: Summary of non-credit offerings in CS in 2019

BACKGROUND:

Continuing Studies offers a wide selection of non-credit programming in 8 broad program areas, mostly scheduled in the evenings and on weekends. In 2019, 32% of all CS courses were non-credit, and 68% were credit. Continuing Studies has submitted all new and revised course outlines for courses offered in 2019 to the Education Council office, as per policy C.3.14, Curriculum Development and Approval Process. All new and revised course outlines are also now in CourseLeaf.

DISCUSSION:

In 2019, 27 new non-credit courses were launched in CS (see Appendix A). A 10% alumni discount on non-credit courses was implemented, with limited uptake.

New courses launched in the following program areas:

- Health (2)
- Baking and Hospitality (3)
- Technology and Trades (11)
- Human and Family Services (1)
- Business, Leadership, and Legal (6)
- Fashion and Makeup Artistry (3)
- Languages and Writing (1)

Highlights and particularly successful courses include:

- CUIS 1106 World of Breads
- MACD 1162 Mobile Phone Photography
- MACD 1163 Film Scoring and Composition
- FASH 1159 Tailoring
- VOLT 1201 Grant Writing Essentials

PREPARED BY:
Claire Sauvé, Interim Dean, Continuing Studies

Appendix A: New CS non-credit courses (2019)

Course	Number	Title	Launch Term
CWRI	1177	Mystery and Crime Writing	Winter 2019
HLTH	1115	Accessibility Assessor Training	Winter 2019
CMPT	1521	Google Fusion Tables	Winter 2019
CMPT	1531	Designing Infographics	Winter 2019
CUIS	1106	World of Breads	Winter 2019
FNCE	1002	Understanding the Stock Market	Winter 2019
FNCE	1001	Building a Stock Portfolio	Winter 2019
FNCE	1000	Finance Literacy 101	Winter 2019
ECCE	1113	Introduction to School-Age Care	Winter 2019
MACD	1141	Introduction to Logic Pro	Winter 2019
CUIS	1250	Introduction to Chocolate	Winter 2019
VOLT	1201	Grant Writing Essentials	Winter 2019
CMPT	1525	Creating Interactive Maps	Spring/Summer 2019
FASH	1170	Personal Pattern Making 2	Spring/Summer 2019
HLTH	1151	Gentle Persuasive Approaches	Spring/Summer 2019
CMPT	1430	WordPress Web Design	Spring/Summer 2019
VOLT	1111	Social Media for Non Profits	Fall 2019
VOLT	1112	Marketing for Non Profits	Fall 2019
CUIS	1251	Chocolate Showpieces	Fall 2019
CMPT	1255	Revit Level 1	Fall 2019
CMPT	1421	JavaScript Web Development	Fall 2019
MACD	1163	Film Scoring and Composition	Fall 2019
CMPT	1256	Revit Level 2	Fall 2019
MACD	1162	Mobile Phone Photography	Fall 2019
FASH	1159	Tailoring	Fall 2019
CMPT	1949	AutoCAD Training	Fall 2019
INTD	1181	Colour & Your World	Fall 2019

New Concept Paper Proposal

Accounting and Marketing Diplomas

Name of Program:
Accounting and Marketing Diplomas

School/Centre:
Hospitality, Food Studies & Applied Business

Credential Level:
Diploma

Anticipated Start Date:
January 2021

If this is a joint educational offering, name of other institution (refer to affiliation agreement policy C.3.10):

Contact(s)

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

PART 1: CONCEPT

Purpose and Context

1. Describe in detail the program's goals and objectives, including a list of the occupations or roles that graduates will be prepared for.

The Accounting and Marketing Technology Diplomas are being designed to provide students with a solid foundation in business management and an opportunity for more advanced, specialized, study in either accounting or marketing technology with a focus on marketing automation.

Students graduating from the Accounting Diploma can expect to find employment as bookkeepers, accounting assistants, auditing clerks, tax preparers and accounting technicians.

Graduates from the Marketing Technology Diploma will be prepared for entry-level roles in brand management, traditional and digital marketing, and customer relationship management database administration.

Upon completion of the Accounting Diploma graduates will be able to:

- Communicate effectively and respectfully as business professionals

- Work collaboratively with others to solve problems and manage projects
- Evaluate financial information and financial implications related to business decisions to support the goals of a business enterprise
- Record financial transactions for sole proprietorships, partnerships, private enterprises, publicly accountable enterprises and non-profit organizations
- Prepare and present financial statements, and reports for sole proprietorships, partnerships and private enterprises
- Apply fundamental management accounting and financial management concepts to assist with the decision-making in an organization
- Use accounting software to perform accounting, payroll and tax remittance functions in a computerized format
- Prepare individual income tax returns and provide basic tax planning advice in compliance with the Canadian Income Tax Act
- Apply critical thinking and problem solving techniques to make sound management decisions and recommendations
- Use data analysis to support strategic and operational business decisions
- Act in an ethical and socially responsible manner within the business community
- Employ sustainable decision-making and practices in their work as business professionals

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

- Communicate effectively and respectfully as business professionals
- Work collaboratively with others to solve problems and manage projects
- Evaluate financial information and financial implications related to business decisions to support the goals of a business enterprise
- Explain the principles and practices of marketing and how they can be applied to an organization
- Explain the concepts, processes and applications of marketing automation and Customer Relationship Management (CRM)
- Explain how to integrate CRM into a company's established business and marketing, planning and strategy
- Demonstrate how to use CRM to build and maintain relationships with customers
- Use relational customer databases
- Use the Salesforce platform to practice CRM techniques
- Write the Salesforce Administrator certification exam
- Use data analysis to support strategic and operational business decisions
- Act in an ethical and socially responsible manner when dealing with issues of customer privacy and online security
- Employ sustainable decision-making and practices in their work as business professionals

2. Explain how this program aligns to the principles and priorities as indicated in the College's integrated, departmental, or ministerial planning documents. Identify how the program supports VCC's mission and core values.

These new programs address VCC's Key Success Drivers

1. Educational quality - This new programs will allow VCC to deliver accessible, current, high-quality business education in the heart of Vancouver's business community.

2. Financial Stability and Sustainability - These new programs will increase both domestic and international enrollments at VCC. By blending classes to include both domestic and international students, the programs will provide the school with a stable source of new tuition revenue that will cover all program costs and provide a return back to the institution. This mixed class delivery will open up business education to domestic students that has not been available for over a decade at VCC.

3. Reputational Management - These new diplomas give VCC a chance to enhance its' reputation as a responsive, accessible, post-secondary institution that is helping students prepare for rewarding career opportunities while assisting with the growth and development of the local business community.

4. Business Development - VCC has already been approached by a private institution who wish to discuss articulating their students into these new diplomas. VCC is now in discussions with local public institutions who offer a business degree to discuss partnerships that will create a 2+2 degree articulation for students who wish to complete a bachelor's degree after completing their diploma in accounting or marketing technology at VCC.

3. How does this program relate to and/or support other programs at VCC?

In 2017, VCC launched the Canadian Business Management Post-Degree Diploma (CBM). This program, designed primarily for international students, was an immediate success with both students and local employers who sponsor student practicums. Building on the success of the CBM program, VCC launched the Business and Project Management Post-Degree Diploma (BPM), in 2019. Faculty members from the VCC Hospitality Department provided input during the development of the CBM program and CBM faculty assisted with the development of the BPM program These two new business programs have given VCC a strong position in the international business student market and the opportunity to build a diverse and highly qualified group of business instructors. There are now a total of seventeen faculty members teaching in the CBM and BPM programs. Four of the current CBM/BPM faculty members are qualified at the doctoral level, and two hold the designation of Chartered Professional Accountant (CPA).

With the experience gained in the development of the CBM/BPM programs and a strong faculty complement in place, VCC is now well-positioned to develop new business diplomas that will appeal to both domestic and international students.

Needs Assessment

4. What educational need is this program intended to meet?

These new diplomas are designed to provide students with the business, financial, economic and digital literacy required to prepare them for career opportunities in the business community.

Both new diplomas options focus on providing students with the skills they will need to be job ready for immediate employment upon graduation. Students in the Accounting Diploma will learn accounting software and business analytics skills sought out by employers in the modern business community.

Students in the Marketing Technology Diploma will learn to use the latest marketing software to analyse data and configure applications used in digital marketing and customer relationship management. These students will also receive hands-on training on the Salesforce platform. Students will develop a set of job-ready skills in the Salesforce courses and be prepared to write Salesforce Administrator certification exams upon graduation.

5. What evidence is there of labour market, professional or community demand for graduates?

B.C. is expected to have 861,000 job openings between 2019 and 2029. Over three-quarters of these job openings will require some form of post-secondary education and training. (B.C. Labour Market Highlights 2019-29)

In the ten-year span from 2019 to 2029, WorkBC projects that accounting-related jobs will grow in aggregate in the province by 10.7 percent. This just exceeds the average growth projected for all occupations in British Columbia (10.4 percent), suggesting stable demand. The projections are equally favorable for positions across Canada. Canadian Job Bank notes that *accounting technicians and bookkeepers* in particular have a good outlook over the next three years in British Columbia, with employment growth in addition to positions opening up due to retirements. In fact, WorkBC notes that 73 percent of all *accounting technicians and bookkeepers* openings will be replacements for retiring workers.

According to WorkBC, both occupations associated with a diploma in accounting, *accounting technicians and bookkeepers* and *payroll clerks*, are classified as "high-opportunity occupations," each slated to experience higher-than-average growth with higher-than-average pay compared to other jobs in the province. According to Canadian Job Bank, 30 percent of *accounting technicians and bookkeepers* are also self-employed, over twice the average rate for all workers (14 percent). The Indeed.com employment website lists 363 positions in the greater Vancouver area for bookkeepers (April 30, 2020).

WorkBC also considers careers in the marketing sector to be high opportunity occupations. They are predicting a balanced job market in this sector with a median provincial wage of $56,992 annually. Indeed.com is currently listing 92 positions for marketing coordinators and and 122 positions for marketing managers in Vancouver. BCtechjobs, a specialized job search website for the BC Technology sector, is currently (April 30, 2020), listing 32 jobs for positions that require marketing automation skills.

6. What evidence is there of student demand for the program?

Since their debut in 2017 and 2019, demand has been very high for the Post-Degree Diplomas in both Business and Project Management. Unfortunately, these programs have

not been available to domestic students who are unable to access regular diploma level business education at VCC.

Competitive Analysis

7. Which related programs are available in the Lower Mainland and/or on-line: how do they compare in terms of focus, intended outcomes, length, cost and size?

Please see attached appendix A

Capilano University, Douglas College, Kwantlen University, and Langara College all offer a two-year, 60 credit, diploma in Business Administration, Commerce or Management. Each school also offers a Diploma in Accounting. Douglas, Kwantlen, and Langara offer a Marketing Management Diploma.

BCIT offers a 116.5 credit Diploma in Business Administration and a 123.5 credit Accounting Diploma.

Although all the major public schools offer digital marketing courses, none offer a Marketing Technology Diploma.

Domestic tuition for the two-year diplomas ranges from a low of $9,076 at VCC, to a high of $12,467 at Langara. International tuition ranges from a low of $335,020 at VCC to a high of $42,400 at Kwantlen.

VCC's tuition rates will give it a competitive advantage when entering both the domestic and international market with these new diplomas.

8. Is there an existing articulation committee for the program? Is this committee recognized by the British Columbia Council on Admissions Transfer (BCCAT)?

These new diplomas will be represented at the Business Educators Articulation Committee (BEAC), This is the BCATT committee for business programs in the province. Dennis Innes, Faculty Dean, is active on this committee where he serves as the provincial System Liaison Person (SLP).

Student Profile

9. Who are your target students (age, gender, educational background, work experience)? Where do they come from (recent high school graduates, mature students, transfers from other institutions)? Are there other characteristics applicants should have that you identify as important?

These new diplomas will appeal to a diverse group of applicants including recent high school graduates, mature students and transfers from other schools. They will require high school graduation, or the equivalent. Prospective students should have an interest in the field of business and commerce, and demonstrated mathematical ability.

10. How do you plan to recruit or attract these students?

The School of Hospitality, Food Studies and Applied Business will work with the Marketing Department and High School Coordinator to promote the new program to high school students. Information sessions will be held on campus to promote the program and visits will be arranged to all the major high schools in the Lower mainland.

The office of International Education will market the program through their well-established network of overseas agents.

11. Is this type of program traditionally or historically underrepresented in specific cohort groups (e.g., gender and/or age imbalance, Indigenous)? How will the program address any equity issues or systemic barriers?

Overall undergraduate business management education enrolment in Canada is normally gender - balanced. (Hunt & Song, 2013) VCC has gender parity in the CBM department faculty. To help maintain this balance and provide a positive learning experience for female students, the departmental hiring committees will work to achieve gender parity in the new departments that will be created to run these new programs.

The new program will work with VCC's Student Services Department to accommodate students with disabilities.

Two seats will be reserved on a priority basis for applicants from the Indigenous community.

1. Hunt and Song, 2013. Gender and Specialty in Business Management Education, *Canadian Journal of Higher Education Vol 43*, No.1.

Quality

12. List all accreditations, affiliations or articulations for this program. Are you exploring any block transfer agreements?

The Accounting Diploma is being designed to meet the Chartered Professional Accountants (CPA) Framework for Recognition criteria. This will allow the program to deliver approved prerequisite courses that will assist students who wish to enroll later in the professional CPA education program.

Articulation agreements are being actively explored with local degree-granting institutions that will enable students to transfer directly from these new two-year business-oriented diplomas at VCC into a four-year bachelor's degree in Business or Commerce.

VCC is engaged in discussions with the Vancouver office of Salesforce.com Incorporated, the largest customer relationship management service provider in the world. Salesforce is reviewing VCC's proposed curriculum for this program. The college will continue to build this relationship, with the aim of having a formal memorandum of understanding with the company regarding the sharing of curriculum and software resources. Although Salesforce is in discussions with several colleges and universities across Canada, only Seneca College in

Toronto has a formal MOU with the company. Securing a formal MOU with Salesforce would give VCC a significant market advantage in the province. .

13. Is there an existing PAC/CEG for this program? What are your plans for engaging in discussion with industry, business or program-related professional groups?

A Program Advisory Committee will be established for this program.

14. Explain how current faculty are qualified to deliver the program. If they are not qualified, how will this issue be addressed?

There are currently sixteen full and part-time faculty members in the Canadian Business Management Post-Degree Diploma program. They are a diverse group of subject matter experts from the business field. All faculty have Masters degrees and four are trained at the doctoral level. Two faculty members hold the designation of Chartered Professional Accountant (CPA). These faculty members will be invited to sit on hiring committees to assist with the recruitment of a Department Head and faculty complement for these new diplomas.

15. Describe how the program incorporates work experience, practicum, clinical practice, etc. (if applicable).

There are no practicums planned for these programs.

Admission, Delivery, and Design

16. What is the expected length of the program (in months/years)? How many intakes are you expecting per year? How many students per intake?

These will be 60-credit two-year diplomas (four semesters x 15 credits per semester).

In the first year of the new programs two intakes will be offered, this will increase to four intakes in the second year.

Each intake will have 25 students

17. Identify pathways for students to and from your program. This could include potential courses or programs that will prepare students for your program, or programs your student will be able to apply for after completion.

Students will be able to enter the program directly from high school or as mature students if they have attained high school equivalency. Another pathway for entry will be open to students from private colleges where an articulation agreement has been formalized with VCC.

The Faculty is working to develop a 2+2 articulation agreement with one or more local degree-granting institutions to provide options for diploma graduates who wish to continue their studies in a bachelor's program.

18. Will the structure of the program allow for full-time, part-time, evening, weekend, on-line, mixed-mode delivery methods, or a combination of any of these? (Identify each as appropriate).

The programs will initially be offered as a full-time face-to-face delivery with classes on a Monday to Friday schedule. Once the programs have been established, consideration will be given to adjusting the delivery to include mixed-mode delivery models.

19. Will the structure of the program allow for multiple entry and exit points? If there are multiple entry points, please specify requirements for each.

These programs are not designed for multiple entry and exit points. Due to the progressive nature of the material being delivered, students will be better served if they remain with their entry cohort.

Operational Needs

20. Are there any large costs expected as part of the delivery or development of this program? Have you started discussing potential needs with the appropriate area? Consider the following areas in particular: Facilities: new classrooms/labs/computer labs, significant renovations, space for instructors/staff, weekend delivery, etc.; IT: new hardware (e.g. computer lab), software or licenses, etc.; Human Resources: need for new instructor or program support staff, etc.; Library: research intensive program that requires significant library resources (databases, journals, etc.); Marketing: information about planned program and anticipated implementation date so the new program becomes part of their workplan.

Consultations have begun or will be initiated with the Registrar's Office, The Library, Facilities, Information Technology, and the Marketing Department to discuss the start-up and ongoing operational needs of these new programs.

21. What resources are needed to develop the program and its curriculum (curriculum development funds, release time, project manager, etc.)?

Curriculum development funds or release time will be required to complete the blueprints for the new courses in the programs.

22. What would be the impact (program quality, ability to market program, development time) on program implementation or development if the money isn't available for these large scale needs?

If curriculum developments funds are not available, it will not be feasible to market or start the programs in a timely fashion. Program quality will suffer if the courses are launched before being properly developed.

Phase In/Phase Out Plan

23. For existing programs that are being substantially changed (and are therefore treated as 'new programs' in development), describe in detail the phase in/phase out of new/old versions of the program (teach outs):

PART 2: INITIAL BUSINESS CASE

Work with the Finance Department to develop a Business Case and financial projections. This must include: tuition/fees revenue or other sources of funding and costs; an estimate of capital required for classroom/lab renovations, IT and equipment if needed for the delivery of the new program; and a 4 year projection on tuition, fees, and other revenue, and expected operating (direct and indirect) and capital costs.

What is the source of funding for this program?

Please see business case attached.

Attach Initial Business Case
Business case.docx

PART 3: ADDITIONAL INFORMATION

Provide any additional information if necessary.

Attach documents
AppendixA.docx

Appendix A - Competitive analysis of related programs

Institution	Program	Credential	Length	Tuition
Capilano University	Business Administration Diploma Accounting Assistant Diploma	Diploma	2 years 60 credits	Domestic = $10,509 International = $38,244
Douglas College	Commerce and Business Administration Diploma Accounting Diploma Marketing Diploma	Diploma	2 years 60 credits	Domestic = $11,699 International = $37,120
Kwantlen Polytechnic University	Business Management Diploma Accounting Diploma Marketing Diploma	Diploma	2 years 60 credits	Domestic = $10,524 International = $42,880
Langara College	Business Administration Diploma Accounting Diploma Marketing Management Diploma	Diploma	2 years 60 credits	Domestic = $12,467 International = $35,400
BCIT	Diploma in Business Management Accounting Diploma	Diploma	2 years 116.5 - 123.5 credits	Domestic = $11,825 International = $39,345
VCC	- *Accounting Diploma* - *Marketing Technology Diploma*	*Diploma*	*2 years 60 credits*	*Domestic = $9,076 International = $35,020*

Business Case for two new diplomas- Accounting and Marketing Technology

60 Credit program over two years (4 terms)

Class size – 25 students with 3 options

- 25 international students
- 15 international students and 10 domestic students (no base funding)
- 15 international students and 10 domestic students (with base funding)

Tuition

- International tuition $535/credit = $32,150 for two years
- Domestic Tuition $151/credit = $9,076 for two years (This matches our Hospitality diploma tuition and is line with other programs.)
- Base funding for domestic students will be explored

Support

- 1 FTE Department Head
- 1 FTE Program Assistant
- 1 FTE EAL Support

Overhead

- Classroom space - with some programs transitioning to some online delivery classroom space will not be an issue
- There is no investment needed in software
- There will be a need for faculty offices / landing spaces

Net Contribution to Overhead per cohort

- 25 international students = $263,000
- 15 international students and 10 domestic students (no base funding) = $100,000
- 15 international students and 10 domestic students (with base funding) = $275,000

DECISION NOTE

PREPARED FOR: Education Council

DATE: May 12, 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 the current and anticipated curricular changes necessitated by the COVID-19 emergency. This process is designed to maintain a holistic, agile approach to reporting and overseeing curriculum changes, despite the uncertainties presented by the current pandemic.

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. Most recently, an Education Council working group was created to create a description of the process; recommendations

[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.

from its April 22 and April 29 meetings have been incorporated to define and explain the process pathways.

DISCUSSION:
The Education Council Executive proposes the following process for curriculum changes in response to the COVID-19 pandemic. This process has been divided into two pathways:

Pathway 1: Changes to curriculum driven by the need to transition to alternative delivery due to the COVID-19 pandemic.

- Departments and instructors are allowed to make changes to courses and programs without seeking prior governance approval, except for changing or meeting program learning outcomes (see Pathway 2 below).
- These changes should be focused on ensuring students can meet overall learning outcomes and competencies.
- Guidelines provided by regulatory, accrediting, or governing bodies (such as the Industry Training Authority) can be followed without internal VCC governance approval.
- A summary of changes must be sent to Education Council for information. The summary can be sent as soon as reasonable; in some cases, this will be after the start date of the program. This chronology of changes will record the College's teaching approach and facilitate future debriefing that will take place after the COVID-19 health emergency has ended.
- Changes are considered temporary and are only in effect during program/course offerings during the COVID-19 pandemic. The summary of changes sent to EDCO should include dates.
- It is the responsibility of instructors and department leaders to inform students as soon as possible about changes to courses or programs (including evaluation plans, sequencing of courses, and teaching modes). Whenever possible, changes to courses should be established in the syllabus at the start of a class. Given the likelihood of conditions changing, Education Council authorizes reasonable changes to be made that are required on short notice (such as the availability of lab or clinical opportunities).

Pathway 2: Changes to program learning outcomes (PLOs) for cohort-based programs; changes to course learning outcomes (CLOs) for non-cohort-based courses; and the granting of credentials based on *substantial completion*.

- Changes to program learning outcomes (and some course learning outcomes) require approval from Education Council. These changes will receive expedited review by Education Council.
- For courses that are not primarily part of a program (e.g. University Transfer), and in cases where course learning outcomes cannot be met in that course, changes to course learning outcomes must be approved by Education Council. However, alternate options for delivery (such as delaying a lab component) are acceptable and fall under Pathway 1 above.
- Substantial completion: Programs awarding credentials to students based on substantial completion of the program must submit a description of how substantial completion has been determined for expedited approval by Education Council. Consultation with external stakeholders/Program Advisory Committees is recommended. Programs whose

regulatory, accrediting, or external governance bodies (such as the ITA) have provided guidelines for substantial completion are exempt from this requirement but must report these guidelines under Pathway 1.

RECOMMENDATION:
THAT Education Council approve the above provisional process for curriculum changes necessitated by the COVID-19 pandemic.

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 30, 2020

INFORMATION NOTE

PREPARED FOR: Education Council

DATE: May 12, 2020

ISSUE: Aegrotat Grade

BACKGROUND:
In response to the current COVID-19 pandemic, the aegrotat grade was recently added to C.1.1 Grading, Progression and Withdrawal policy and procedures (approved by Education Council on March 30, 2020).

Aegrotat is defined as 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.

DISCUSSION:
The original intent was to display a letter grade with a notation of "(AEG)" after the grade in the transcript; this was communicated to Education Council at the March 30 meeting.

After extensive testing of the grading module and capabilities within Banner, it was deemed not feasible to display both a grade plus an aegrotat notation. The definition approved at EdCo does not require updating in light of this information. However, it should be noted that the transcript will show a grade of "AEG" in place of a letter grade. Credit will still be earned, and the "AEG" grade notation will still have no effect on the student's GPA. As a further point of clarification, it should be noted that the "AEG" grade notation will only be available for letter-graded courses. It will not be available for courses graded Satisfactory/Unsatisfactory, apprenticeship courses or PLAR courses.

PREPARED BY: Dave McMullen, Registrar

DATE: May 12, 2020

DECISION NOTE

PREPARED FOR: Education Council

DATE: May 12, 2020

ISSUE: New course in Basic Education: MATH 0300 Topics in Fundamental Mathematics

BACKGROUND:
The Basic Education department is proposing a new course: MATH 0300 Topics in Fundamental Mathematics. Students starting math in Basic Education have traditionally been registered in the level they are closest. They work on reviewing skills to prepare themselves for that level. That usually ends up placing students lower than they need to be, as students might have gaps in a few areas but are ready for a higher level in other skills.

This course addresses those gaps by giving students the opportunity to refresh and demonstrate competencies in certain skills and focus on a self-selected course of study. Following an assessment within Basic Education, the student creates a portfolio of activities that demonstrates their competencies in their skills gaps. Following the course, students will be placed more accurately in their assigned level.

DISCUSSION:
Curriculum Committee praised the design of the course and believe that it is an innovative approach that should increase student success and progression. The committee asked for one change: that information placed in the PLAR section be moved to Instructional Strategies. That change has been made.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, the new course MATH 0300 Topics in Fundamental Mathematics.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: April 23 , 2020

Course Change Request

New Course Proposal

Date Submitted: 02/18/20 4:28 pm

Viewing: MATH 0300 : Topics in Fundamental Math

Last edit: 04/23/20 12:54 pm

Changes proposed by: sivits

Course Name:
Topics in Fundamental Mathematics

Effective Date: September 2020

School/Centre: Arts & Sciences

Department: Basic Education (2005)

Contact(s)

Name	E-mail	Phone/Ext.
Shantel Ivits	sivits@vcc.ca	7370

Banner Course Name: Topics in Fundamental Math

Subject Code: MATH - Mathematics

Course Number 0300

Year of Study ABE Fundamental Literacy (Grade 8 & below)

In Workflow

1. **2005 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 02/20/20 10:00 am Andrew Candela (acandela): Approved for 2005 Leader
2. 03/08/20 3:32 pm Shirley Lew (slew): Approved for SAS Dean
3. 04/23/20 12:55 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Credits: 0

Course Description:

Math 0300 is a self paced and self directed mathematics review course of select learning outcomes from Math Levels 1-6. Students will create a portfolio to demonstrate learning in topics such as number sense, addition, subtraction, multiplication, division, decimal fractions, common fractions, ratio and/or percent.

Course Pre-Requisites (if applicable):

Permission from the Basic Education Department

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 and identify gaps in fundamental level math knowledge.
CLO #2	Plan and undertake a course of study that addresses learning gaps in fundamental level math.
CLO #3	Perform operations with whole numbers, decimal fractions, common fractions, ratio, and/or percent.
CLO #4	Translate a word problem into a mathematical equation and solve.
CLO #5	Develop skills and strategies for learning, test-taking, and managing math anxiety.

Instructional Strategies:

A student's course of study is tailored to their unique needs; skills that have already been acquired are not re-taught to the student.

Instructional strategies include, but are not limited to: lectures; use of print and electronic visual prompts; individualized and self paced instruction; 1-1 and group work; group discussions; field trips; computer use; activities making use of auditory, tactile and sensory learning; self-reflection; and peer reviewed teaching strategies.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade: S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	20	Students will plan a course of study that addresses their learning gaps in fundamental level math (10%). At the end of the course, students will complete a self-reflection about their progress (10%).
Portfolio	70	Students will assemble a portfolio of activities (such as exercises, worksheets, tests, etc.) that demonstrate mastery of the fundamental level math skills outlined in their course of study. Progress will be monitored on a regular basis by the instructor in consultation with each student.
Assignments	10	Students will reflect on skills and strategies for learning, test-taking, and managing math anxiety.

Hours by Learning Environment Type

Lecture, Seminar, Online

35

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

121

Course Topics

Course Topics:
Number sense, addition, subtraction, multiplication, division, estimating, rounding, decimal fractions, common fractions, ratio, and/or percent, as well as strategies for learning, test-taking, and managing math anxiety.

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?

No

Provide a rationale for this proposal:

Many students taking mathematics courses in Basic Education require review or directed work on outcomes located in multiple math levels (Math 0311,0312,0313,0314,0315, 0316). Students have historically registered in the level they are closest, and worked on review skills to bring them up to readiness for their placement.
This course addresses those gaps by providing a self-selected course of study. Following an assessment with Basic Education, a student will create a portfolio of activities that demonstrates their competencies in their skill gaps. Following the course, students will be placed more accurately in their assigned level.

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

No. Students enrolled in this course will be absorbed into our existing multi-level self-paced classrooms, so no additional instructors or class times will be needed.

We would ideally like to develop some online resources for this course, and we have submitted a Curriculum Development Funding Proposal for this purpose. However, if this proposal is not approved, the course can still be offered entirely in class at no extra cost.

Consultations

Consulted Areas	Consultation Comments
Faculty/Department	Faculty developed this course idea and refined the proposal.

Consulted Areas	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	CTLR gave feedback on learning outcomes and assessment methods. We revised the proposal based on their feedback.
Learning Centre	The Learning Centre was notified of this new course and that tutoring content can be drawn from existing materials. They had no concerns.
Financial Aid	Financial Aid was informed of this new course and its eligibility for AUG funding was confirmed.
Registrar's Office	The Registrar's Office was consulted on this course.
Department Support Staff	The Program Assistant was informed of the new course.
Other Department(s)	College and Career Access was informed of this new course, since our students often flow into their department.

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Marketing Information

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

Make Available on Website:

Key: 8716

Preview Bridge

DECISION NOTE

PREPARED FOR: Education Council

DATE: May 12, 2020

ISSUE: Use of new second year of Graphic Design Diploma program for continuing cohort

BACKGROUND:
The Graphic Design department recently completed significant revisions to their diploma program; Education Council approved the curriculum at its March 10, 2020 meeting. The curriculum was updated to reflect skills that will be very useful for new graduates. The department is proposing using the new second year curriculum with the continuing cohort of students in September 2020. Please see the accompanying documents for additional details.

DISCUSSION:
Anne Emberline, Department Head of Graphic Design, presented this proposal. Ms. Emberline anonymously surveyed the current students to check their interest and received unanimous support from the students who responded. Francesco Barillaro from the Centre for Teaching, Learning & Research reviewed both the old and new curriculum, and confirmed that there were no significant gaps for students moving into the new version of the second year.

RECOMMENDATION:
THAT Education Council approve, with the approval of the students in the cohort, the use of the new second year program for the Graphic Design Diploma program cohort that began in September 2019.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: April 23**,** 2020

Graphic Design Diploma Program
Rationale for Second year Switch

Overview
The purpose of our recently approved curriculum update was to make sure our students graduate with the skills they need to get jobs after graduation. We brought all the technical content up to date with the needs of current employers, ensuring students will graduate with competitive skills, and we added more training in important soft skills like collaboration and self-directed learning. These changes were based on industry research.

This new curriculum is better linked with current industry needs and, we believe, will better prepare our students to succeed in starting their careers. As a result, we want our existing first year students to be able to move directly into the new second year curriculum instead of taking the old second year curriculum.

Consultation
I've run an anonymous survey with the current first year students and saw unanimous positive response to the option to take the new second year courses instead of the old second year courses. I have also consulted with Francesco Barillaro with the CTLR who has reviewed both the new and old curriculum and supports the change to the new second year curriculum for students who are currently completing the old first year curriculum.

Student Approval
I've created an official approval form for students to sign once the change is approved by governance (see pages 3-4). Because our program is cohort-based, all students must agree to the new curriculum for us to run it. As a result, if any student does not approve the change, we will stick with the old curriculum, even if the switch has been approved by governance. Regarding tuition changes, the new curriculum will cost a small amount more than the old ($75-$150) and the department will cover that cost for these students.

Program Learning Outcomes
The program learning outcomes were rewritten but mostly unchanged between the old and new versions so the new curriculum still aligns with the old program learning outcomes. We did add one new PLO relating to ethics and business practices, which is mostly covered in the new second year courses. There is some minor coverage of ethics and business practices in one of the new first year courses that current students may not have received (in VCDP 1280 UI/UX Design) but missing this content will not hinder students in learning the content in the new second year courses.

Mapping Course Learning Outcomes
I have checked each new second year course to ensure that the old first year content adequately prepares our current first year students for the new second year curriculum. The lists below outline how each second year course relates to the old first year courses our students are currently taking. We believe there will be no gaps resulting from a switch to the new second year curriculum. Most of the courses are unchanged, so second year students who have studied the old first year will have comparable training to new students who study the new first year.

Courses Largely Unchanged from Old Second Year Courses

These new second year courses were rewritten for clarity and/or lightly updated and are largely unchanged from the old second year courses, which means the old first year courses will be an equivalent preparation as the new first year courses:

- VCDP 2350 UI/UX Design 2 - Builds upon old first year course VCDP 1280 Interactive Design Foundation
- VCDP 2460 Web Development 2 - Builds upon old first year course VCDP 1271 Web Development Foundation
- VCDP 2440 Wordpress 2 – Builds upon old first year course VCDP 1282 Wordpress Foundation
- VCDP 2320 Advertising and Art Direction – Builds upon several first year courses that are not significantly changed between new and old curriculum
- VCDP 2480 Online Marketing – Builds upon all previous web design and development courses, largely unchanged
- VCDP 2470 Packaging Design – Builds upon all print design courses from first year, largely unchanged
- VCDP 2341 Writing for Designers 2 – Builds upon old first year course VCDP 1132 Writing for Graphic Designers
- VCDP 2430 Editorial Design – Builds upon old first year course VCDP 1130 Typography Foundation
- VCDP 2490 Portfolio and VCDP 2500 Practicum – Both come at the end of the program and build generally upon all previous courses in both new and old curriculum, no gaps expected.

New Second Year Courses

- VCDP 2312 Digital Image 2 - Builds upon the old first year course VCDP 1120 Image Foundation
- VCDP 2445 Video Production II – Builds upon the old first year course VCDP 1252 Image and Video (replaced in the new curriculum with VCDP 1253 Video Production 1, which gives more time to focus on video production techniques but doesn't cover any significantly different content than the old first year course. No gaps expected here.)
- VCDP 2325 Studio 1: Fundamentals – Builds upon the old first year course VCDP 1110 Design Foundation and generally upon the entire first year curriculum (both new and old versions, no gaps expected) and will also review some content from the old first year course VCDP 1141 Client Designer Management.
- VCDP 2455 Studio 2: Special Topics – Builds upon the entire first year curriculum (both old and new versions, no gaps expected)
- VCDP 2565 Studio 3: Specialization – Builds upon the entire first year curriculum (both old and new versions). There is some coverage of specialization in the new first year course VCDP 1292 Guided Design Exploration but the content of this new second year course is not structured such that missing the content in the new first year course will cause any issues with meeting the learning outcomes in this new second year course.
- VCDP 2495 Collaborative Capstone – Comes at the end of the program and builds generally upon all previous courses in both new and old curriculum, no gaps expected.

Graphic Design Diploma Program Curriculum Change Approval

Dear Student,
We recently completed a large update to the curriculum in our Graphic Design Diploma program. Since you are already in first year, you are scheduled to complete your second year under the old curriculum, but we'd like to give you the option to switch to the new curriculum. Here's why:

About the Project

The purpose of the update was to make sure our students graduate with the skills they need to get jobs after graduation. We brought all the technical content up to date with the needs of current employers, ensuring students will graduate with competitive skills, and we added more training in important soft skills like collaboration and self-directed learning. These changes were based on industry research.

This new curriculum is better linked with current industry needs and, we believe, will better prepare you to succeed in starting your career.

Main Differences

- We've updated the three studio courses to be more relevant. One new studio course (Studio 3: Specialization) will allow you to specialize in a particular area of design that you love, which will give you more unique skills to market when you're looking for work. Another (Studio 2: Special Topics) allows us to cover cutting edge new techniques and technologies, which will help ensure you graduate with skills that are relevant in today's job market.
- We've removed photography and added a new video course that focuses on animation and motion graphics, which entry level designers are increasingly asked to create (for example, using After Effects).
- We've added a flexible "collaborative capstone" course, which will allow you to take the lead on the design for your own grad show or other promotional event.

Please see page 2 for a full list of all the new courses.

Approval

If you'd like to approve a change to the new curriculum, please sign below:

_____ _____

Name Signature Date

New Year 2 Curriculum

Note: Courses highlighted in green are new or heavily revised

VCDP 2350	UI/UX Design II *(UI/UX, user research, wireframes, mockups, prototypes)*
VCDP 2460	Web Development II *(HTML5, CSS3, JavaScript, responsive web)*
VCDP 2440	Wordpress II *(CMS, Wordpress, eCommerce design principles)*
VCDP 2320	Advertising and Art Direction *(Campaign design, conceptual thinking, narrative, semiotics)*
VCDP 2480	Online Marketing *(Web content strategy, social media, email marketing, Google Analytics, SEO)*
VCDP 2445 NEW	Video Production II *(After Effects - animation, title screens, kinetic type, special effects)*
VCDP 2470	Packaging Design *(Packaging design, case studies, legal issues, die lines, file setup)*
VCDP 2341	Writing for Designers II *(Content strategy, conceptual thinking, briefs, headlines)*
VCDP 2430	Editorial Design *(Magazine design, research, case studies, InDesign)*

VCDP 2310 NEW	Digital Image II *(Advanced Photoshop and composite images*
VCDP 2321 NEW	Studio 1: Fundamentals *(Client projects plus project management, client management, collaboration techniques, and review of design fundamentals)*
VCDP 2451 NEW	Studio 2: Special Topics *(Client projects plus new trends and design technologies)*
VCDP 2461 NEW	Studio 3: Specialization *(Client projects plus freelance work and/or business concepts, self-directed learning and specialization in a particular design area)*
VCDP 2490	Portfolio *(Creation of personal portfolio and self-promotion materials)*
VCDP 2495 NEW	Collaborative Capstone *(Student run collaborative promotional project, grad show)*

VCDP 2500	Practicum *(120 hours)*

Education Services Renewal Schedule

*Updated April 2020

2019/2020	2020/2021	2021/2022	2022/23	2023/24
1. Financial Aid 2. Registrar's Office	1. Arbiter of Student Issues 2. Student Conduct Office 3. Indigenous Education and Community Engagement 4. International Education 5. Library	1. CS Office & Registrar 2. Disability Services 3. Institutional Research 4. Academic Advising & Assessment Services 5. Student Services Centre		

2018/2019

1. Centre for Teaching, Learning & Research – Complete
2. Counselling Services – Complete
3. Interpreting Services – Complete
4. Learning Centre – Complete

PROGRAM RENEWAL

Final Report

Building Manager Certificate

Submitted to

Claire Sauvé, Dean, Continuing Studies

David Wells, Vice President - Academic & Applied Research

Todd Rowlatt, Chair, Educational Quality Committee

Elle Ting, Chair, Education Council

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

On 22 April, 2020

By

Andy Sellwood (chair), Sid Khullar, Claire Sauvé, Erin Lenz, Barry Dallas, Phil Dougan, Dorothy Giroux, Patris Aghakian

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1 Acknowledgements

This report was prepared by the Building Manager Program Renewal Steering Committee, which was led by Andy Sellwood as chair.

The Technology and Trades program area, Continuing Studies, expresses deepest appreciation to all the members of the Steering Committee, including the instructors, who took time out of their busy schedules, for their feedback, contributions, and dedication to this project.

A special thanks is given to Claire Sauvé, Dean, Continuing Studies, for providing leadership, guidance, and vital direction throughout the renewal process. A special gratitude is to Andy Sellwood, Instructional Associate, Centre for Teaching, Learning, and Research, for his contributions to this project. His organizational and steering skills were instrumental in moving the project forward.

The program area greatly appreciates the time and critical feedback provided by members of the External Review Team and the Program Advisory Committee. Thank you to all the VCC and department staff who provided the program area with feedback, data for this renewal.

Finally, the program area is grateful to the College for providing the financial support necessary for the renewal, and to the senior leadership team for recognizing the value of this work, and for their vision towards building a strong scholastic community.

2 Executive Summary

This report summarizes the program renewal of the Building Manager Certificate. This program, which has a total of 9.5 credits, is made up of four courses of varying duration:

- REAL 1101 – Law and Tenant Relations
- REAL 1102 – Building Maintenance and Cost Control
- REAL 1103 – Building Cleaning
- REAL 1110 – Building Service Management

The focus for the program is in residential building management, although some aspects of commercial building management are covered. As stated in the Program Content Guide (PCG) the "Building Manager Certificate is designed to provide a strong foundation for students who wish to begin a career in this competitive field, or to improve the skills of current caretakers/managers."

There are no specific admission requirements to the program. The general admission requirements state, 'Applicants should be at least 18 years of age or secondary school graduates.' Two courses, Law and Tenant Relations, and Building Service Management, require a minimum English proficiency of Grade 10 level.

The renewal process was initiated and a steering committee was formed in May 2019 according to Policy C.3.2: Program Review and Renewal. Focus group meetings were held with industry experts and with graduates of the program. In addition, a variety of data was collected - student/graduate surveys and industry surveys were deployed in July 2019 for example, and both a competitive scan and labour market analysis were conducted. Course evaluations were analyzed and summarized, and enrolment and attrition data was provided by Institutional Research. Finally, the curriculum was reviewed for alignment.

Work on the self-study report started in the fall of 2019 and the report was completed in January 2020.

Forty-two recommendations were put forward by the Renewal Steering Committee, in the areas of *Curriculum & Instruction, Instructors & Staff, Student Outcomes, Program Planning and Administration, Learning Environment,* and *Program and Student Support Services.* Examples of key recommendations are to: Embed communication and soft skills into courses; Include content on risk management, understanding RFPs, building RFPs, and building codes; Expand marketing to non-profits, industry associations, trade magazines, etc.; and Maintain the affordability of the program.

In January 2020, an external review team was formed with individuals from Johnson Controls, Austerville Properties, UBC, and Okanagan College. The International Facility Management

Association (IFMA) and Building Owners and Managers Association (BOMA) were also represented on the external review team. The team reviewed the self-study and conducted a site visit (which included meetings with an instructor from the Building Manager program, students and graduates, and the admin team from Continuing Studies). The external review team submitted a report in which they commented that the Building Manager program is valuable and that there is a need for qualified building managers in the industry. They also commented that there needs to be more targeted marketing for the program (perhaps a 'landing page' where alumni can be featured), and that less hours should be devoted to the cleaning course (content on RFPs and building technology could be swopped in). It was noted that course materials should be reviewed and checked for alignment with course outcomes. Additional recommendations were put forward by the external review team.

The Renewal Steering Committee reviewed the External Review report and then categorized key recommendations based on their importance/urgency and on the resources required to successfully fulfill the recommendation. A separate Action Plan, submitted alongside this final report, shows the key initiatives generated by the dean and program coordinator.

3 Self-Study Report Summary

Overview

This section provides a summary of the findings and conclusions from the self-study report. It is organized into the six key performance indicators (KPIs) laid out in policy C.3.2 Program Review and Renewal:

A. Curriculum and Instruction
B. Student Outcomes
C. Program Planning and Administration
D. Faculty and Staff
E. Program and Student Support Services
F. Learning Environment

A. Curriculum and Instruction

The first 'Program Guide' for the Building Manager program dates back to 2007. The current Program Content Guide was last updated in September 2016.

The four courses in this program, and their respective credits and hours are as follows:

Course Number	Course Name	Credits	Hours
REAL 1101	Law and Tenant Relations	1.5	20
REAL 1102	Building Maintenance and Cost Control	2.5	30
REAL 1103	Building Cleaning	2.5	30
REAL 1110	Building Service Management	3.0	40
	Program Total	9.5	120

Students can enrol in any of the courses at any time, and hence it is not required to complete any one course before another is taken.

A curriculum alignment matrix was completed which showed where each of the twelve program learning outcomes are met in each of the four courses. All of the program learning outcomes are met in at least one course and in some cases two courses.

The following data was examined to investigate the quality of the curriculum and instruction:

- Instructor input
- Course evaluations
- Student/graduate survey
- Industry survey
- BC Student Outcomes summaries and long responses
- Student/graduate focus group
- Industry focus group

Key Findings:

- All aspects of instruction were rated either good or excellent.
- Students/graduates felt the courses/content was relevant, up-to-date, of the right length, had helpful assignments, and were enjoyable.
- Students/graduates felt a practicum would improve the program.
- Students/graduates felt it was either extremely or very important to have a credential (e.g. certificate).
- Overall, students/graduates were pleased with the instructors' knowledge and experience.
- Including content on building codes, safety, soft skills, and building systems (HVAC, fob, plumbing etc..) would be good
- Written and verbal communication skills are important for building managers
- Including some hands-on experiences would improve the program

B. Student Outcomes

This KPI examines both student advancement and student satisfaction.

Institutional Research provided a Data Package for the Building Manager program showing total enrolments and attrition for each course between 2014 and 2019. It was clearly seen that attrition is very low in the four Building Manager courses.

Student satisfaction was measured by looking at the following data sources:

- Course evaluations
- Student/graduate survey
- BC Student Outcomes summaries and long responses
- Student/graduate focus group
- The Building Manager (Residential) Annual Program Review 2018

Key Findings:

- Attrition in the courses within the Building Manager program is very low
- A very high percentage of students would recommend the courses to others
- Graduates feel that all the courses in the program should be completed
- Students and graduates are very satisfied with the education they received

C. Program Planning and Administration

A number of items were investigated with regard to this KPI such as: transfer credit, PLAR, accreditation, the program PAC, marketing and recruitment, the competitive landscape, and labour market demand.

In general, feedback regarding the length, cost, and scheduling of the courses in the program was positive – the program 'size' fits the needs of students and industry.

The number of registrations per year, from 2014 to 2018, reached 147 in 2015 and dipped to a low of 65 in 2017. Registrations bounced back to 125 in 2018. The average of student headcount over the four year period (Fiscal Year 2014-2015 to 2018-2019) was 61.2, with a peak of 76 in 2015-2016 and a low of 43 in 2017-2018.

It was noted that recognition of the BLDG program and/or individual courses by professional associations in the building industry, such as the Professional Association of Managing Agents (PAMA), and the provincial chapter of Building Owners and Managers Association (BOMA) would be explored during the curriculum development phase following the Program Renewal.

In terms of marketing and recruitment it was found that the majority of people who take the Building Manager program are over the age of 40. At $21/hour the average hourly wage is low and poses a challenge for recruitment.

Although other institutions have programs that overlap somewhat in content with this program, the Building Manager certificate is unique in its focus on preparing students to become residential building managers.

A review of relevant WorkBC Career Profile data (the facility operation and maintenance managers occupation, and the Janitors, caretakers and building superintendents occupation) found that there is high demand in this area, with a large number of job openings expected. Job postings for building manager positions were also examined to determine the 'fit' of this program in the sector.

Key Findings:

- Recognition of the Building Manager program by professional organizations would help to attract students
- There are a wide variety of reasons students choose to take the program
- Most people who take the Building Manager program are over the age of 40
- The Building Manager program is unique in the Lower Mainland
- There is a huge demand for new, qualified people in this field of work

- A significant number of the job openings are due to retiring workers
- There could be a market for the program in the non-profit area
- Students like the class schedule and program flexibility
- Students like the affordability of the program
- An industry credential or micro-credential option within the program could be explored

D. Faculty and Staff

The BLDG program is housed within the Technology and Trades program area in the Centre for Continuing Studies. The Program Coordinator facilitates the day-to-day functioning of the program. The Program Coordinator is supported by the Continuing Studies team, which includes the Program Assistant, Senior Program Coordinator, Operations Manager, Associate Registrar, and the Registrations Office. The instructors report to the Program Coordinator. The Dean of Continuing Studies leads the Centre for Continuing Studies.

The program is supported by two Continuing Studies instructors – Barry Dallas and Phil Dougan. Both instructors are industry professionals and have years of experience in their respective fields.

From 2014 to 2018, the average of student Full-time equivalent (FTE) in this program was 5.96, with a high of 7.32 in 2015 and a low of 3.23 in 2017. Since classes are scheduled during the evening hours and on Saturdays, instructors are able to take on the teaching assignments for these courses while continuing to work during the daytime.

Key Findings:

- The classes in the program are delivered by qualified, experienced industry professionals
- This Building Manager Certificate is well-supported by the Trades and Technology program area

E. Program and Student Support Services

This KPI covers the advising and registration processes that occur in Continuing Studies for the Building Manager program, as well as the VCC student support services that students in the program have access to.

The program assistant is typically the first point of contact with students who enquire by phone or email. Course registrations are managed by the Continuing Studies Registrations Office. Students can register by phone, in person or online. Students are advised by the program coordinator, as needed.

VCC Student Support Services did not see many visitations from students in this program in the last three years. For those students who visited the Learning Centre, support was provided for interview skills, writing, English speaking and reading skills. Disability services expressed a need for making the learning materials available in an adapted format. The Library has a limited collection of materials for this program. It was also noted that students who were supported by the Library staff in the past were unfamiliar with computers and Microsoft Office applications.

Key Findings

- Consider tutoring services in this program area
- Book library orientation tours to encourage students to request help with their assignments
- Communicate more with the liaison librarian about the assignments given to students

F. Learning Environment (Physical and Online)

Standard classrooms are used for this program at the downtown campus. In the Building Manager Program Renewal Student/Graduate survey it was found that all respondents indicated that the classroom setup was comfortable and facilitated learning.

At the student/graduate focus group it was noted that “the facilities at the college are adequate”.

Recommendations

The self-study recommendations are included in the table under section 6 Final Recommendations below.

4 External Review Report Summary

On January 13th 2020, an External Review Team (ERT) convened to review the Self-Study Report, and to meet with instructors, staff, students and graduates as well as several members of the self-study team.

A report was submitted by the ERT that included an overview of their site visit, an overall summary of their findings, and an in-depth look at which self-study recommendations they supported (or did not support).

The ERT commented that the self-study report sufficiently addressed the six key performance indicators. In the area of Program Planning and Administration, the ERT commented that the program name should reflect the focus of the program, namely building management (for residential buildings), as opposed to facilities/commercial building management which would fit with more of an 'engineer' role. In relation to this, the program description needs to be improved for marketing purposes. For example, highlighting that the program prepares students for entry level positions.

In terms of online marketing, the subject area could be changed from 'buildings' to 'real estate' and possible job titles could be emphasized. They confirmed that there is a definite need for building managers in the industry. A recommendation that was not supported was around increasing the program hours to remain a certificate – the ERT felt this would deter students from enrolling.

For Curriculum and Instruction the ERT noted that less hours should be devoted to the building cleaning course. Instead, content on the janitorial RFP process (or RFP contract management) could be included. As mentioned, the ERT felt the program should focus on residential building management, but could have some introductory content on commercial building management. They thought that including an employability skills unit was a good idea. One additional idea was to check the course materials for alignment to course learning outcomes and assessments. The ERT did not think it was necessary to create an industry certificate but that having the program/courses recognized or endorsed by industry was a good idea.

In terms of Student Outcomes the ERT suggested that alumni of the program be highlighted on a web 'landing page'. Benefits for alumni could also be explored, such as networking or connecting with key industry people. Similarly, they suggested that industry representatives could be invited to talk to students, perhaps as part of the aforementioned employability skills unit.

The ERT did highlight the dependence of the program on the two instructors who currently teach the four courses and thought it might be a good idea to build a network of potential future instructors.

Access to course materials was discussed by the ERT and it was suggested that the program make better use of Moodle and use this as a platform for posting reading materials and additional resources.

Another resource that the ERT thought could be utilized was the actual VCC building – perhaps as part of case studies or other assignments.

The ERT identified the following strengths of the program based on their interviews and review of the self-study report:

- Classroom environment is a strength and selling point
- Students appreciated the opportunity to interact with fellow classmates
- Group work was noted as a plus
- Some overlap in the content was good
- Students built a network with their classmates
- "Real life" projects were appreciated and built a connection for students with industry
- Instructors are knowledgeable

The ERT identified the following areas of improvement for the program:

- Marketing – there is limited marketing that is done to promote the program outside of the CS brochure.
- The inclusion of industry/"real world" assignments has been adhoc. Grads and instructors spoke about how valuable these assignments have been.
- Curriculum overlap was discussed by students and it was their thought the content was solid but delivery could be tightened up.
- There is no practicum but given the flexibility in delivery of the program, it may be difficult to include a practicum. Perhaps consider job shadowing opportunities instead of a practicum.
- In some classes, there could be smaller assignments to reinforce the topics learned.
- Enrolment is good but could be improved.

The following key recommendations were highlighted in the ERT's report:

- Enhance marketing efforts to beyond the brochure. Build a strong landing page and drive marketing to the website. Include alumni, job and industry information and build an interest in the industry for potential students. Marketing should also clarify student expectations.
- Review curriculum and course content for industry relevancy and professionalism. Utilize Moodle for student resources.
- Build a succession plan for key instructors.
- Consider including a capstone project that encompasses all learning. Potentially could incorporate the VCC facility as the resource for the project.

- Consider reducing the Cleaning course hours and incorporate additional content relevant to industry. i.e. RFP and contract
- Formalize the assignments that are based on real world experiences. Increase the connection of students with industry through these assignments.
- Build networks and connections with industry groups, non-profits and employers.

External Review Team:

Academic Representative from Post-Secondary Institution:
Kara Kazimer Okanagan College

Academic Representative from Post-Secondary Institution:
Jessica Yee University of British Columbia

Industry Representative:
John Ringness Johnson Controls and IFMA

Industry Representative:
Devon Carson Austeville Properties and BOMA

5 Steering Committee Response to External Review Report

The external review site visit and report were discussed at a Building Manager Program Renewal Steering Committee meeting on February 10th 2020.

The steering committee noted that the External Review Report was encouraging and included excellent feedback on all the self-study recommendations.

One point of interest was that the ERT recommended that the program remain 'small' in order to keep the cost low (and not be increased in length to meet the 18 credit requirement of a VCC certificate). Steering committee agreed it would be fine if the program became a short certificate. In other words, keeping the program as 'entry level' made sense. However, a higher level program or set of (200 level) courses be explored. The next level up from the role of building manager would be to become either a property manager or an 'engineer' – and any 200 level courses that were developed could give an introduction to these areas. It was suggested that the program talk to employers to find out the skills they see as lacking in those in the industry.

It was discussed that the material taught in the Law and Tenant Relations course was very helpful for people who end up becoming property managers. The UBC property manager program prepares people to be property managers, but at a very minimal level. The Building Manager program could be promoted to fill a gap in expertise that currently exists in property managers (this gap could be a reason for the high turnover of people in the industry). Cross-promotion of the program with the Sauder School was seen as a good idea. There was agreement that the program could fall under the subject heading 'real estate', to emphasize its connection to property management.

With regard to marketing, the connection to industry was seen as critical. For example, having the program and courses endorsed by industry associations, and marketing efforts that target the property management area (and perhaps trade magazines such as the one put out by CHOA). Alumni testimonials were also seen as a positive addition to the 'landing page' for the program on the VCC website.

It was agreed by the steering committee that making the course materials shorter and more succinct was a good idea. Making these available on Moodle was seen as something the program should move forward with – additional resources (like cases and industry contacts) could then be made available as well. 'Tightening' course content by checking for alignment of learning tasks, assessments and outcomes also sounded like a high priority.

It was suggested that more advanced content (elevators, HVAC, electric vehicles, parking and garbage contracts etc.) could be covered in PD workshops. There was agreement that the thirty hours in building cleaning should be reduced, but that overall, the curriculum simply needs to be updated and refreshed. Keeping the courses face-to-face was seen as a good idea given that students liked this aspect – but exploring online/blended options for some courses would be a

likely action item. Having an industry focus group as part of curriculum development was seen as key.

The idea of a practicum was discussed – it was felt that this could be too much for a program of this size. However, the concept of mentorship from industry professionals seemed like a good fit.

Steering committee reviewed the ERT's comments on student use of the Learning Centre (LC). Certainly, having resume writing and other job search skills in the program curriculum would be redundant given these services are offered in the LC. It would be better to highlight and promote these services to students in the program.

Steering committee completed their deliberations by identifying the key recommendations that were in either the self-study report, the external review report, or that had come up during earlier discussions. These were then categorized based on their importance and resources required (see section 6 Final Recommendations below).

Responses to External Report – VP Academic

David Wells, Vice-President, Academic & Applied Research

Comments on Building Service Manager program external review report:

The commentary provided by the external review panel is an important reflection of the challenges and opportunities faced by programs in these areas. The Building Service Manager field is one that operates in an increasingly dynamic environment, while relying on the essentially applied nature of the work. The introduction of IoT will take the management of both residential and commercial building into increasingly technological spheres. The lack of a regulatory body policing the entry to practice in this field means that there is a great diversity of training backgrounds for incumbents, and with it, a great opportunity for micro credentials and other apportioned parts of this program for individuals who have already acquired some measure of the skills and competencies to work in this field.

The challenge is that without a regulated professional standard, there is limited capacity, and compulsion, to undertake the breadth and depth of programming needed, along with the cost and time entailed to complete that programming. There is some fluidity in the description of the role and differences that exist between commercial and residential settings. The Building Service Manager position is an entry level program and the focus will need to be on ensuring program quality is consistent and applied in nature, and brief in duration. The suggestion of a capstone is an important option to reflect graduate competencies. This area is one that would benefit greatly from priori learning assessment and recognition for those working in the field who have acquired some of the competencies on the job.

6 Final Recommendations

During the program renewal steering committee meeting on 2020 the self-study recommendations were categorized using the contexts of urgency/importance and resources required. These recommendations are broken down into the six key performance indicators (KPIs) and are shown in Table 1. Based on a review of the external review report by the steering committee, some additional recommendations were generated and these are included in Table 2.

Table 1

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
Curriculum and Instruction	Provide statements of completion for individual courses		Low	High
	Embed communication and soft skills into courses		High	High
	Incorporate technology skills		High	High

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
	Investigate online/blended delivery options		High	High
	Maintain low barrier to entry		High	Low
	Determine importance of VCC credential vs industry certification		Low	High
	Develop partnership with IFMA/PAMA/BOMA to have credential recognized/endorsed (and include endorsement in course descriptions)		High	High
	Maintain program credits (under current policy program would become a short certificate)		High	Low
	Investigate options for hands-on or real-world experiences (e.g. a practicum, guest speakers, demos, site visits, videos etc…)		High	High

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
	Develop commercial content to complement existing content		Low	High
	Consider a modular program, with additional courses that build on existing CS courses (e.g. Excel, Project Management)		Low	High
	Include content on risk management, understanding RFPs, building RFPs, building codes		High	High
	Consider including energy management /sustainability topics/course		Low	High
	Provide an English language support option		Low	Low
	Formalize career exploration and job application learning outcomes in the program		High	High

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
	Investigate increasing course length		Low	Low
	Include content on the basics of building automation, HVAC, elevators, fire alarm panels, and fob programming etc		High	High
	Create a facilities management module (include people management, teamwork development, electrical knowledge, background in law/contracts & proposals, disaster/emergency preparation, and supervisory skills)		Low	High
	Restructure Law and Tenant Relations curriculum to create an annotated form of the Residential Tenancy Act that could be a resource for managers after completion of the in class course		High	Low

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
		Review curriculum and course content for industry relevancy and professionalism.	High	High
		Utilize Moodle for student resources.	High	Low
		Consider including a capstone project that encompasses all learning. Potentially could incorporate the VCC facility as the resource for the project.	High	High
		Consider reducing the Cleaning course hours and incorporate additional content relevant to industry. i.e. RFP and contract	High	High
		Formalize the assignments that are based on real world experiences. Increase the connection of students with industry through these assignments.	High	High

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
Instructors and Staff	Continue to have classes taught by qualified, experienced industry professionals		High	Low
		Build a succession plan for key instructors (increase pool of qualified instructors).	Low	High
Student Outcomes	Explore who our prospective students are		High	High
	Survey graduates to determine which jobs/positions they are in		High	High
	Strengthen relationships with employer groups		High	High
Program and Student Support Services	Consider tutoring services in this program area		Low	High

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
	Book library orientation tours to encourage students to request help with their assignments		High	Low
	Communicate more with the liaison librarian about the assignments given to students		High	Low
Program Planning and Administration	Establish industry job board for students/graduates		High	High
	Expand marketing to non-profits, industry associations, trade magazines, etc. buildings in West End, co-op boards		High	Low
	Include more details regarding course content in marketing		High	Low
	Maintain current flexibility and evening class schedule		High	Low

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
	Consider implications of VCC credential (increasing cost and increasing hours)		Low	Low
	Develop external partnerships to create PD opportunities to take the program (like CHRP)		High	High
	Explore partnerships with industry professionals (International Facilities Management Association [IFMA], Downtown Eastside Residents Association [DERA]) and explore partnerships with non-profits and co-ops	Build networks and connections with industry groups, non-profits and employers.	Low	Low
	Provide a discount for registering for all courses in one semester		Low	Low
	Maintain affordability of program		High	Low

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
	Improve online registration		High	High
	Pursue laddering / transfer credit		High	High
	Market Building Manager program to property managers		High	High
		Enhance marketing efforts to beyond the brochure. Build a strong landing page and drive marketing to the website. Include alumni, job and industry information and build an interest in the industry for potential students. Marketing should also clarify student expectations.	High	High
Learning Environment	Consider options to change course materials to increase usefulness of course work to 'at work' circumstances		High	High

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
	Consider providing materials on a 'thumb-drive' or similar electronic format; move away from paper based materials		High	High

Table 2

KPI	RECOMMENDATIONS BY STEERING COMMITTEE	URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
Curriculum and Instruction	Work backwards from property manager training and align programs	Low	High
	Leverage VCC facilities for a tour / project work / shadowing or Make use of VCC facilities as part of program	High	Low
	Ask employers what skills their employers are lacking	High	Low
	Hold focus groups to develop course outcomes	High	Low
	Make sure course assessments, outcomes, and learning activities are aligned – simplify and focus course content	High	High
Program Planning and Administration	Explore cross promotion options with UBC	Low	High

	Increase targeted marketing efforts, with careful use of money; industry help / sponsorship	High	Low
	Explore mini lectures / educational seminars as a marketing tool	Low	Low
	Explore mentoring and other industry connection opportunities	Low	Low
	Investigate contract training	Low	Low
	Explore partnership with PAMA	Low	Low
	Investigate '200' level courses	High	High
Program and Student Support Services	Make sure students are aware of Learning Centre support	High	Low

Program Renewal: Building Manager Certificate Program
Action Plan February 27, 2020

Action Plan

Based on the findings from the program renewal Self-Study Report, and the feedback from the External Review, the program has identified the following final key projects and initiatives.

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources and Support Required	Evaluation Plan
1	Create a Moodle shell to share course content and materials with students	September 2020	Moodle, CTLR, PC, Instructors	Assess utilization of Moodle shells in courses
2	Revise and update PCG while maintaining total program credits and program affordability, including incorporating PLAR	September 2021	Curriculum development funds, CTLR, PC, Sr Program Coordinator	Revised program launched
3	Enhance program landing page on the website with elements such as alumni testimonials, industry endorsements, typical job titles	January 2021	Marketing, industry stakeholders, PC	Updated webpage
4	Evaluate the possibility of incorporating work-integrated learning (practicum, capstone, guest speakers, site-visit, mentorship with industry professionals, etc.)	September 2021	CTLR, PC, Sr Program Coordinator	Determination of viability of work-integrated learning component
5	Revise curriculum and ensure alignment of learning outcome, learning activities, and assessments	September 2021	CTLR, PC, Curriculum Development Funds, Sr Program Coordinator	Aligned program and course outcomes, learning activities, and assessments
6	Redesign program courses to incorporate updated and changing needs of industry (example, including content on RFPs, building technologies, HVAC, fire alarm systems)	September 2021	Industry focus groups, Curriculum development funds, CTLR, PC, Sr Program Coordinator	Revised courses

Program Renewal: Building Manager Certificate Program
Action Plan February 27, 2020

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources and Support Required	Evaluation Plan
7	Increase targeted marketing efforts for professional development for property managers and to industry and trade associations, explore cross-promotion with other building manager programs (eg. UBC Sauder School)	January 2021	Marketing, industry stakeholders, PC	Marketing collateral available for targeted marketing
8	Explore incorporating online/blended course delivery options	September 2020	CTLR, PC, Sr Program Coordinator	Assessment of suitability of online options in this program
9	Explore the creation of a higher level program for professional development of existing building managers and property managers	January 2022	Industry focus groups, Curriculum development funds, CTLR, PC, Sr Program Coordinator	Assessment of new program potential

Report and Action Plan

Counselling Services Educational Services Renewal

November, 2019

Purpose

This report has been drafted in accordance with policy D.1.1, Educational Services Renewal - Procedures, section 6. The Counselling Department carefully reviewed the findings from the external review and their own self-study to develop a final report outlining recommendations, supported by the Associate Vice President of Student Services that will form a strategic plan for the department over the next three years.

Summary of Findings

The external review and the self-study confirm that the Counselling Department at VCC is comprised of dedicated, well-trained professionals who care deeply about the work they do to support students. However, it is clear that the department is at capacity. It is difficult to respond to new requests from program areas and as a result, some programs are being underserved by Counselling Services. Any further pressure arising from the growing need in mental health, will have a significant impact on accessibility of the service for students and possibly the mental health and well-being of the Counsellors. In addition, the release time of the Department Lead needs to reflect the reality of the time required to do the job and should be consistent with release time for Leads in other institutions. A general recommendation across the board is to increase the FTE of the department and the release time for the Department Lead.

A number of recommendations were related to the work of generally supporting the mental health and well-being of students on campus such as advocating for a College-wide strategy, collaborating with the health sciences area, improving events and wellness spaces, and enhancing support for faculty in dealing with students in distress. Improvements to the administrative functioning and overall intake process including confidentiality and privacy protocols for students were identified in both reviews as important issues to address. The recommendations are summarized in Table A and were given a priority level from low to high based on advice from the external reviewers and our evaluation of the impact to the service and greater College Community.

Not all recommendations were adopted, because of their large scope and/or their relevance at this time. Some recommendations from the self-study were recognized very early in the process and implemented immediately such as bringing in an expert on note taking to improve record keeping practises and providing comfortable client chairs in each office. Therefore, these recommendations are not included in the Table A.

The experience of undergoing a Service Renewal has been an enjoyable and useful process for the Counselling Department. The recommendations form an important overview and plan for the department over the next three years and we look forward to implementing the actions.

Table A: Summary of Recommendations and Action Plan from Educational Service Renewal

Recommendation	Goal	Action	Stake-holders	Timeline	Source	Resources Required	Priority Level
Build mental health and wellness on Campus	Better support well being & success of Health Sciences students	1. Form and run working committee with Health Sciences	-SHS, CS, AVPSS	Completed	Service Renewal Self-Study	Counsellor Time	Medium
		2. Define projects to co-develop curriculum with HS such as Course on Emotional regulation for health care workers	CS, Dean of HS, SHS, AVP of SS	Dec/20	Service Renewal Self-Study	Counsellor Time	Medium
		3. Source funding to increase Counselling FTE	CS, Dean of HS, AVP, College	Dec/20	Service Renewal Self-study	Funds to support FTE	High
	Support Faculty to support student's success & well-being	1. Define scope of practice for training faculty	CS, AVP of SS	Dec/20	Service Renewal Self-Study & External Review	Counsellor Time	Medium

Table A: Summary of Recommendations and Action Plan from Educational Service Renewal

Recommendation	Goal	Action	Stake-holders	Timeline	Source	Resources Required	Priority Level
		2. Develop & launch Assisting students in distress brochure	CS, Marketing, AVPSS	Brochure completed; Launch ongoing and annually	Service Renewal Self Study & External Review	Financial Resources;	High
		3. Guide & instruct faculty in how to respond to students in distress through regular liaisons with schools and departments, lunch & learns, Leader's Forum	CS	Ongoing	Service Renewal Self Study & External Review	Counsellor Time	High
		4. Develop & deliver workshops on supportive relationships with students	CS, Deans and DL's; HR; AVPSS	Ongoing	Service Renewal Self Study	Counsellor Time	Medium
	Re-instate Compassionate Communication training & support groups	1.Market through HS/CS Committee	CS, HS Dean & DL's	Started already; one year to grow	Service Renewal Self Study	Counsellor Time	Low

Table A: Summary of Recommendations and Action Plan from Educational Service Renewal

Recommendation	Goal	Action	Stake-holders	Timeline	Source	Resources Required	Priority Level
	Enhance Mental Health and Wellness Events	1. Collaborate with Library for Beyond the Blues	CS, Library	Completed; Annual Event	Service Renewal Self Study & External Review	Resources for prizes, give-aways, etc	Low
		2. Form a cross-campus Wellness Event Committee		Completed; one year to grow further	Service Renewal Self Study & External Review	Counsellor Time	High
		3. Add Beyond the Blues to BWY campus	CS, HR	Completed; Annual Event	Service Renewal Self Study & External Review	Resources for prizes, give-aways, etc	Medium
	Create Wellness Spaces	1. Form a committee	CS, AVPSS, Facilities	Mar/20	Service Renewal Self Study & External Review	Counsellor Time	Low
		2. Design & obtain space	CS, AVPSS, Facilities	Dec/22	Service Renewal Self Study & External Review	Financial Resources; Counsellor Time	Low
		3. Procure wellness materials	CS, AVPSS, Facilities	Dec/22	Service Renewal Self Study & External Review	Financial Resources; Counsellor Time	Low

Table A: Summary of Recommendations and Action Plan from Educational Service Renewal

Recommendation	Goal	Action	Stake-holders	Timeline	Source	Resources Required	Priority Level
		4. Create "pop-up" wellness Lounges for events	CS, AVPSS, Facilities	Dec/21	Service Renewal Self Study & External Review	Financial Resources; Counsellor Time	Low
	Advocate for formal VCC Mental Health & Wellness Strategy	1. Collaborate with Mental Health & Wellness Committee to leverage for MH & W Strat	CS, AVPSS, HR, & other areas such as DS, HS	Dec/20	Service Renewal Self Study & External Review	Release time	Medium
Improve student intake process	Collaborate with Front Reception Staff	1. Support & train FR staff to enhance screening & problem solving	CS, Reception Services, S	Dec/20	Service Renewal Self Study & External Review	Counsellor Time	High
		2. Support FR staff in Clockwork input of student data	CS, DS, IT Reception Services	Mar/20	Service Renewal Self Study & External Review	Counsellor Time	High
		3. Develop a procedure manual for FR	CS, Reception Services	Dec/20	Service Renewal Self Study & External Review	Counsellor Time	High
		4. DL to attend regular FR dept. meetings	DL for CS; Supervisor of Reception	Nov/19	Service Renewal Self Study & External Review	Counsellor Time	High

Table A: Summary of Recommendations and Action Plan from Educational Service Renewal

Recommendation	Goal	Action	Stake-holders	Timeline	Source	Resources Required	Priority Level
		5. Participate in upcoming FR Service Review	CS, AVPSS, Reception Services	2020-2021	Service Renewal Self Study & External Review	Counsellor Time	Medium
	Explore screening tools	1. Develop and implement screening questionnaire for FR use	CS, Front Reception	Dec/20	Service Renewal Self Study & External Review	Counsellor Time	High
	Counselling intake form	1. Update intake form to capture privacy and consent	CS	Mar/20	Service Renewal Self Study & External Review	Counsellor Time	High
Improve Record Keeping	Clockworks	1. Work with Clockwork working group to continue problem solving issues such as workshop entry, stats, privacy	CS, DS, IT	On-going	Service Renewal Self Study & External Review	Counsellor Time	High
		2. Link Clockworks and Banner better	CS, IT	Mar/20	Service Renewal Self Study & External Review	Counsellor Time	High
	Privacy and Consent	1. Form an inter-departmental Working Task group to address	Student Success, CS	In progress	Service Renewal Self Study	Counsellor Time	High

Table A: Summary of Recommendations and Action Plan from Educational Service Renewal

Recommendation	Goal	Action	Stake-holders	Timeline	Source	Resources Required	Priority Level
		storing & sharing student info			& External Review		
		2. Develop & implement consistent intake practices for Counsellors	CS	Dec/20	Service Renewal Self Study & External Review	Counsellor Time	HIgh
		3. Ensure Counselling space is administratively neutral	CS, AVPSS, Judicial affairs	DTN – complete BWY- in progress	Service Renewal Self Study	None	High
		4. Explore layout options to increase confidentiality at front counter on Bwy	CS, AVPSS, Facilities, all SS, Reception Services	Dec/20	Service Renewal Self Study & External Review	Counsellor Time	High
Better connect students to CS	Signage	1. Better signage to CS on both campuses	CS, AVPSS, SS	Dec/20	External Review	Financial	High
	Website	1. Form CS working group to explore ways to improve website	CS, Marketing, IT	In progress	Service Renewal Self Study & External Review	Counsellor Time	Medium
		2. Re-train members on website management	CS, IT	In progress	Service Renewal Self Study & External Review	Counsellor Time	Medium
Evaluating CS	Workshops/Events	1.Develop feedback form for workshops and events	CS, IR	Dec/20	Service Renewal	Counsellor Time	Medium

Table A: Summary of Recommendations and Action Plan from Educational Service Renewal

Recommendation	Goal	Action	Stake-holders	Timeline	Source	Resources Required	Priority Level
					Self Study & External Review		
	Individual Sessions	1. Explore ways to ethically assess delivery of service	CS, IR	Dec/21	Service Renewal Self Study & External Review	Counsellor Time	Low
		2. Explore campus-wide surveys for all SS	SS, AVPSS, IR	Dec/21	External Review	Unsure	Low
Enhance professional Network and competency		1. Co-host PSCA Conference 2020	CS, AVPSS	In progress	Service Renewal Self Study & External Review	PD funds; Financial support from SS	Medium
		2. Explore access to Psychologist for consultation	CS, AVPSS, Wellness Committee	Dec/21	Service Renewal Self Study	Resources to fund services	Low
		3. Bring in expert on topic such as autism, psychosis, MH crisis access	CS, SS	Mar/21	Service Renewal Self Study	Fees for Service	Low