## Vancouver Community College
### Education Council

**MEETING AGENDA**  
**September 13, 2016, 3:30-5:30 pm, Room 240 DTN**

<table>
<thead>
<tr>
<th>Item</th>
<th>Topic</th>
<th>Time</th>
<th>Speaker</th>
<th>Pre-reading materials</th>
<th>Action</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Call to Order</td>
<td></td>
<td>Todd Rowlatt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Adopt Agenda</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td>September 13, 2016 Agenda</td>
<td>Approval</td>
<td>1-2</td>
</tr>
<tr>
<td>3.</td>
<td>Approve Past Minutes</td>
<td>1 min</td>
<td>Todd Rowlatt</td>
<td>June 14, 2016 and June 28, 2016</td>
<td>Approval</td>
<td>3-9</td>
</tr>
<tr>
<td>4.</td>
<td>Enquiries &amp; Correspondence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a)</td>
<td>Change to High School Grading</td>
<td>5 min</td>
<td>Todd Rowlatt</td>
<td></td>
<td>Information</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Business Arising</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a)</td>
<td>Education Agreements</td>
<td>5 min</td>
<td>Kathryn McNaughton</td>
<td>Information Note and report</td>
<td>Information</td>
<td>10-21</td>
</tr>
<tr>
<td>b)</td>
<td>Baking &amp; Pastry Arts Indigenous Program</td>
<td>10 min</td>
<td>Dennis Innes</td>
<td>Information Note</td>
<td>Information</td>
<td>22-23</td>
</tr>
<tr>
<td>6.</td>
<td>Standing Committee Reports</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a)</td>
<td>Curriculum Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i)</td>
<td>Certificate in Online eLearning</td>
<td>5 min</td>
<td>Glenn Galy</td>
<td>Decision Note, course outlines</td>
<td>Approval</td>
<td>24-36</td>
</tr>
<tr>
<td>ii)</td>
<td>Career Awareness Program</td>
<td>10 min</td>
<td>Ingrid Defert</td>
<td>Decision Note, curriculum documentation</td>
<td>Approval</td>
<td>37-91</td>
</tr>
<tr>
<td>iii)</td>
<td>Professional Cook 1 and 2 Programs</td>
<td>10 min</td>
<td>Collin Gill</td>
<td>Decision Note, curriculum documentation</td>
<td>Approval</td>
<td>92-201</td>
</tr>
<tr>
<td>iv)</td>
<td>Canadian Business Management Program</td>
<td>10 min</td>
<td>Fred MacDonald</td>
<td>Decision Note, curriculum documentation</td>
<td>Approval</td>
<td>202-322</td>
</tr>
<tr>
<td>b)</td>
<td>Education Policy Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i)</td>
<td>C.1.3 Granting of Credentials</td>
<td>10 min</td>
<td>Mike Tunnah</td>
<td>Information Note, policy, procedures</td>
<td>Information</td>
<td>323-329</td>
</tr>
<tr>
<td>ii)</td>
<td>D.3.5 Prior Learning Assessment &amp; Recognition</td>
<td>10 min</td>
<td>Mike Tunnah</td>
<td>Information Note, policy, procedures</td>
<td>Information</td>
<td>330-335</td>
</tr>
<tr>
<td>iii)</td>
<td>C.3.14 Curriculum Development &amp; Approval Process</td>
<td>10 min</td>
<td>Mike Tunnah</td>
<td>Decision Note, policy, procedures</td>
<td>Decision</td>
<td>336-346</td>
</tr>
<tr>
<td>Item</td>
<td>Topic</td>
<td>Time</td>
<td>Speaker</td>
<td>Pre-reading materials</td>
<td>Action</td>
<td>Pages</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>-------</td>
<td>-------------</td>
<td>----------------------------------------</td>
<td>---------</td>
<td>--------</td>
</tr>
<tr>
<td>iv)</td>
<td>Transfer Credit (new)</td>
<td>10 min</td>
<td>Mike Tunnah</td>
<td>Decision Note, policy, procedures</td>
<td>Decision</td>
<td>347-351</td>
</tr>
<tr>
<td>c)</td>
<td>Appeals Oversight Committee</td>
<td></td>
<td></td>
<td>No report</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d)</td>
<td>Program Review and Renewal Committee</td>
<td>5 min</td>
<td>Jo-Ellen Zakoor</td>
<td>Verbal report</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Chair Report</td>
<td>5 min</td>
<td>Todd Rowlatt</td>
<td>Board Report, June 29, 2016</td>
<td>Information</td>
<td>352-354</td>
</tr>
<tr>
<td>8.</td>
<td>Member Reports</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>Next Meeting:</td>
<td></td>
<td>Todd Rowlatt</td>
<td>October 11, 2016, 3:30-5:30, Room 5025 BWY-A</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Adjournment</td>
<td></td>
<td>Todd Rowlatt</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Vancouver Community College
#### EDUCATION COUNCIL

**MEETING MINUTES - DRAFT**  
June 14, 2016, 3:30-5:30 pm, Room 5025 BWY-A

<table>
<thead>
<tr>
<th>Item</th>
<th>Topic</th>
<th>Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Call to Order</td>
<td>The meeting was called to order at 3:30 p.m.</td>
</tr>
<tr>
<td>2.</td>
<td>Adopt Agenda</td>
<td><strong>Motion:</strong> Moved by P. Yeung and seconded THAT the agenda be adopted as presented. All in favour. <strong>Motion carried.</strong></td>
</tr>
<tr>
<td>3.</td>
<td>Approve Past Minutes</td>
<td><strong>Motion:</strong> Moved by D. Sargent and seconded THAT the minutes of May 10, 2016 be adopted. One revision was identified in the Academic Schedule discussion, that R. Cyr “expressed concern that the information for his program was inaccurate” All in favour of revised minutes. <strong>Motion carried.</strong></td>
</tr>
<tr>
<td>4.</td>
<td>Enquiries &amp; Correspondence</td>
<td>No enquiries</td>
</tr>
</tbody>
</table>
| 5.   | Business Arising              | **a) CS Non-Credit course outlines** T. Rowlatt prefaced the presentation by noting that the College and Institute Act the institution reports to Education Council on the implementation of non-credit programs. These programs do not need prior review by Education Council. G. McIvor indicated that all 2015 course outlines have been submitted to the EDCO office. This submission will continue to occur annually. Highlights of non-credit offerings include:  
  - Over 40 new courses were launched over 20 program areas in 2015  
  - 23 have been launched so far in 2016  
  Members asked that for next year’s annual update it would be interesting to know the enrolment numbers.  
**b) Partnership with Samsung** K. McNaughton reminded members that this is not VCC curriculum. After much discussion with the transportation trades area, room has been set aside that will be retrofitted for this offering. This will not impact existing auto trades programs. The program will begin in September with 16 students. T. Rowlatt confirmed that this agreement falls under service contract, with reporting the same as |
<table>
<thead>
<tr>
<th>Item</th>
<th>Topic</th>
<th>Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>for non-credit programs. K. McNaughton will send the curriculum to the EDCO office for filing.</td>
<td></td>
</tr>
<tr>
<td>c)</td>
<td>Program Review Summary</td>
<td>K. McNaughton thanked all involved with the exhaustive and valuable program review process. This is an important step in creating and maintaining a global process for maintaining program quality. She informed members that DQAB has mandated a provincial quality assurance process which will include a review of our quality assurances processes. The external committee will audit institutional processes, not programs.</td>
</tr>
<tr>
<td>d)</td>
<td>Post-Degree Diploma in Canadian Business Management</td>
<td>F. MacDonald presented this new program proposal as information. He indicated that VCC does not have a “Post-Degree” credential and he will work with Policy Committee to create one.</td>
</tr>
</tbody>
</table>

**Discussion:**

- Outcomes: These reflect ongoing discussions with an advisory group. The program is initially aimed for international students and we want to get them into a job, placement or pathway as early as possible.
- Looking at mid-level management positions as students will already have a degree and then 2 years to develop a broad business skill set.
- Why the exclusivity around international students? It is mainly a cost issue. The program is priced without available FTE. If FTE money becomes available in the future there’s no reason not to offer it to domestic students.
- How does the curriculum address industry-specific goals? There is ongoing input from the advisory group, industry professionals and businesses regarding levels of skillsets required, market demand, etc.
- Are these students bound for citizenship? Yes, that is why we are looking for real job and placement opportunities with meaningful employment.
- Will the curriculum address the English language skills challenges, particularly given that you want to place students in fairly high level jobs? We are looking at what we will need to do to address that. It is being tailored to the Indian market so English language skills will be fairly good.
- IELTS and TOEFL requirement scores need to specify more clearly what the mark is, e.g. 6.
- Anticipated launch date is September 2017

Council members approved this proposal being presented to the Board for information.
<table>
<thead>
<tr>
<th>Item</th>
<th>Topic</th>
<th>Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>Committee Reports</td>
<td></td>
</tr>
<tr>
<td>a)</td>
<td>Curriculum Committee</td>
<td></td>
</tr>
<tr>
<td>i)</td>
<td>New Credential: Environmental Studies Certificate</td>
<td>D. Branter advised that Curriculum Committee reviewed the curriculum but not the proposal for this new program. <strong>Motion:</strong> Moved by D. Branter and seconded THAT Education Council recommends the Board approve the new credential: First Year University Transfer Environmental Studies Certificate. All in favour. <strong>Motion carried.</strong></td>
</tr>
<tr>
<td>ii)</td>
<td>Environmental Studies Certificate</td>
<td>D. Branter will submit by email minor revisions to the course outlines, e.g. typos. He noted that the Program Learning Outcomes in the concept paper are different than the ones in the PCG, which are significantly better. D. Wells provided a handout of revised Admission Requirements. <strong>Discussion:</strong> &lt;br&gt; - The percentages in the first bullet vary from what the Registrar’s Office uses as the VCC standard for university transfer courses. It was agreed they should be consistent and thus, it will be changed “73%” to “72%” (in two places) and from “C+ (67%)” to “C+ (64%)”. Also change the word “essay” in ABE assessment to “paragraph”. &lt;br&gt; - Why is there only 1 PCG when there are 3 programs? D. Branter addressed this, stating that there is only one credential with many destinations and thus one PCG is appropriate. He suggested looking at cleaning up the format to make it seem less confusing. &lt;br&gt; - Does this need to go to PSIPS for review? T. Rowlatt will check with VP’s office about this. &lt;br&gt; - Option D seems a little brief compared to the other options. Suggest adding something like: “If you have questions talk to advising/counselling/department head for support in identifying....” <strong>Motion:</strong> Moved by D. Branter and seconded THAT Education Council approve the curriculum for a new credential: First Year University Transfer Environmental Studies Certificate. All in favour of amended documents. <strong>Motion carried.</strong></td>
</tr>
<tr>
<td>b)</td>
<td>Education Policy Committee</td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>Topic</td>
<td>Discussion</td>
</tr>
<tr>
<td>------</td>
<td>-------</td>
<td>------------</td>
</tr>
</tbody>
</table>
| i)   | Transfer Credit (new) | M. Tunnah presented this policy, advising that it was formerly part of the PLAR policy but has been separated out.  
Comments:  
- Remove definition of advanced placement  
- Procedure #10: change “should” to “must”  
- Procedure #16: change “must” to “should”  
- Procedure #14: reword to focus on the official transcript rather than language  
- Procedure #13: reword to align tone with rest of the document  
- Clean up spacing and punctuation  
Council members agreed to send this policy with above-noted revisions for community feedback. |
| ii)  | D.6.1 Lending and Borrowing College Equipment | M. Tunnah presented this policy for approval. Based on feedback, the procedures were rewritten to be more general, the word “lending” was added.  
In Context and Purpose; change “would inform” to “must inform”  
This amendment will be made prior to presentation to the Board.  
**Motion:** Moved by M. Tunnah and seconded THAT Education Council recommends the Board of Governors approve D.6.1 Lending and Borrowing of College Equipment policy and procedures.  
All in favour.  **Motion carried.** |
| iii) | C.3.14 Curriculum Development and Approval Process | M. Tunnah presented this policy, noting that although recently approved there has been confusion regarding the Board’s involvement with new programs. The procedures have been revised to address this concern.  
Throughout the procedures document, change “curriculum” to “curricula” where appropriate.  
Council members agreed to send this policy with above-noted revision for community feedback. |
<p>| c)   | Appeals Oversight Committee | D. Sargent updated Council. This committee has met twice with her as Chair. The Terms of Reference were revised to clarify duties, the timeframe and reporting, and membership. |</p>
<table>
<thead>
<tr>
<th>Item</th>
<th>Topic</th>
<th>Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Motion:</strong> Moved by D. Sargent and seconded THAT Education Council approve the revised Terms of Reference for the Appeals Oversight Committee.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>All in favour. <strong>Motion carried.</strong></td>
</tr>
<tr>
<td></td>
<td>d) Program Review and Renewal Committee</td>
<td>J. Zakoor informed Council that there will be a presentation at D2 regarding the upcoming annual program review process. There was a pilot done last year and she is now working with P. Fahim and Institutional Research to look at the process and when data will be available. She is also meeting with the Centre for Instructional Development Dean and IA’s to discussion the program renewal process.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The next meeting will be scheduled in August/September as membership should be finalized by then.</td>
</tr>
<tr>
<td>7.</td>
<td>Chair Report</td>
<td>T. Rowlatt advised that the Board approved the CAD Technician Citation, revised policies D.1.5 and D.1.3, and the Academic Schedule. Dental Technology will be presented in September and Visual Communications Design at the end of this month.</td>
</tr>
<tr>
<td>8.</td>
<td>Next meeting</td>
<td>June 28, 2016, 2:30-3:30, Room 5025, BWY</td>
</tr>
<tr>
<td>9.</td>
<td>Adjournment</td>
<td>The meeting adjourned at 5:16 p.m.</td>
</tr>
</tbody>
</table>

**ATTENDEES:**
- Todd Rowlatt
- Jo-Ellen Zakoor
- Kathryn McNaughton
- Dave McMullen
- Debbie Sargent
- David Branter
- Janet Theny
- Mike Tunnah
- Jan Weiten
- Nona Coles
- Elle Ting
- David Wells
- Taryn Thompson
- Paul Yeung
- Charly Jadranin

**REGRETS:**
- Leah Nusgart
- Rick Cyr

**GUESTS:**
- Gordon McIvor
- Fred MacDonald
- Jacqueline Shehadeh

**RECORDING SECRETARY:**
- Nicole Degagne

---

Todd Rowlatt, Chair
VCC Education Council
## Special Meeting Minutes - Draft

June 28, 2016, 2:30-3:30 pm, Room 5025 BWY-A

<table>
<thead>
<tr>
<th>Item</th>
<th>Topic</th>
<th>Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Call to Order</td>
<td>The meeting was called to order at 2:33 p.m.</td>
</tr>
<tr>
<td>2.</td>
<td>Adopt Agenda</td>
<td><strong>Motion:</strong> Moved by P. Yeung and seconded THAT the agenda be adopted as presented. All in favour. <strong>Motion carried.</strong></td>
</tr>
</tbody>
</table>
| 3.   | Curriculum Committee  
   a) Bachelor of Science in Nursing – new course | K. Fukuyama explained that two courses, Collaboration (NURS 3161) and Pathology (NURS 3162) are being merged into one new course, Mental Health Nursing (NURS 3160)  
   **Motion:** Moved by D. Branter and seconded THAT Education Council recommends the Board approve the new course Mental Health Nursing (NURS 3160). All in favour. **Motion carried.** |
|      | b) Curriculum Committee Resolutions  
   Jan-Jun | D. Branter presented as information this bi-annual summary of approvals by Curriculum Committee (Jan-Jun 2016). |
| 4.   | Business Arising  
   a) Grading Policy Implementation | Discussion:  
   - the effective date on each PCG will be the date the next cohort begins  
   - Why is minimum pass different from a failing grade? The minimum pass indicates progression. Providing a GPA below that allows students to potentially get credit at another institution that may have a lower minimum pass.  
   - The chart speaks to individual courses. Variations among courses in a program should be noted in the PCG and on course outlines. This is reflected in many of the health programs. The Practical Nursing chart removed the minimum pass completely which helps to solve this dilemma.  
   - Some programs have removed some of the grading so there is no GPA equivalency. Should this be broken down so students get credit, even if it is below the minimum pass? (Medical Transcriptionist, Medical office Assistant, Baking and Culinary)  
   - There was discussion about removing “minimum pass” completely for all programs. It was decided to let individual departments determine what they want in the chart.  
   - Medical Lab Assistant: 93% and 96% are missing from the grid. To be confirmed. |
<table>
<thead>
<tr>
<th>Item</th>
<th>Topic</th>
<th>Discussion</th>
</tr>
</thead>
</table>
| 4.   |                  | • R. Cyr questioned including letter grades with percentages on the back of the transcript. D. McMullen commented that Registrar’s Office regularly receives requests for percentages and they would like to have this information readily available for each program. It is helpful for students seeking transfer credit.  
  • Percentages will note be noted on the back of the transcript. The history has to remain, and the new chart will be added.  
  • Will there be any discussion or planning for the change in K-12, where they are shifting to percentages and competencies?  

**Motion:** Moved by M. Tunnah and seconded THAT Education Council approve the updating of grading standard charts and effective dates on all Program Content Guides.  
All in favour. **Motion carried.**|

5.    | Next meeting     | September 13, 2016, 3:30-5:30, Room 240, DTN                                                                                                                                                               |
6.    | Adjournment       | The meeting adjourned at 3:10 p.m.                                                                                                                                                                          |

**ATTENDEES:**
- Todd Rowlatt  
- Jo-Ellen Zakoor  
- Kathryn McNaughton  
- Dave McMullen  
- Debbie Sargent  
- David Branter  
- Janet Theny  
- Mike Tunnah  
- Nona Coles  
- Elle Ting  
- Rick Cyr  
- Taryn Thompson  
- Paul Yeung  

**REGRETS:**
- Jan Weiten  
- David Wells  
- Charly Jadranin

**GUESTS:**
- Kathy Fukuyama

**RECORDING SECRETARY:**
- Nicole Degagne

---

Todd Rowlatt, Chair  
VCC Education Council
INFORMATION NOTE

PREPARED FOR: Education Council

ISSUE: Educational Agreements

The Vice President Academic Office maintains a listing of active educational agreements and provides regular updates to Education Council as required by the Affiliation Agreement Policy C.3.10. These agreements include articulation agreements, affiliation agreements, service contracts, letters of intent, practicum placements and memorandum of understandings. Electronic copies of the agreements are housed in the VP Academic Office and available upon request.

ATTACHMENTS:
1. Active educational agreements for all schools and programs
2. Practicum placement agreements for School of Health
3. International Education agreements

PREPARED BY:
Pervin Fahim
Coordinator Academic Office
September 2, 2016
<table>
<thead>
<tr>
<th>School</th>
<th>Program</th>
<th>Partner Institute</th>
<th>Type of Agreement</th>
<th>Agreement Start Date</th>
<th>Agreement End Date</th>
<th>Details of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts &amp; Sciences</td>
<td>Arts &amp; Sciences</td>
<td>BC Transfer - System Wide Agreement on Arts &amp; Science collaboration</td>
<td>MOA</td>
<td>April 1, 2012</td>
<td>ongoing</td>
<td>Collaborative learning across members of the BC Transfer System engaged in Arts &amp; Sciences</td>
</tr>
<tr>
<td>Arts &amp; Sciences</td>
<td>English Language</td>
<td>Ministry of Technology, Innovation and Citizens' Services</td>
<td>License Agreement</td>
<td>March 1, 2014</td>
<td>March 1, 2021</td>
<td>License agreement between Minister of Technology, Innovation and Citizens' Services and VCC for English Language program curriculum</td>
</tr>
<tr>
<td>Arts &amp; Sciences</td>
<td>UT Engineering</td>
<td>SFU</td>
<td>Transfer Agreement</td>
<td>June 1, 2014</td>
<td>ongoing</td>
<td>Pathway transfer agreement SFU/VCC to ladder students into SFU’s Engineering Certificate</td>
</tr>
<tr>
<td>Arts &amp; Sciences</td>
<td>UT Computing Science</td>
<td>SFU</td>
<td>Transfer Agreement</td>
<td>October 1, 2014</td>
<td>ongoing</td>
<td>Pathway transfer agreement SFU/VCC to ladder students into SFU’s Computer Science &amp; Software Systems Certificate</td>
</tr>
<tr>
<td>Arts &amp; Sciences</td>
<td>Transition Program</td>
<td>Vancouver School Board School District 39</td>
<td>Partnership</td>
<td>October 1, 2014</td>
<td>June 30, 2016</td>
<td>Transition Program partnership agreement</td>
</tr>
<tr>
<td>Arts &amp; Sciences</td>
<td>License agreement</td>
<td>Ministry of Technology, Innovation and Citizens Services</td>
<td>License agreement</td>
<td>October 1, 2013</td>
<td>October 1, 2018</td>
<td>License agreement for curricula titled &quot;Communication for Accounting and Communication for Engineering&quot;</td>
</tr>
<tr>
<td>Arts &amp; Sciences</td>
<td>Dance Diploma</td>
<td>Arts Umbrella</td>
<td>Affiliation agreement</td>
<td>May 18, 2010</td>
<td>Review annually in June</td>
<td>Joint collaboration of Dance Diploma</td>
</tr>
<tr>
<td>College-wide</td>
<td>General</td>
<td>BCIT, SFU, VCC</td>
<td>MOU</td>
<td>March 2013</td>
<td>Ongoing</td>
<td>BCIT, SFU and VCC agree to work together to explore opportunities for collaboration and joint initiatives</td>
</tr>
<tr>
<td>College-wide</td>
<td>General</td>
<td>BCIT</td>
<td>MOU</td>
<td>July 1, 2013</td>
<td>June 1, 2018</td>
<td>To foster applied research and research services cooperatively</td>
</tr>
<tr>
<td>Library</td>
<td>Integrated Library</td>
<td>BCIT</td>
<td>MOU</td>
<td>not dated</td>
<td>Review annually</td>
<td>Integrated Library Systems agreement</td>
</tr>
<tr>
<td>College-wide</td>
<td>Health field</td>
<td>Canada India Network Society, BCIT, VCC</td>
<td>MOU</td>
<td>July 2010</td>
<td>ongoing</td>
<td>collaboration between Canada and India in the health field</td>
</tr>
<tr>
<td>College-wide</td>
<td>Business Management,</td>
<td>Griffiths University</td>
<td>Articulation Agreement</td>
<td>February 1, 2009</td>
<td>Agreement outdated and currently under review</td>
<td>Articulation agreement for Business Management, Early Childhood, Hospitality Management programs</td>
</tr>
<tr>
<td>College-wide</td>
<td>Early Childhood,</td>
<td>Griffiths University</td>
<td>Articulation Agreement</td>
<td>February 1, 2009</td>
<td>Agreement outdated and currently under review</td>
<td>Articulation agreement for Business Management, Early Childhood, Hospitality Management programs</td>
</tr>
<tr>
<td>College-wide</td>
<td>Hospitality Management</td>
<td>Griffiths University</td>
<td>Articulation Agreement</td>
<td>February 1, 2009</td>
<td>Agreement outdated and currently under review</td>
<td>Articulation agreement for Business Management, Early Childhood, Hospitality Management programs</td>
</tr>
<tr>
<td>College-wide</td>
<td>Expand educational</td>
<td>Justice Institute of BC</td>
<td>MOU</td>
<td>March 1, 2015</td>
<td>February 1, 2020</td>
<td>Expand educational pathways</td>
</tr>
<tr>
<td>College-wide</td>
<td>Data collection</td>
<td>Ministry of Advanced Education</td>
<td>Agreement</td>
<td>2010</td>
<td>ongoing</td>
<td>Data collection and reporting processes for the Central Data Warehouse and Student Transitions</td>
</tr>
<tr>
<td>College-wide</td>
<td>Collaboration with AVED</td>
<td>Native Education College</td>
<td>Affiliation agreement</td>
<td>July 1, 2012</td>
<td>July 1, 2017</td>
<td>Collaboration with Ministry of Advanced Education</td>
</tr>
<tr>
<td>College-wide</td>
<td>Agency grants and awards</td>
<td>Natural Sciences and Engineering Research Council of Canada (NSERC)</td>
<td>Agreement</td>
<td>January 1, 2013</td>
<td>March 31, 2018</td>
<td>Agreement on the administration of agency grants and awards by research institutions</td>
</tr>
<tr>
<td>College-wide</td>
<td>Agency grants and awards</td>
<td>Social Sciences and Humanities Research Council of Canada (SSHRC)</td>
<td>Agreement</td>
<td>January 1, 2013</td>
<td>March 31, 2018</td>
<td>Agreement on the administration of agency grants and awards by research institutions</td>
</tr>
<tr>
<td>School</td>
<td>Program</td>
<td>Partner Institute</td>
<td>Type of Agreement</td>
<td>Agreement Start Date</td>
<td>Agreement End Date</td>
<td>Details of Agreement</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------------------------</td>
<td>-------------------------------------------</td>
<td>-------------------</td>
<td>----------------------</td>
<td>-------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>College-wide</td>
<td>Aboriginal Education</td>
<td>Vancouver School Board School District 39</td>
<td>Agreement</td>
<td>December 1, 2013</td>
<td>December 1, 2020</td>
<td>Cooperation agreement between VCC and VSB to pursue education for aboriginal youth - signed</td>
</tr>
<tr>
<td>College-wide</td>
<td>Dual credit</td>
<td>Vancouver School District 39 - dual credit</td>
<td>MOU</td>
<td>January 1, 2015</td>
<td>January 1, 2018</td>
<td>Dual credit programming</td>
</tr>
<tr>
<td>College-wide</td>
<td>Dual credit</td>
<td>Burnaby School District 41 - dual credit</td>
<td>MOU</td>
<td>March 1, 2015</td>
<td>March 1, 2018</td>
<td>Dual credit programming</td>
</tr>
<tr>
<td>Continuing Studies</td>
<td>Paralegal Diploma and Certificate</td>
<td>Athabasca University</td>
<td>Articulation Agreement</td>
<td>May 14, 2007</td>
<td></td>
<td>agreement outdated, needs to be reviewed (Paralegal Certificate and Diploma programs)</td>
</tr>
<tr>
<td>Continuing Studies</td>
<td>Counseling Skills &amp; Substance</td>
<td>Athabasca University</td>
<td>Articulation Agreement</td>
<td>September 8, 2009</td>
<td></td>
<td>Transfer credit agreement for VCC Counseling Skills &amp; Substance Abuse Certificate programs</td>
</tr>
<tr>
<td>Continuing Studies</td>
<td>Health</td>
<td>City Centre Cares Society</td>
<td>Affiliation agreement</td>
<td>June 1, 2015</td>
<td>Jun 1, 2020</td>
<td>Practicum placements</td>
</tr>
<tr>
<td>Continuing Studies</td>
<td>Paralegal Diploma</td>
<td>Royal Roads University (RRU)</td>
<td>MOU</td>
<td>April 1, 2016</td>
<td>April 1, 2021</td>
<td>Agreement of a block transfer from VCC to RRU (Paralegal Certificate and Diploma programs)</td>
</tr>
<tr>
<td>Continuing Studies</td>
<td>Early Childhood Education</td>
<td>School District 74 Gold Trail</td>
<td>MOU &amp; Affiliation Agreement</td>
<td>September 1, 2015</td>
<td>September 1, 2018</td>
<td>Dual credit programming - Early Childhood Education (VCC to deliver two specific Samsung courses (Measurements &amp; Instrumentation in Samsung Services and Samsung Systems &amp; Controls))</td>
</tr>
<tr>
<td>Continuing Studies</td>
<td>Samsung Training Certificate</td>
<td>Samsung Electronics Canada</td>
<td>MOA</td>
<td>May 10, 2016</td>
<td>May 1, 2019</td>
<td>VCC to deliver two specific Samsung courses (Measurements &amp; Instrumentation in Samsung Services and Samsung Systems &amp; Controls)</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Advanced Entry to BScN</td>
<td>BC Nurses' Union</td>
<td>Affiliation Agreement</td>
<td>January 1, 2016</td>
<td>August 1, 2017</td>
<td>Advanced entry to BScN program for BCNU sponsored students</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Copyright Agreement</td>
<td>National Dental Assisting Examining Board</td>
<td>Affiliation Agreement</td>
<td>effective 2004</td>
<td>ongoing</td>
<td>Copyright agreement to deliver National Dental Assisting Examining Board's Clinical Practice</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Massage Therapy Diploma</td>
<td>Registered Massage Therapist Association</td>
<td>MOU</td>
<td>February 1, 2015</td>
<td>February 1, 2017</td>
<td>Development of new Massage Therapy Diploma</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>BScN program</td>
<td>University College of the Fraser Valley</td>
<td>Agreement</td>
<td>Fwb 2007</td>
<td>ongoing</td>
<td>UCFV grants right and license to VCC to use the program curriculum for the BScN program</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Occupational Physical Therapist</td>
<td>University of Northampton</td>
<td>Articulation Agreement</td>
<td>August 1, 2014</td>
<td>ongoing</td>
<td>Articulation agreement for Occupational Physical Therapist program</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>LPN Perioperative</td>
<td>Vancouver Coastal Health</td>
<td>MOA</td>
<td>April 18, 2016</td>
<td>Ongoing</td>
<td>Transfer LPN Perioperative curriculum ownership to VCC</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Health Care Assistant</td>
<td>Vancouver School Board School District 39</td>
<td>Affiliation agreement</td>
<td>January 1, 2016</td>
<td>Ongoing</td>
<td>Agreement to allowed up to 4 high school students to enter the Health Care Assistant program each year</td>
</tr>
<tr>
<td>Hospitality, Food Studies &amp; Applied Business</td>
<td>Applied Business Technology (ABT) online collaborative program</td>
<td>BC Campus</td>
<td>MOU</td>
<td>April 1, 2016</td>
<td>March 31, 2017</td>
<td>Applied Business Technology (ABT) collaborative program</td>
</tr>
<tr>
<td>Hospitality, Food Studies &amp; Applied Business</td>
<td>Hospitality Management Diploma Program</td>
<td>Blue Mountains International Hotel Management School (BMHMS)</td>
<td>Articulation Agreement</td>
<td>November 1, 2015</td>
<td>ongoing</td>
<td>Articulation agreement between BMHMS and VCC</td>
</tr>
<tr>
<td>School</td>
<td>Program</td>
<td>Partner Institute</td>
<td>Type of Agreement</td>
<td>Agreement Start Date</td>
<td>Agreement End Date</td>
<td>Details of Agreement</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>--------------------------------------------</td>
<td>--------------------------------------------</td>
<td>--------------------</td>
<td>----------------------</td>
<td>-------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>Hospitality, Food Studies</td>
<td>Bachelor of Hospitality Management Program</td>
<td>Eton College</td>
<td>Articulation Agreement</td>
<td>June 2013</td>
<td>ongoing</td>
<td>Transfer of Eton College students into 3rd year of Bachelor of Hospitality Management at VCC</td>
</tr>
<tr>
<td>Hospitality, Food Studies</td>
<td>Hospitality Management Diploma Program</td>
<td>Les Roches International School of Hotel</td>
<td>Articulation Agreement</td>
<td>January 1, 2016</td>
<td>January 1, 2021</td>
<td>Articulation agreement between Les Roches and VCC</td>
</tr>
<tr>
<td>&amp; Applied Business</td>
<td>Bachelor of Hospitality Management Program</td>
<td>Royal Roads University (RRU)</td>
<td>Articulation Agreement</td>
<td>April 1, 2016</td>
<td>April 1, 2021</td>
<td>MOU to block transfer from VCC to RRU</td>
</tr>
<tr>
<td>Indigenous Education</td>
<td>Culinary Arts Pre-Trades Foundation program</td>
<td>Ministry of Advanced Education (AVED)</td>
<td>Agreement</td>
<td>October 29, 2015</td>
<td>Ongoing</td>
<td>Shared cost arrangement between AVED and VCC</td>
</tr>
<tr>
<td>School of Instructor</td>
<td>Provincial Instructors Diploma</td>
<td>BC Construction Safety Alliance</td>
<td>Service Agreement</td>
<td>January 1, 2014</td>
<td>Ongoing</td>
<td>Delivery of Train the Safety Trainer</td>
</tr>
<tr>
<td>Education</td>
<td>Provincial Instructors Diploma</td>
<td>BC Ferries</td>
<td>Service Agreement</td>
<td>January 1, 2014</td>
<td>Ongoing</td>
<td>Delivery of PIDP</td>
</tr>
<tr>
<td>School of Instructor</td>
<td>Provincial Instructors Diploma</td>
<td>BC Hydro</td>
<td>Consulting Services Agreement</td>
<td>June 1, 2014</td>
<td>May 31, 2017</td>
<td>Delivery of PIDP course at BC Hydro</td>
</tr>
<tr>
<td>Education</td>
<td>Provincial Instructors Diploma</td>
<td>British Columbia Maritime Employers</td>
<td>Service Agreement</td>
<td>April 1, 2016</td>
<td>March 1, 2017</td>
<td>Delivery of PIDP</td>
</tr>
<tr>
<td>School of Instructor</td>
<td>Provincial Instructors Diploma</td>
<td>Canadian Society for Training and</td>
<td>MOU</td>
<td>January 1, 2015</td>
<td>ongoing</td>
<td>Development and delivery of two CSTD exam preparation online courses</td>
</tr>
<tr>
<td>Education</td>
<td>Provincial Instructors Diploma</td>
<td>College of the North Atlantic - Qatar</td>
<td>Partnership Agreement</td>
<td>March 1, 2016</td>
<td>August 1, 2017</td>
<td>Partnership agreement between CNAQ and VCC</td>
</tr>
<tr>
<td>School of Instructor</td>
<td>Provincial Instructors Diploma</td>
<td>Goldcorp</td>
<td>Service Agreement</td>
<td>February 2, 2016</td>
<td>February 1, 2019</td>
<td>Articulation agreement between JIBC associate certificate and VCC PIDP</td>
</tr>
<tr>
<td>Education</td>
<td>Provincial Instructors Diploma</td>
<td>Justice Institute of BC</td>
<td>Articulation Agreement</td>
<td>February 2, 2016</td>
<td>Ongoing</td>
<td>Transfer agreements between NVIT for delivery of Native Adult Education Diploma and VCC for PIDP</td>
</tr>
<tr>
<td>School of Instructor</td>
<td>Provincial Instructors Diploma</td>
<td>Nicola Valley Institute of Technology</td>
<td>Transfer Agreement</td>
<td>March 2009</td>
<td>Ongoing</td>
<td>Transfer agreements between NVIT for delivery of Native Adult Education Diploma and VCC for PIDP</td>
</tr>
<tr>
<td>Education</td>
<td>Provincial Instructors Diploma</td>
<td>Northwest Community College</td>
<td>Articulation Agreement</td>
<td>August 1, 2016</td>
<td>August 1, 2019</td>
<td>Delivery of PIDP</td>
</tr>
<tr>
<td>School of Instructor</td>
<td>Provincial Instructors Diploma</td>
<td>Okanagan College</td>
<td>Articulation Agreement</td>
<td>March 1, 2016</td>
<td>March 1, 2020</td>
<td>Transfer of PIDP courses with Okanagan College's Learner Centred Instructor Certificate</td>
</tr>
<tr>
<td>School of Instructor</td>
<td>Provincial Instructors Diploma</td>
<td>Province of BC, Intellectual Property</td>
<td>License agreement</td>
<td>February 25, 2014</td>
<td>Ongoing</td>
<td>License agreement between Province and VCC for the Provincial Instructor Diploma program curriculum</td>
</tr>
<tr>
<td>School of Instructor Education</td>
<td>Program</td>
<td>Partner Institute</td>
<td>Type of Agreement</td>
<td>Agreement Start Date</td>
<td>Agreement End Date</td>
<td>Details of Agreement</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------</td>
<td>------------------</td>
<td>------------------</td>
<td>---------------------</td>
<td>-------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>School of Instructor Education</td>
<td>Provincial Instructors Diploma</td>
<td>SFU</td>
<td>Letter of Intent</td>
<td>August 1, 2016</td>
<td>Aug 2019</td>
<td>Delivery of SFU Master of Education cohorts 3 &amp; 4 at VCC</td>
</tr>
<tr>
<td>School of Instructor Education</td>
<td>Provincial Instructors Diploma</td>
<td>Southern Alberta Institute of Technology</td>
<td>Transfer Agreement</td>
<td>April 1, 2010</td>
<td>30/06/2016 under review</td>
<td>Transfer agreements between SAIT courses and PIPD</td>
</tr>
<tr>
<td>School of Instructor Education</td>
<td>Provincial Instructors Diploma</td>
<td>University of Fraser Valley</td>
<td>Transfer Agreement</td>
<td>September 1, 2016</td>
<td>August 1, 2020</td>
<td>Transfer agreements between PIDP to UFV Bachelor of Adult Education</td>
</tr>
<tr>
<td>School of Instructor Education</td>
<td>Provincial Instructors Diploma</td>
<td>University of Victoria</td>
<td>Transfer Agreement</td>
<td>October 1, 2014</td>
<td>October 1, 202</td>
<td>Transfer agreement UVIC Certificate in Adult Continuing Education and VCC's PIDP</td>
</tr>
<tr>
<td>School of Instructor Education</td>
<td>Provincial Instructors Diploma</td>
<td>SFU</td>
<td>Letter of Intent</td>
<td>August 1, 2016</td>
<td>Aug 2019</td>
<td>Delivery of SFU Master of Education cohorts 3 &amp; 4 at VCC</td>
</tr>
<tr>
<td>School of Instructor Education</td>
<td>Provincial Instructors Diploma</td>
<td>Southern Alberta Institute of Technology</td>
<td>Transfer Agreement</td>
<td>April 1, 2010</td>
<td>30/06/2016 under review</td>
<td>Transfer agreements between SAIT courses and PIPD</td>
</tr>
<tr>
<td>School of Instructor Education</td>
<td>Provincial Instructors Diploma</td>
<td>University of Fraser Valley</td>
<td>Transfer Agreement</td>
<td>September 1, 2016</td>
<td>August 1, 2020</td>
<td>Transfer agreements between PIDP to UFV Bachelor of Adult Education</td>
</tr>
<tr>
<td>School of Instructor Education</td>
<td>Provincial Instructors Diploma</td>
<td>University of Victoria</td>
<td>Transfer Agreement</td>
<td>October 1, 2014</td>
<td>October 1, 202</td>
<td>Transfer agreement UVIC Certificate in Adult Continuing Education and VCC's PIDP</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School of Instructor Education</th>
<th>Program</th>
<th>Partner Institute</th>
<th>Type of Agreement</th>
<th>Agreement Start Date</th>
<th>Agreement End Date</th>
<th>Details of Agreement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trades, Technology &amp; Design</td>
<td>Hair Design</td>
<td>L'Oreal</td>
<td>Contract</td>
<td>June 1, 2013</td>
<td>May 1, 2020</td>
<td>L'Oreal access to VCC Hair Salon</td>
</tr>
<tr>
<td>Trades, Technology &amp; Design</td>
<td>Automotive</td>
<td>Automotive Industries Association (AIA) Canada</td>
<td>MOU</td>
<td>July 1, 2016</td>
<td>July 1, 2018</td>
<td>Agreement between AIA Canada and VCC for use of I-CAR training material</td>
</tr>
<tr>
<td>Trades, Technology &amp; Design</td>
<td>Heavy Mechanical</td>
<td>BCIT</td>
<td>MOU</td>
<td>June 1, 2014</td>
<td>June 1, 2044</td>
<td>Operation of the Annacis Island Campus</td>
</tr>
<tr>
<td>Trades, Technology &amp; Design</td>
<td>Heavy Mechanical</td>
<td>BCIT</td>
<td>MOU</td>
<td>October 1, 2014</td>
<td>ongoing</td>
<td>MOU with respect to inter-institutional non-academic student codes of conduct</td>
</tr>
<tr>
<td>Trades, Technology &amp; Design</td>
<td>CNG/LNG</td>
<td>Canadian Natural Gas Vehicle Alliance</td>
<td>MOU</td>
<td>January 1, 2015</td>
<td>December 31, 2017</td>
<td>Training opportunities for Compressed Natural Gas and LNG systems</td>
</tr>
<tr>
<td>Trades, Technology &amp; Design</td>
<td>Trades Education</td>
<td>Kwantlen University, University College of the Fraser Valley, VCC</td>
<td>MOU</td>
<td>November 1, 2014</td>
<td>October 31, 2016</td>
<td>Training opportunities for Compressed Natural Gas and LNG systems</td>
</tr>
<tr>
<td>Trades, Technology &amp; Design</td>
<td>Access to Transportation Trades</td>
<td>Burnaby School District 41</td>
<td>MOU</td>
<td>October 1, 2015</td>
<td>October 1, 2016</td>
<td>Training for BC Provincial School for the Deaf in Access to Transportation Trades</td>
</tr>
<tr>
<td>Trades, Technology &amp; Design</td>
<td>NASKARZ ('Never Again Steal Karz')</td>
<td>Vancouver Police Department and Ray-Cam Community Center</td>
<td>Partnership / Contract</td>
<td>2006</td>
<td>requires annual renewal upon mutual agreement</td>
<td>Collaboration to provide auto trades training for youth at risk through a non-base funded contract with Ray-Cam</td>
</tr>
<tr>
<td>School</td>
<td>Partner Institute</td>
<td>Type of Agreement</td>
<td>Agreement Start Date</td>
<td>Agreement End Date</td>
<td>Details of Agreement</td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------------------------------</td>
<td>----------------------------</td>
<td>----------------------</td>
<td>-------------------</td>
<td>------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Aids Vancouver</td>
<td>Affiliation Agreement</td>
<td>June 22, 2015</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Amica at Arbutus Manor</td>
<td>Affiliation Agreement</td>
<td>April 16, 2012</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>ARA Mental Health</td>
<td>Affiliation Agreement</td>
<td>March 30, 2016</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Augustine House</td>
<td>Affiliation Agreement</td>
<td>April 16, 2012</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Bayshore Home Health</td>
<td>Affiliation Agreement</td>
<td>July 13, 2012</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>BC First Call - Toxins/Child Health</td>
<td>Affiliation Agreement</td>
<td>November 30, 2012</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Broadway Pentecostal Lodge</td>
<td>Affiliation Agreement</td>
<td>January 13, 2015</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Canada Safeway Ltd.</td>
<td>Affiliation Agreement</td>
<td>December 21, 2010</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Carnegie Community Centre</td>
<td>Affiliation Agreement</td>
<td>June 22, 2015</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Chartwell Langley Gardens Retirement</td>
<td>Affiliation Agreement</td>
<td>October 3, 2012</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Chown Adult Day Care</td>
<td>Affiliation Agreement</td>
<td>April 10, 2013</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Churchill House</td>
<td>Affiliation Agreement</td>
<td>April 16, 2012</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Clarendon Court</td>
<td>Affiliation Agreement</td>
<td>April 16, 2012</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Coast Mental Health</td>
<td>Affiliation Agreement</td>
<td>December 17, 2012</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Courtyard Terrace</td>
<td>Affiliation Agreement</td>
<td>April 16, 2012</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Developmental Disabilities Association</td>
<td>Affiliation Agreement</td>
<td>December 17, 2012</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Downtown Eastside Neighbourhood House</td>
<td>Affiliation Agreement</td>
<td>March 24, 2014</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Downtown Eastside Women's Centre</td>
<td>Affiliation Agreement</td>
<td>July 3, 2015</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>Partner Institute</td>
<td>Type of Agreement</td>
<td>Agreement Start Date</td>
<td>Agreement End Date</td>
<td>Details of Agreement</td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>------------------------------------------</td>
<td>----------------------------</td>
<td>----------------------</td>
<td>-----------------------------</td>
<td>-----------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Evelyn Saller Centre</td>
<td>Affiliation Agreement</td>
<td>April 11, 2013</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Forensic Psychiatric Services</td>
<td>Affiliation Agreement</td>
<td>October 1, 2009</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Fraser Health</td>
<td>Affiliation Agreement</td>
<td>September 11, 2015</td>
<td>ongoing (a portion is time limited)</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>George Derby Centre</td>
<td>Affiliation Agreement</td>
<td>July 18, 2014</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>German -Canadian Care Home</td>
<td>Affiliation Agreement</td>
<td>January 23, 2014</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Gordon Neighbourhood House</td>
<td>Affiliation Agreement</td>
<td>December 11, 2012</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Greater Vancouver Community Services</td>
<td>Affiliation Agreement</td>
<td>March 21, 2014</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Haro Park Assisted Living</td>
<td>Affiliation Agreement</td>
<td>June 5, 2013</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Hastings Community Centre</td>
<td>Affiliation Agreement</td>
<td>November 23, 2015</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Hawthorne Seniors Care Community</td>
<td>Affiliation Agreement</td>
<td>March 3, 2014</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Hay River Health &amp; Social Services</td>
<td>Affiliation Agreement</td>
<td>January 1, 2012</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Health Home Care Society of BC</td>
<td>Affiliation Agreement</td>
<td>April 10, 2013</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Hello Cool World</td>
<td>Affiliation Agreement</td>
<td>April 10, 2013</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Interior Health Authority</td>
<td>Affiliation Agreement</td>
<td>September 2, 2014</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Kin Village Court</td>
<td>Affiliation Agreement</td>
<td>June 1, 2012</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Kiwassa Neighbourhood House</td>
<td>Affiliation Agreement</td>
<td>October 20, 2014</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Laurel Place Holdings Ltd</td>
<td>Affiliation Agreement</td>
<td>March 21, 2014</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>Partner Institute</td>
<td>Type of Agreement</td>
<td>Agreement Start Date</td>
<td>Agreement End Date</td>
<td>Details of Agreement</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>------------------------------------------------------------</td>
<td>------------------------------------</td>
<td>----------------------</td>
<td>----------------------------</td>
<td>-----------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>LifeLabs BC</td>
<td>Affiliation Agreement</td>
<td>February 1, 2011</td>
<td>in the process of renewing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Little Mountain Place</td>
<td>Affiliation Agreement</td>
<td>October 20, 2014</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Lynn Valley Care</td>
<td>Affiliation Agreement</td>
<td>April 16, 2012</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Metro Vancouver Alliance</td>
<td>Affiliation Agreement</td>
<td>December 6, 2012</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Motivation, Power &amp; Achievement Society</td>
<td>Affiliation Agreement</td>
<td>April 1, 2013</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Mount Pleasant &amp; Neighbour House</td>
<td>Affiliation Agreement</td>
<td>December 9, 2014</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Native Courtworker and Counselling Association of BC (NCCABC)</td>
<td>Affiliation Agreement</td>
<td>October 31, 2014</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>New Vista Society</td>
<td>Affiliation Agreement</td>
<td>January 19, 2015</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Northcrest Care Centre</td>
<td>Affiliation Agreement</td>
<td>March 1, 2016</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Northern Health Authority</td>
<td>Affiliation agreement</td>
<td>July 1, 2006</td>
<td>expired - in progress</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Office of the Chief Medical Examiner (Out of Province)</td>
<td>Affiliation Agreement</td>
<td>April 1, 2013</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Pinegrove Place Care Home</td>
<td>Affiliation Agreement</td>
<td>March 1, 2016</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Portland Hotel Society</td>
<td>Affiliation Agreement</td>
<td>March 18, 2014</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Possibilities Association of BC</td>
<td>Affiliation Agreement</td>
<td>July 9, 2013</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Providence Health Care</td>
<td>Affiliation agreement</td>
<td>June 15, 2013</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Provincial Health Services Authority</td>
<td>Affiliation agreement</td>
<td>October 31, 2010</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Ray-Cam Co-operative Centre</td>
<td>Affiliation Agreement</td>
<td>October 20, 2014</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>Partner Institute</td>
<td>Type of Agreement</td>
<td>Agreement Start Date</td>
<td>Agreement End Date</td>
<td>Details of Agreement</td>
<td></td>
</tr>
<tr>
<td>----------------------------</td>
<td>-----------------------------------------------</td>
<td>------------------------</td>
<td>---------------------</td>
<td>-------------------</td>
<td>----------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Rosemary Heights Seniors Village</td>
<td>Affiliation Agreement</td>
<td>April 10, 2013</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Rosewood Manor</td>
<td>Affiliation Agreement</td>
<td>February 11, 2015</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>St. Jude's Anglican Home</td>
<td>Affiliation Agreement</td>
<td>June 9, 2016</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Swedish Assisted Living Residence</td>
<td>Affiliation Agreement</td>
<td>December 21, 2015</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>The Bloom Group</td>
<td>Affiliation Agreement</td>
<td>July 9, 2013</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>The Fair Haven United Church Homes</td>
<td>Affiliation Agreement</td>
<td>May 31, 2012</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>The Gathering Place</td>
<td>Affiliation Agreement</td>
<td>December 11, 2012</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>The Governing Council of the Salvation Army in Canada</td>
<td>Affiliation Agreement</td>
<td>January 13, 2015</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>The Kettle Friendship Society</td>
<td>Affiliation Agreement</td>
<td>January 8, 2013</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>The Louis Brier Home and Hospital</td>
<td>Affiliation Agreement</td>
<td>October 2, 2014</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>The Ottawa Hospital (Out of Province)</td>
<td>Affiliation Agreement</td>
<td>May 1, 2003</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Thunder Bay Regional Hospital (Out of Province)</td>
<td>Affiliation Agreement</td>
<td>September 1, 2003</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Triage Shelter</td>
<td>Affiliation Agreement</td>
<td>June 19, 2015</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Union Gospel Mission</td>
<td>Affiliation Agreement</td>
<td>January 4, 2013</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>University of Victoria</td>
<td>Affiliation Agreement</td>
<td>September 1, 2009</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Valley Medical Laboratories</td>
<td>Affiliation Agreement</td>
<td>November 19, 2015</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Vancouver Coastal Health Authority</td>
<td>Affiliation Agreement</td>
<td>November 1, 2013</td>
<td>October 31, 2018</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>Partner Institute</td>
<td>Type of Agreement</td>
<td>Agreement Start Date</td>
<td>Agreement End Date</td>
<td>Details of Agreement</td>
<td></td>
</tr>
<tr>
<td>-----------------------</td>
<td>--------------------------------------------------</td>
<td>-------------------------</td>
<td>----------------------</td>
<td>-------------------</td>
<td>-----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Vancouver Island Health Authority</td>
<td>Affiliation Agreement</td>
<td>April 1, 2013</td>
<td>March 31, 2018</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Vancouver Native Health Society</td>
<td>Affiliation Agreement</td>
<td>February 13, 2015</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Vancouver Resource Society</td>
<td>Affiliation Agreement</td>
<td>April 10, 2013</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Watari Counselling &amp; Support Services Society</td>
<td>Affiliation Agreement</td>
<td>November 20, 2013</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Whitehouse General Hospital (Out of Province)</td>
<td>Affiliation Agreement</td>
<td>September 1, 2007</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Women's Information Safe House Drop-in Centre (WISH)</td>
<td>Affiliation Agreement</td>
<td>November 1, 2012</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>Health Sciences</td>
<td>Yaletown</td>
<td>Affiliation Agreement</td>
<td>January 24, 2014</td>
<td>ongoing</td>
<td>Practicum placements for VCC students</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>Program</td>
<td>Partner Institute</td>
<td>Type of Agreement</td>
<td>Agreement Start Date</td>
<td>Details of Agreement</td>
<td></td>
</tr>
<tr>
<td>-----------------------------</td>
<td>----------------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>-------------------</td>
<td>---------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>International Education</td>
<td>Vocational training</td>
<td>Beijing Communications Administration</td>
<td>MOU</td>
<td>November 1, 2006</td>
<td>To collaborate on vocational training and other areas.</td>
<td></td>
</tr>
<tr>
<td>International Education</td>
<td>Cooperation in education</td>
<td>Beijing Union University Pinggu College</td>
<td>MOU</td>
<td>May 1, 2005</td>
<td>To explore areas of cooperation in education and promote future development.</td>
<td></td>
</tr>
<tr>
<td>International Education</td>
<td>Academic Exchange Program</td>
<td>Chugokugakuen University - Chugoku Junior College</td>
<td>Agreement</td>
<td>June 1, 2006</td>
<td>Academic Exchange Program and Research Opportunities</td>
<td></td>
</tr>
<tr>
<td>International Education</td>
<td>Establish scholarly ties</td>
<td>Delter-Telford International Business Institute</td>
<td>MOU</td>
<td>November 1, 2006</td>
<td>To collaborate for the purposes of establishing scholarly ties, facilitating academic cooperation and promoting mutual understanding.</td>
<td></td>
</tr>
<tr>
<td>International Education</td>
<td>Culinary Arts Program</td>
<td>Gold Union International Ltd.</td>
<td>MOU</td>
<td>April 1, 2011</td>
<td>Development and delivery of the Culinary Arts Program in Vietnam.</td>
<td></td>
</tr>
<tr>
<td>International Education</td>
<td>Facilitate admission of qualified students</td>
<td>International Language Academy of Canada (ILAC)</td>
<td>MOU</td>
<td>September 1, 2011</td>
<td>To facilitate admission of qualified students from ILAC to VCC academic programs</td>
<td></td>
</tr>
<tr>
<td>International Education</td>
<td>Facilitate admission of qualified students</td>
<td>International Language School of Canada (ILSC)</td>
<td>MOU</td>
<td>August 1, 2011</td>
<td>To facilitate admission of qualified students from ILSC to VCC academic programs</td>
<td></td>
</tr>
<tr>
<td>International Education</td>
<td>Establish scholarly ties</td>
<td>Jeju College of Technology of Korea</td>
<td>Agreement</td>
<td>March 1, 2006</td>
<td>To collaborate for the purposes of establishing scholarly ties, facilitating academic cooperation and promoting mutual understanding.</td>
<td></td>
</tr>
<tr>
<td>International Education</td>
<td>Establish &amp; strengthen communication &amp; cooperation</td>
<td>Maple Leaf Educational Systems and its Schools</td>
<td>MOU</td>
<td>November 1, 2006</td>
<td>To establish and strengthen communication and cooperation between VCC and Maple Leaf. To facilitate the smooth enrolment and transition of eligible graduates from Maple Leaf Educational System High Schools into VCC Programs.</td>
<td></td>
</tr>
<tr>
<td>International Education</td>
<td>Establish scholarly ties</td>
<td>Miyagi Advanced Dental Hygienist College</td>
<td>MOU</td>
<td>Agreement not dated</td>
<td>To collaborate for the purposes of establishing scholarly ties, facilitating academic cooperation and promoting mutual understanding.</td>
<td></td>
</tr>
<tr>
<td>International Education</td>
<td>Establish a general framework</td>
<td>Sahm Yook Health University</td>
<td>MOU</td>
<td>October 1, 2011</td>
<td>To establish a general framework within which academic, research, and professional cooperation may develop between the institutions.</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>Program</td>
<td>Partner Institute</td>
<td>Type of Agreement</td>
<td>Agreement Start Date</td>
<td>Details of Agreement</td>
<td></td>
</tr>
<tr>
<td>----------------------------</td>
<td>---------------------------------------------</td>
<td>-------------------------------------------------------------</td>
<td>-------------------</td>
<td>----------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>International Education</td>
<td>University Transfer program</td>
<td>Simon Fraser University (SFU)</td>
<td>Letter</td>
<td>Effective 2009</td>
<td>recognises VCC as a direct university education pathway into SFU</td>
<td></td>
</tr>
<tr>
<td>International Education</td>
<td>Transportation Trades &amp; TESOL programs</td>
<td>Suzhou Vocational School of Information Technology (SVSIT)</td>
<td>MOU</td>
<td>January 1, 2008</td>
<td>Collaboration in Transportation Trades &amp; TESOL programs</td>
<td></td>
</tr>
<tr>
<td>International Education</td>
<td>Hospitality Management Diploma Program</td>
<td>Suzhou Vocational School of Information Technology (SVSIT)</td>
<td>Articulation Agreement</td>
<td>January 1, 2011</td>
<td>Transfer credits for SVCIT student entering Hospitality Management Diploma</td>
<td></td>
</tr>
</tbody>
</table>
INFORMATION NOTE

PREPARED FOR: Education Council

DATE: September 1, 2016

ISSUE: Indigenous Pathways to Baking & Pastry Arts Program

BACKGROUND:

In 2014, the graduation rate for self-identified Indigenous students in the Baking & Pastry Arts programs was 30%. In 2015, the graduation rate declined to 14%.

After multiple conversations with students, we realized that we needed to develop:
- a shorter program grounded in Indigenous ways of knowing
- a program which offers the opportunity to augment student readiness for our ITA accredited Foundations programs

Through engaging with the community, we discovered that:
- the Musqueam Indian Band had a community centre kitchen that would work very well with a Baking & Pastry Arts Pathways offering.
- members of coastal communities, including Sechelt, Lil’wat, Tsleil-Waututh and Squamish Nations, were interested in the same type of program but wanted a program on the VCC campus.

In 2015, Vancouver Community College received $222,987 under the Labour Market Development Agreement Skills Development Employment Benefit. The funds are to be used to enhance student learning opportunities with a focus on programming aligned with labour market demand. In addition, it is stipulated that the programming should also focus on partnership with school districts, aboriginal communities and local industry.

DISCUSSION:

VCC will design and deliver a program where local tradition and ways of knowing will be integral to the design, development and delivery. The Musqueam Indian Band will be contributing to the development of this program.

All of this will be facilitated in respect to the Truth and Reconciliation’s recommendation #62 to provide Indigenous relevant education at the post-secondary level. Furthermore, this program will be indigenized, which means that the program itself will be holistic and incorporate as much local knowledge as is appropriate.
The program will be non-credit with two cohorts of 8 to 10 students:

1. Delivery in Musqueam community from October 11, 2016 to December 2, 2016.

Two of the primary outcomes for both programs are:

1. Individual plans and pathways for students who are interested in moving towards Baking & Pastry Arts Foundation programs.
2. Students’ understanding of and ability to navigate through College services such as Indigenous Education services, Learning Centre, Library resources and Counselling services.

Curriculum development will being in September in partnership between VCC Indigenous Education, VCC Baking & Pastry Arts and the Musqueam Indian Band. Students in the program will also co-create parts of the curriculum as pertaining to their lived experiences, remembered and embodied knowledge, choice community inclusion, and vision for program completion.

RECOMMENDATION:

This is presented to Education Council for information. We will report on the experience and outcomes to Education Council when the programs are completed.

PREPARED BY:
Dennis Innes, Dean, School of Hospitality, Food Studies and Applied Business
Tami Pierce, Director, Indigenous Education
Jayne Simpson, Learning Outreach Coordinator, Indigenous Education
Fionna Chong, Department Leader, Baking & Pastry Arts

DATE: September 1, 2016
DECISION NOTE

5 September 2016

PREPARED FOR: Education Council

ISSUE: Course Outlines for EDUC 4150, 4151, 4152 (Certificate in Online e-Learning)

BACKGROUND:
This proposal, presented by Doug Mauger, flows from the omnibus motion regarding the new grading chart. It was discovered as documents were reviewed that course outlines for the three courses comprising the e-Learning Certificate had never existed in the current document template. Since this was a fairly large-scale updating it was brought to Curriculum Committee as a separate item.

DISCUSSION:
The committee asked for a number of changes to the documents regarding minimum passing grade, the information on PLAR was moved to the Course Description box (so all the information would fit) and clarification supplied on what the process for PLAR was. Course Learning Outcomes for EDUC 4151 and 4152 were identical. This was presumed to be a cut and paste error and the correct CLOs are in the documents in the meeting package.

RECOMMENDATION: Curriculum Committee recommends Education Council approve the updating of course outlines for EDUC 4150, 4151 and 4152.

Prepared by:
David Branter
Chair, Curriculum Committee
# Course Outline

**Course Name:** Online/eLearning: Principles and Processes

**Course Number:** EDUC 4150  
**Number of Credits:** 3  
**Effective Date:** Aug 9, 2016

## Course Description:
Learners work together to explore and investigate the multitude of the tools available for eLearning. Consideration is given to how those tools fit with different learning theories and the ways in which eLearning differs from face to face learning.

## PLAR (Prior Learning Assessment & Recognition)
1. Submit the following to the SIE Department Head:
   - Actual curriculum products/artifacts created and used by the applicant in their workplace which are judged equivalent to the curriculum documents required in the course assignments.
   - An essay in which the applicant describes the development of his/her thinking related to the themes, issues, and concepts of the course.
2. Followed by a successful interview with the SIE Department Head or one of the full-time SIE faculty members.

## School or Centre:
School of Instructor Education

## Year of Study:
N/A

## Course History:
Revised Course

## Course Pre-requisites (if applicable):
BC Provincial Instructor Diploma Program or another teaching qualification.

## Course Co-requisites (if applicable):

## PLAR (Prior Learning Assessment & Recognition)
- No
- Yes (details below):

See Course Description for information on PLAR.
Course Learning Outcomes:

At the end of this course, successful students will be able to:

- Determine available processes/technology to create and implement eLearning.
- Apply appropriate tools to support eLearning.
- Connect learning theories to online learning.
- Outline challenges and opportunities of online learning.

Program Learning Outcomes:

Upon successful completion of the Certificate in Online eLearning, graduates will be able to:

- Build on their professional background and expertise as educators, instructors, or trainers to become highly effective online instructors.
- Gain the knowledge and skills to design, develop, and deliver online/eLearning instruction.
- Combine research-based best practice concepts, relevant learning theories, and authentic assessment activities to formulate their own personalized approach to online instruction.
- Maximize their potential as online instructors by being challenged to create high quality and highly interactive online learning communities.
### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if ‘Other’:</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>C-</td>
</tr>
</tbody>
</table>

### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>15</td>
<td>Written paper applying learning theory to online learners</td>
</tr>
<tr>
<td>Assignments</td>
<td>15</td>
<td>Establishing and populating a blog around elearning</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Group Wiki on Web 2.0 tools for elearning</td>
</tr>
<tr>
<td>Assignments</td>
<td>15</td>
<td>Journal entries</td>
</tr>
<tr>
<td>Assignments</td>
<td>25</td>
<td>Challenges and opportunities of eLearning project</td>
</tr>
</tbody>
</table>

**Total 100**

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>S - Self-paced</td>
<td>45</td>
<td></td>
</tr>
</tbody>
</table>

**Total 45**

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
### Course Topics:

- Learning theories
- eLearning technology
- eLearning tools

---

VCC Education and Education Support Policies

There are a number of **Education** and **Education Support** policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:

[http://www.vcc.ca/about/governance--policies/policies/](http://www.vcc.ca/about/governance--policies/policies/)

To find out how this course transfers, visit the BC Transfer Guide at [www.bctransferguide.ca](http://www.bctransferguide.ca).

---

**FOR COMMITTEE USE ONLY**

| Approved by Curriculum Committee: | August 16, 2016 | Approved by Education Council: |  |
**Course Name:** Design and Develop Interactive eLearning

**Course Number:** EDUC 4151  |  **Number of Credits:** 3  |  **Effective Date:** Aug 9, 2016

**Course Description:**
The critical elements of interaction and community are explored in depth. Learners think about how their own learners will impact the course as well as the instructor's role in designing and facilitating a successful online experience. We take the beginning steps to creating an online module that is well aligned and encourages interaction.

**PLAR (Prior Learning and Assessment & Recognition)**
1. Submit the following to the SIE Department Head:
   - Actual curriculum products/artifacts created and used by the applicant in their workplace which are judged equivalent to the curriculum documents required in the course assignments.
   - An essay in which the applicant describes the development of his/her thinking related to the themes, issues, and concepts of the course.
2. Followed by a successful interview with the SIE Department Head or one of the full-time SIE faculty members.

---

**Course Pre-requisites (if applicable):**
EDUC 4150: Online/eLearning: Principles and Processes

---

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

---

**PLAR (Prior Learning Assessment & Recognition)**
- No
- Yes (details below):

See Course Description for information on PLAR.
Instructional Strategies:
The primary instructional strategies for the course are independent self-directed research, reflective journaling and group work.

Course Learning Outcomes:
At the end of this course, successful students will be able to:

- Determine the impact that learners will have on course design.
- Discuss the various roles in eLearning communities and activities.
- Develop eLearning activities, tools and assessment strategies to support alignment.
- Apply a feasibility framework model to eLearning environments.

Program Learning Outcomes:
Upon successful completion of the Certificate in Online eLearning, graduates will be able to:

- Build on their professional background and expertise as educators, instructors, or trainers to become highly effective online instructors.
- Gain the knowledge and skills to design, develop, and deliver online/eLearning instruction.
- Combine research-based best practice concepts, relevant learning theories, and authentic assessment activities to formulate their own personalized approach to online instruction.
- Maximize their potential as online instructors by being challenged to create high quality and highly interactive online learning communities.
### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if ‘Other’:</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>C-</td>
</tr>
</tbody>
</table>

### Components and Weighting of the Assessment/Evaluation Plan:

| Type                  | Percentage | Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%): |
|-----------------------|------------|-------------------------------------------------------------------------------------------------
| Assignments           | 20         | Community Project                                                                                 |
| Assignments           | 15         | Blog development                                                                                 |
| Assignments           | 15         | Journal entries                                                                                  |
| Assignments           | 25         | Discussion forum case study                                                                       |
| Assignments           | 25         | SECTIONS analysis & Feasibility report                                                           |

**Total 100**

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>S - Self-paced</td>
<td>45</td>
<td></td>
</tr>
</tbody>
</table>

**Total 45**

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Learning theories
eLearning technology
eLearning communities & roles
Course design
eLearning activities, tools and assessment strategies
eLearning environments and framework model

---

**VCC Education and Education Support Policies**

There are a number of *Education* and *Education Support* policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:

[http://www.vcc.ca/about/governance--policies/policies/](http://www.vcc.ca/about/governance--policies/policies/)

---

To find out how this course transfers, visit the BC Transfer Guide at [www.bctransferguide.ca](http://www.bctransferguide.ca).

---

**FOR COMMITTEE USE ONLY**

<table>
<thead>
<tr>
<th>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 16, 2017</td>
<td></td>
</tr>
</tbody>
</table>
Course Name: Delivery of eLearning

Course Number: EDUC 4152  Number of Credits: 3  Effective Date: Aug 9, 2016

Course Description:
Building on the module created in the previous course, learners will now develop their own online course. A significant discussion around copyright requirements also takes place, to help create confidence and awareness before adding content into their courses.

PLAR (Prior Learning and Assessment & Recognition)
1. Submit the following to the SIE Department Head:
   • Actual curriculum products/artifacts created and used by the applicant in their workplace which are judged equivalent to the curriculum documents required in the course assignments.
   • An essay in which the applicant describes the development of his/her thinking related to the themes, issues, and concepts of the course.
2. Followed by a successful interview with the SIE Department Head or one of the full-time SIE faculty members.

School or Centre: School of Instructor Education
Year of Study: N/A
Course History: Revised Course
Name of Replacing Course (if applicable):

Course Pre-requisites (if applicable):
EDUC 4151: Design and Develop Interactive eLearning

Course Co-requisites (if applicable): 

PLAR (Prior Learning Assessment & Recognition)  No  Yes (details below):
See Course Description for information on PLAR.
Instructional Strategies:
The primary instructional strategies for the course are independent self-directed research, reflective journaling and group work.

Course Learning Outcomes:
At the end of this course, successful students will be able to:

• Apply instructional design principles and procedures to the design of an online course.
• Create online lessons that include appropriate strategies for:
  - content delivery
  - community building and interaction
  - collaboration and participatory learning
  - reflection
  - feedback and assessment.
• Evaluate eLearning by using quality guidelines.

Program Learning Outcomes:
Upon successful completion of the Certificate in Online eLearning, graduates will be able to:

• Build on their professional background and expertise as educators, instructors, or trainers to become highly effective online instructors.
• Gain the knowledge and skills to design, develop, and deliver online/eLearning instruction.
• Combine research-based best practice concepts, relevant learning theories, and authentic assessment activities to formulate their own personalized approach to online instruction.
• Maximize their potential as online instructors by being challenged to create high quality and highly interactive online learning communities.
Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>C-</td>
</tr>
</tbody>
</table>

Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>10</td>
<td>Copyright discussion</td>
</tr>
<tr>
<td>Assignments</td>
<td>15</td>
<td>Course plan</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Lesson plans</td>
</tr>
<tr>
<td>Assignments</td>
<td>15</td>
<td>Peer review &amp; self-assessment of online course</td>
</tr>
<tr>
<td>Assignments</td>
<td>15</td>
<td>Quality check</td>
</tr>
<tr>
<td>Assignments</td>
<td>15</td>
<td>End of program testimonial</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>S - Self-paced</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
<td></td>
</tr>
</tbody>
</table>

Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

- eLearning technology and online learning management
- eLearning communities & roles
- Instructional design
- eLearning activities, tools and assessment strategies
- eLearning quality guidelines
- Copyright
- Lesson plans

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:

http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | August 16, 2016 | Approved by Education Council: |  |
PREPARED FOR: Education Council

ISSUE: Revisions to the Career Awareness Certificate

BACKGROUND:
This proposal, presented by Ingrid Defert concerns significant revisions to the Career Awareness Certificate program. Essentially, eighteen courses have been combined in different ways to create nine new courses. Course credits have been altered but program credits remain the same. Course and Program Learning Outcomes have been aligned. These changes have been made to meet new articulation guidelines for ASE Employment Readiness programs.

DISCUSSION:
A Course Learning Outcome that read like an Instructional Strategy was removed and some minor CLO language changes were requested and have been done. The grading scale in the PCG was corrected to read ‘S 50%’. The large-scale concern was the start date of September 2016 in the CDAF. Registrar’s Office committee members Charly Jadranin and Raymond Kaan confirmed students were already registered for fall 2016 so the current PCG must stay in effect. A new start date of September 2017 is on the proposal for Education Council in this meeting package. The revised curriculum will be presented at the 2017 meeting of the ASE Articulation Group.

RECOMMENDATION: Curriculum Committee recommends Education Council approve the revisions to the Career Awareness Certificate program.

Prepared by:
David Branter
Chair, Curriculum Committee
Curriculum Development Approval Form

Use this form to outline revisions to existing curriculum or to describe the development of new curriculum. Complete one form for each submission to Curriculum Committee.

**PROGRAM/COURSE NAME(S):** Career Awareness

**ANTICIPATED START DATE:** ____September 2016____________________________

Curriculum Developer: __Kathy ODonnell/Ingrid Defert__ Title: __Instructor__________

School/Centre: _Access ______________________Department: Community & Career Ed (CACE)

E-mail: kodonnell@vcc.ca/idefert@vcc.ca______________ Phone/Ext.: _8305/8434________

A) DEVELOPMENT TYPE (select all that apply)

☐ NEW PROGRAM  Program has never been offered before at VCC or program has undergone significant
and extensive changes to its PCG and/or course outlines, where these changes impact
the nature or overall direction of a program.

☐ NEW COURSE(S)  Course has never been offered before at VCC either as a standalone course or as part
of a new or existing program; or is a replacement course.

☐ CHANGE TO A
PROGRAM AND/OR
COURSE

☐ Program/Credential

☐ Prior Learning Assessment and Recognition (PLAR)

☐ Program Admission Requirements

☐ Program Learning Outcomes (Indicate outcome number(s): __________)

☐ Grading system (at variance with policy C.1.1 Course/Program Grading)

☐ Program duration/maximum allowable time for completion

☐ Program GPA requirements

☐ Program/Course Credit Hours

☐ Course Evaluation Plan (at variance with policy C.1.1 Course/Program Grading)

☐ Course sequencing (that impacts the year the course is offered in)

☐ Other: __________________________________________________________________

X MINOR REVISION TO A PROGRAM
AND/OR COURSE

X Program/Course Description

☐ Program Purpose

☐ Recommended Student Characteristics

☐ Course Sequencing (that does not impact year the course is offered in)

X Course Name/Number

☐ Course Pre-requisite(s)/Co-requisite(s)

X Course Learning Outcomes

☐ Course Evaluation Plan (within policy C.1.1 Course/Program Grading)

☐ Instructional Delivery Mode

☐ Language (e.g., Typos, Spelling Errors, etc.)

X Other: __18 collapsed into 9 courses______
B) ATTACHED DOCUMENTATION

X Program Content Guide

X Course Outline(s)

All new, revised or replacement courses must be approved in advance with the Registrar’s Office.

Course comparison chart is attached

<table>
<thead>
<tr>
<th>Course name and number</th>
<th>Replacing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Education/Employment Exploration (5 credits) CAAW 0631</td>
<td>1. Career Exploration (3.5)</td>
</tr>
<tr>
<td></td>
<td>2. Legal and Human Rights (2.0)</td>
</tr>
<tr>
<td></td>
<td>3. Safety (1.0)</td>
</tr>
<tr>
<td>2. Employability &amp;Workplace Skills (5 credits) CAAW 0632</td>
<td>4. Time Management (1.0)</td>
</tr>
<tr>
<td></td>
<td>5. Grooming and Hygiene (1.0)</td>
</tr>
<tr>
<td></td>
<td>6. Employee Behaviors (2.5)</td>
</tr>
<tr>
<td>3. Communication Skills (5 credits) CAAW 0633</td>
<td>7. Communication Skills (2.0)</td>
</tr>
<tr>
<td></td>
<td>8. Assertiveness (2.0)</td>
</tr>
<tr>
<td>4. Personal Awareness &amp; Wellness (4 credits) CAAW 0634</td>
<td>9. Stress Management (1.0)</td>
</tr>
<tr>
<td></td>
<td>10. Decision Making (2.0)</td>
</tr>
<tr>
<td></td>
<td>11. Community Resources (1.0)</td>
</tr>
<tr>
<td></td>
<td>12. Harassment (1.0)</td>
</tr>
<tr>
<td>5. Literacy, Numeracy, Digital Tech (3 credits) CAAW 0635</td>
<td>13. Vocational Finances (2.0)</td>
</tr>
<tr>
<td>6. Job Search &amp; Interview Skills (4 credits) CAAW 0636</td>
<td>14. Interview Skills (2.0)</td>
</tr>
<tr>
<td></td>
<td>15. Job Search (2.0)</td>
</tr>
<tr>
<td>7. Practicum 1 (3 credits) CAAW 0637</td>
<td>16. Work Experience1 (3.0)</td>
</tr>
<tr>
<td>8. Practicum 2 (4 credits) CAAW 0638</td>
<td>17. Work Experience2 (4.0)</td>
</tr>
<tr>
<td>9. Practicum 3 (5 credits) CAAW 0639</td>
<td>18. Work Experience3 (5.0)</td>
</tr>
</tbody>
</table>

C) RATIONALE

1. For revisions to existing courses or programs, provide an explanation of the change(s) being requested and reason(s) for making the change.
   For new courses, provide a rationale for developing the course.

In March 2014, BCAAT posted Articulation Guidelines for ASE Employment Readiness Programs. These ASE Employment Readiness programs include a broad range of skill development topics and scope of programming across BC. It is essential that the Career Awareness Program curriculum be accurately represented in and aligned to the transfer guide. Revised CAP curriculum will be presented at 2017 ASE Articulation.
The Career Awareness PCG was last written in 2006 and course outlines revised in 2007. Although curriculum has been refreshed and updated on an ongoing basis, course outlines, and PCG do not reflect this.

In part, this curriculum development work was completed through VCC Curriculum Development funds received in the 2015-2016 fiscal.

Revisions include:

- 18 courses that currently existed with the CAP program collapsed into 9 courses, and course outlines revised to reflect these changes.
- Topics in each module remain the same.
- Total program credits will not change, but credit allocation per course will be adjusted.
- PCG reformatted to meet current VCC guidelines.
- Program learning outcomes aligned with course learning outcomes.

Program design, length of program, and student demographics would not change.

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

   No
D) **CONSULTATION CHECKLIST** (select all that apply) See Appendix A for consultations guidelines.

<table>
<thead>
<tr>
<th>INTERNAL CONSULTATIONS</th>
<th>FEEDBACK (include date received)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCHOOLS</strong></td>
<td></td>
</tr>
<tr>
<td>Faculty/Department</td>
<td>January 2016 – June 2016 – ongoing feedback and consultation with program faculty on curriculum, PCG, and course outlines.</td>
</tr>
<tr>
<td>Department Support Staff</td>
<td></td>
</tr>
<tr>
<td>Other Department(s)</td>
<td>Consultation – CID – curriculum development proposal, Fall 2015</td>
</tr>
<tr>
<td><strong>EDUCATIONAL AND STUDENT SERVICES</strong></td>
<td></td>
</tr>
<tr>
<td>Aboriginal Education and Community Engagement (AECE)</td>
<td></td>
</tr>
<tr>
<td>Assessment Centre</td>
<td></td>
</tr>
<tr>
<td>Centre for Instructional Development</td>
<td>February 2016/July 2016. Consultation of curriculum project /PCG and course outline review.</td>
</tr>
<tr>
<td>Counselling &amp; Disability Services (CDS)</td>
<td></td>
</tr>
<tr>
<td>Financial Aid</td>
<td></td>
</tr>
<tr>
<td>Learning Centre</td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
</tr>
<tr>
<td>Registrar’s Office / Advising / Recruitment</td>
<td>New course names &amp; numbers July 2016</td>
</tr>
<tr>
<td>Related additional Student Services</td>
<td></td>
</tr>
<tr>
<td>VCC International and Immigrant Education</td>
<td></td>
</tr>
<tr>
<td><strong>FINANCIAL AND OPERATING</strong></td>
<td></td>
</tr>
<tr>
<td>Communications and Marketing</td>
<td>Email sent to marketing re: possible changes needed to marketing materials – July 2016</td>
</tr>
<tr>
<td>Facilities</td>
<td></td>
</tr>
<tr>
<td>Finance</td>
<td></td>
</tr>
<tr>
<td>Information Technology (IT)</td>
<td></td>
</tr>
<tr>
<td>Institutional Research (IR)</td>
<td></td>
</tr>
<tr>
<td>Safety and Security</td>
<td></td>
</tr>
<tr>
<td><strong>EXTERNAL CONSULTATIONS</strong></td>
<td></td>
</tr>
<tr>
<td>PAC/CEG</td>
<td>CEG – information only- June 2016</td>
</tr>
<tr>
<td>Affiliation, Articulation and/or Accreditation bodies</td>
<td>Articulation – May 2016- for information only</td>
</tr>
<tr>
<td>PSIPS</td>
<td></td>
</tr>
<tr>
<td>DQAB</td>
<td></td>
</tr>
</tbody>
</table>
E. Implementation Information

THE FOLLOWING MUST BE COMPLETED FOR NEW PROGRAMS AND NEW COURSES

COMPLETED BY REGISTRAR’S OFFICE:

1. Course Identifier:

   Subject Code: | Course #: | Credits: | Effective Term: |

2. College Code: ______________ Level: ______________

   Division Code: ______________ Major: ______________

COMPLETED BY FINANCE:

3. Which of the following fee structure applies?

   □ UT   □ Applied   □ ABE   □ Differential   □ Cost Recovery   □ IE   □ Contract

4. Finance Org Code: ______________

5. Tuition for all courses: Domestic: ______________ International: ______________

6. College Initiative fee to be charged? □ Yes □ No

7. Student Society fees? □ Yes □ No

COMPLETED BY INSTITUTIONAL RESEARCH:

8. FTE Divisor: ______________

9. Classification Code: ______________

10. Taxonomy: ______________
**E) FINAL REVIEW AND SIGN OFF**

Approval verifies that each signatory has carried out the responsibilities assigned under the Curriculum Development and Approval Policy.

1. **As Department Leader I certify that:**
   a. Faculty in the department (and School, if appropriate) have been consulted and approve of the proposed changes; and
   b. All needed consultation has taken place with internal and external stakeholders, including industry and/or community partners.
   c. The curriculum meets institutional standards and the educational needs of students.

   ![Signature]

   Ingrid Defert                                July 27, 2016
   Name                                    Sign off        Date

2. **As Dean/Director I certify that:**
   a. Documentation meets the standards of the College, and all policies and procedures have been adhered to; and
   b. Resources required to offer and support the course/program have been assessed. If additional resources are needed, steps to secure the needed resources have been initiated.

   ![Signature]

   David Wells by email August 9, 2016
   Name                                    Sign off        Date
<table>
<thead>
<tr>
<th>Revised Course Name and Description</th>
<th>Credit</th>
<th>Former Course Name &amp; Number</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Education/Employment Exploration</strong></td>
<td>5</td>
<td>Career Exploration 0601</td>
<td>3.5</td>
</tr>
<tr>
<td>This course provides students with experiential learning opportunities to develop and participate in personal, education and career planning. Learners will complete a variety of inventories and assessments related to education and employment and will become familiar with the provincial and federal legislative bodies and laws governing human and employee rights and responsibilities. Instruction is delivered for WHMIS, workplace safety practices and procedures, and WorkSafeBC guidelines.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Legal and Human Rights 0608</strong></td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students become acquainted with the legal rights of workers in British Columbia as well as the human rights they have as citizens, customers, employees, and consumers. Students are prepared to recognize violations of their human rights and responsibilities that come with being an adult are also discussed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Safety 0605</strong></td>
<td>1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being aware of the need for safety is important on every work site. Students will learn to identify safety signs, symbols, and equipment. Basic safety measures, procedures to follow in case of an accident, and the role of the Worker’s Compensation Board will be emphasized.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revised Course Name and Description</td>
<td>Credit</td>
<td>Former Course Name &amp; Number</td>
<td>Credit</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>--------</td>
<td>----------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td><strong>Employability &amp; Workplace Skills</strong></td>
<td>5</td>
<td><strong>Time Management 0612</strong></td>
<td>1.0</td>
</tr>
<tr>
<td>This course will introduce learners to the types of professional relationships that exist in the workplace and emphasizes the importance of regular attendance, punctuality, professional hygiene and grooming, following a work schedule, and positive workplace values. Students identify and discuss positive employee behaviours, which they will use to evaluate their performance during practicum.</td>
<td></td>
<td><strong>Grooming and Hygiene 0602</strong></td>
<td>1.0</td>
</tr>
<tr>
<td><strong>Communication Skills</strong></td>
<td>5</td>
<td><strong>Communication Skills</strong></td>
<td>2.0</td>
</tr>
<tr>
<td>This course introduces students to elements of communication and guides them in the application of these skills in developing positive interpersonal and customer relations. Students review how behavioral responses impact co-workers and supervisors at the workplace. Students learn the importance of developing a positive and professional attitude towards customers. This course is eligible for certification in WorldHost Fundamentals™</td>
<td></td>
<td><strong>Assertiveness 0609</strong></td>
<td>2.0</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Employability & Workplace Skills**

- **Time Management 0612**
  The importance of being organized around a work schedule is applied to situations where students must use schedules, time cards, time sheets, and punch clocks.

**Grooming and Hygiene 0602**

- This course provides information on hygiene, posture and selecting clothing appropriate to college and the work site.
- What is an employee? What is an employer? This course discusses the types of professional relationships that exist at the work place.
- The importance of regular attendance, punctuality, following break routines and displaying a proper attitude are emphasized. Students discuss their concepts of good employee behaviour and compare it to their performance during work experience. Emphasis is placed on working with co-workers and taking direction from supervisors. Students also learn what is meant by quality work, productivity and the role of unions.

**Communication Skills**

- **Communication Skills**
  This course introduces the student to the basics of conversational skills. Appropriate greetings and introductions, the use of eye contact, non-verbal behaviour, and listening skills are practised as a prerequisite to job interview skills. Topics covered include: handling criticism and conflict, being a good listener, knowing the difference between public and private information, initiating and maintaining conversations, and choosing suitable topics of conversation. Students learn how to plan social activities as a way to form friendships.

**Assertiveness 0609**

- Students learn to discriminate between passive, assertive and aggressive behaviours and to understand how each behaviour will affect co-workers and supervisors at the workplace. Students learn to talk about how feelings and emotions affect their performance and attitude at work. Topics include: building self-confidence and self-esteem, identifying personal strengths and areas that need improvement, becoming a self-advocate, building friendships and consumer awareness.
<table>
<thead>
<tr>
<th>Revised Course Name and Description</th>
<th>Credit</th>
<th>Former Course Name &amp; Number</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Personal Awareness &amp; Wellness</strong></td>
<td>4</td>
<td><strong>Stress Management 0613</strong></td>
<td>1.0</td>
</tr>
<tr>
<td>This course develops students’ concepts and vocabulary around health and wellness, which they can then apply to meeting their personal, educational, and employment goals.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Decision Making 0614</strong></td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The objective of this course is to assist students in the decisions they will be making about events in their lives, especially those related to employment. Goal setting and action plans are introduced. Students practice strategies to use when immediate decisions need to be made on the job.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Community Resources 0615</strong></td>
<td>1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>To increase their independence in the community, students become familiar with resources that provide medical, legal and recreational services. The importance of counselling in personal crises is emphasized, and mental health issues are discussed. Students may visit community resources as assignments or field trips.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Harassment 0610</strong></td>
<td>1.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>This course helps students understand different forms of harassment and abuse (physical or verbal, and sexual abuse). Special emphasis is placed on the issue of sexual abuse in the workplace. Fraud, prejudice and the misuse of drugs and alcohol are also discussed.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Literacy, Numeracy, Digital Tech</strong></td>
<td>3</td>
<td><strong>Vocational Finances 0611</strong></td>
<td>2.0</td>
</tr>
<tr>
<td>This course focuses on increasing exposure to and improving workplace literacy, digital literacy, and numeracy.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Vocational Finances 0611</strong></td>
<td>2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding the “statement of earnings” and payroll deductions are introduced in this course. Students are given a better understanding of how wages are made and the importance of a budget.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revised Course Name and Description</td>
<td>Credit</td>
<td>Former Course Name &amp; Number</td>
<td>Credit</td>
</tr>
<tr>
<td>------------------------------------</td>
<td>--------</td>
<td>----------------------------</td>
<td>--------</td>
</tr>
<tr>
<td><strong>Job Search &amp; Interview Skills</strong></td>
<td>4</td>
<td>Interview Skills 0606</td>
<td>1.0</td>
</tr>
<tr>
<td>This course guides learners through processes and various strategies that will help them to create job search plans and identify employment support and training.</td>
<td></td>
<td></td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Practicum 1</strong></td>
<td>3</td>
<td>Work Experience 1</td>
<td>3.0</td>
</tr>
<tr>
<td>This three-week practicum provides students with the opportunity to work hands-on in an industry matched to their aptitudes, abilities, and interests, and to practice generic work habits.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Practicum 2</strong></td>
<td>4</td>
<td>Work Experience 2</td>
<td>4.0</td>
</tr>
<tr>
<td>This practicum is up to four weeks in length, and students build upon their prior development of skills and essential workplace competencies.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Practicum 3</strong></td>
<td>4</td>
<td>Work Experience 3</td>
<td>5.0</td>
</tr>
<tr>
<td>This five week practicum provides students with the opportunity to consolidate the career exploration and skill training completed in prior practicum placements.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New course name &amp; number</td>
<td>Replacing existing course names</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>---------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Education/Employment Exploration CAAW 0631</td>
<td>1. Career Exploration CAAW 0601</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Legal and Human Rights CAAW0608</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Safety CAAW 0605</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Employability &amp;Workplace Skills CAAW 0632</td>
<td>4. Time Management CAAW 0612</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Grooming and Hygiene CAAW 0602</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>6. Employee Behaviors CAAW 0604</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Assertiveness CAAW 0609</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Personal Awareness &amp; Wellness CAAW 0634</td>
<td>9. Stress Management CAAW 0613</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10. Decision Making CAAW 0614</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>11. Community Resources CAAW 0615</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12. Harassment CAAW 0610</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Literacy, Numeracy, Digital Tech CAAW 0635</td>
<td>13. Vocational Finances CAAW 0611</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>15. Job Search CAAW 0616</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Practicum 1 CAAW 0637</td>
<td>16. Work Experience1 CAAW 0607</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Practicum 2 CAAW 0638</td>
<td>17. Work Experience2 CAAW 0617</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Practicum 3 CAAW 0639</td>
<td>18. Work Experience3 CAAW 0627</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Career Awareness Certificate

Program Content Guide

Effective Date: September 2017
Goal
This full time program provides students with diverse learning needs and barriers to employment with a supportive learning environment designed to increase their level of job readiness and gain practical work experience. The program offers employment and education exploration, and establishes employee behaviours necessary for success as an entry level worker, with the goal of increasing employability. Students are introduced to skills for success in competitive employment, supported work options, further education/skill training, or community volunteer work.

Admission Requirements
Applicants are required to participate in two (2) screening interviews. The first screening interview with the Student Services Assistant for Students with Disabilities determines the student’s suitability for the program according to an admission checklist. If the student is successful in the first interview, they will participate in a second interview with the Career Awareness faculty.

Interviews are documented and a checklist is used to determine eligibility.

Applicants may be asked to sign a release of information for documentation that may provide the faculty information to support the application.

Admission Requirements:

1. Permission of the Department. Admissibility will be based on the following criteria:
   - Diagnosis or history that identifies difficulty with learning.
   - Comfort and tolerance of an alternative learning environment designed for students with diverse learning needs.
   - Proven motivation to work and perform tasks without ongoing direct supervision, supported by previous reports or assessments.
   - Ability and willingness to travel independently to the college and workplace.
   - A checklist is used to document behaviours, emotional problems, or medical conditions that could significantly impair learning or compromise the safety of the student and/or others.
   - Independently manage own medication.
   - Demonstrate appropriate personal hygiene, and have the ability to independently attend to personal care needs.

2. Students will be required to obtain a satisfactory Criminal Record Check (Vulnerable Sector Search) prior to the practicum placement with children and/or vulnerable adults. This will be managed by the department depending on practicum placement.
Program Duration

Career Awareness is 38 weeks with 26 weeks of classroom component alternated with 12 weeks of work practicum.

The maximum allowable time for students to complete the program is 40 weeks.

Program Learning Outcomes

Upon successful completion of the Career Awareness Certificate students will be able to:

- complete a variety of inventories and assessments related to education and employment, and develop a personal, education and career plan
- describe reasonable education/workplace accommodations/adjustments and supports and use strategies to assist in skill acquisition
- apply safety practices and principles at work
- conduct themselves in a professional manner in the workplace, consistent with industry standards
- work with limited direct supervision while developing an employable skill
- apply health and wellness concepts to personal, educational, and employment goals

Instructional Activities, Design and Delivery Mode

The training needs of the student are met through a program that includes community awareness, generic work skills, specific skill training, career exploration, and work practicum placements.

The program consists of classroom learning activities, three (3) work practicums, and two (2) planning meetings. Orientation and introduction to basic job readiness skills and career exploration is complemented by industry tours. Classroom learning components alternate with work practicum placements suited to the student’s strengths and abilities.

Instruction is delivered for certification in WorldHost™

Planning meetings monitor students’ progress in the program, set goals, and identify strategies for success. Participation of family members or support persons is at the student’s discretion.

Students benefit from a realistic and practical exposure to the workplace through work practicum placements. Faculty work closely with students to determine interests and abilities when choosing work sites. The instructor provides ongoing support to the student while he/she is at a work experience site, and the student is expected to work independently once familiar with required duties.

Prior Learning Assessment & Recognition (PLAR)

N/A
Evaluation of Student Learning

Formative and summative evaluations, and a final anecdotal report, combined with a checklist is used to document the students’ progress in classroom and practicum components. The final written report identifies course progress, as well as interests, achievement levels, aptitudes, skills, work related attitudes and barriers to employment, and recommendations.

The host employer and program faculty contribute to the evaluation of students’ performance during practicum placements. Students participate in determining and tracking their progress by a series of self-evaluation and goal setting exercises for each practicum.

Completion of each course will be noted on the final report and the VCC transcript by an “S” (satisfactory) or “U” (unsatisfactory) grade. Ninety (90) % attendance is required to successfully complete each course, unless other arrangements have been made with the instructional team.

Credential

Students of the Career Awareness Certificate will have successfully completed the conditions for graduation when they have successfully completed five (5) of six (6) core courses AND a minimum of two (2) of three (3) practicum courses.

Students who have met the criteria for graduation shall receive a VCC certificate

Recommended Characteristics of Students

- sincere motivation to work
- mature attitude
- stable living situation
- ability to operate independently in the community without supervision
- have a community support network
<table>
<thead>
<tr>
<th>Term</th>
<th>Course #</th>
<th>Course Name and Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CAAW 0631</td>
<td><strong>Education/Employment Exploration</strong>&lt;br&gt;This course provides students with experiential learning opportunities to develop and participate in personal, education and career planning. Learners will complete a variety of inventories and assessments related to education and employment and will become familiar with the provincial and federal legislative bodies and laws governing human and employee rights and responsibilities. Instruction in delivered for WHMIS, workplace safety practices and procedures, and WorkSafeBC guidelines.</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>CAAW 0632</td>
<td><strong>Employability &amp; Workplace Skills</strong>&lt;br&gt;This course will introduce learners to the types of professional relationships that exist in the workplace and emphasize the importance of regular attendance, punctuality, professional hygiene and grooming, following a work schedule, and positive workplace values Students identify and discuss positive employee behaviors, which they will use to evaluate their performance during practicum.</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>CAAW 0633</td>
<td><strong>Communication Skills</strong>&lt;br&gt;This course introduces the student to elements of communication and guides them in the application of these skills in developing positive interpersonal and customer relations. Students review how behavioural responses impact co-workers and supervisors at the workplace.&lt;br&gt;Students learn the importance of developing a positive and professional attitude towards customers. This course is eligible for certification in WorldHost Fundamentals™</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>CAAW 0634</td>
<td><strong>Personal Awareness and Wellness</strong>&lt;br&gt;This course develops students’ concepts and vocabulary around health and wellness, which they can then apply to meeting their personal, educational, and employment goals.</td>
<td>4.0</td>
</tr>
<tr>
<td></td>
<td>CAAW 0635</td>
<td><strong>Literacy, Numeracy, Digital Tech</strong>&lt;br&gt;This course focuses on increasing exposure to and improving workplace literacy, digital literacy, and numeracy.</td>
<td>3.0</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------</td>
<td>------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>CAAW 0636</td>
<td><strong>Job Search and Interview Skills</strong></td>
<td>This course guides learners through processes and various strategies that will help them to create job search plans and identify employment support and training.</td>
<td>4.0</td>
</tr>
<tr>
<td>CAAW 0637</td>
<td><strong>Practicum 1</strong></td>
<td>This three-week practicum provides students with the opportunity to work hands-on in a job matched to their aptitudes, abilities, and interests, and to practice generic work habits.</td>
<td>3.0</td>
</tr>
<tr>
<td>CAAW 0638</td>
<td><strong>Practicum 2</strong></td>
<td>This practicum is up to four weeks in length, and allows students to build upon their prior development of skills and essential workplace competencies.</td>
<td>4.0</td>
</tr>
<tr>
<td>CAAW 0639</td>
<td><strong>Practicum 3</strong></td>
<td>This five week practicum provides students with the opportunity to consolidate the career exploration and skill training completed in prior practicum placements.</td>
<td>5.0</td>
</tr>
</tbody>
</table>

**Total Program Credits: 38.0**
Transcript of Achievement

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

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

### Grading Standard

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Point Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td></td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>76-79</td>
<td></td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>72-75</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>68-71</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>64-67</td>
<td>Minimum Pass</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>60-63</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>55-59</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>50-54</td>
<td>Minimum Pass</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td>Failing Grade</td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td>50 or greater</td>
<td>Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
</tr>
<tr>
<td>U</td>
<td>Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>IP</td>
<td>Course in Progress</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

### Course Standings

<table>
<thead>
<tr>
<th>Course Standings</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>Audit. No Credit</td>
</tr>
<tr>
<td>EX</td>
<td>Exempt. Credit granted</td>
</tr>
<tr>
<td>TC</td>
<td>Transfer Credit</td>
</tr>
</tbody>
</table>

### Grade Point Average (GPA)

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

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

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

---

**VCC Education and Education Support Policies**

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them. The policies are located on the VCC website at: [http://www.vcc.ca/about/governance--policies/policies/](http://www.vcc.ca/about/governance--policies/policies/)

*This document is not to be copied or transmitted in any form without the consent of VCC ©*
Course Name: Education/Employment Exploration

Course Number: CAAW 0631  Number of Credits: 5.0  Effective Date: September 2016

Course Description:

This course provides students with experiential learning opportunities to develop and participate in personal, education and career planning. Learners will complete a variety of inventories and assessments related to education and employment and will become familiar with the provincial and federal legislative bodies and laws governing human and employee rights and responsibilities.

Instruction is delivered for WHMIS, workplace safety practices and procedures, and WorkSafeBC guidelines.

School or Centre: Access

Year of Study: Access

Course History:

Replacement Course

Name of Replacing Course (if applicable):

Career Exploration; Safety; Legal/Human Rights

Course Pre-requisites (if applicable):

Admission to the Career Awareness Program

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

☐ No  ☐ Yes (details below):
Instructional Strategies:
lectures, presentations, demonstrations, discussion groups, case studies, field assignments and independent or group projects, field practicum
audio visual and web related materials
individualized and group tutorial

Course Learning Outcomes:
Upon successful completion of the course, the learner will be able to:
- complete various inventories/assessments related to education and employment
- participate in and develop personal, education, career plans and goals
- cite the BC Human Rights Code, BC Employment Standards Act and Federal Employment Equity Act regarding his/her rights as a worker and citizen in BC
- identify safety signs, symbols, and equipment including WHMIS
- cite safety measures, procedures to follow in case of an accident and the role of WorkSafeBC
- identify and describe reasonable education / workplace accommodations/adjustments and support
- research job profiles and education/training opportunities
- identify and assess personal skills, abilities, work skills, habits, performance and compatibility with the type of work chosen
- identify a transition plan which outlines personal and career planning goals
- identify various work environments through participating in industry tours

Program Learning Outcomes:
Upon successful completion of the Career Awareness Certificate students will be able to:

• complete a variety of inventories and assessments related to education and employment, and develop a personal, education and career plan

• describe reasonable education/workplace accommodations/adjustments and supports and use strategies to assist in skill acquisition

• apply safety practices and principles at work

• conduct themselves in a professional manner in the workplace, consistent with industry standards

• work with limited direct supervision while developing an employable skill

• apply health and wellness concepts to personal, educational, and employment goals
Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory/Unsatisfactory</td>
<td></td>
<td>S- Satisfactory=50%</td>
</tr>
</tbody>
</table>

Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>35</td>
<td>observation of demonstrated skills</td>
</tr>
<tr>
<td>Participation</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

Total 100

Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total 100

Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

Interest inventories and assessments  
(CAAT; Becker reading free interest inventory)  
Online career exploration  
Employment terms and vocabulary  
Industry tours  
Role of unions  
Citizen and employee rights and responsibilities  
Education/workplace accommodations/adjustments and supports  
Safety signs, symbols, and equipment including WHIMIS  
Safety measures, procedures to follow in case of accident  
Role of WorkSafe BC  
Research job profiles  
Research education/training opportunities  
Participate in goal planning

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them. The policies are located on the VCC web site at:  
http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

<table>
<thead>
<tr>
<th>Approved by Curriculum Committee:</th>
<th>August 16, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved by Education Council:</td>
<td></td>
</tr>
</tbody>
</table>
Course Name: Employability and Workplace Skills

Course Number: CAAW 0632  Number of Credits: 5.0  Effective Date: September 2016

Course Description:
This course will introduce learners to the types of professional relationships that exist in the workplace and emphasizes the importance of regular attendance, punctuality, professional hygiene and grooming, following a work schedule, and positive workplace values. Students identify and discuss positive employee behaviors, which they will use to evaluate their performance during practicum.

School or Centre: Access

Year of Study: Access

Course History:
Replacement Course

Name of Replacing Course (if applicable):
Employee Behaviors, Grooming & Hygiene, Time Mgt

Course Pre-requisites (if applicable):
Admission to the Career Awareness Program

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
☒ No ☐ Yes (details below):
**Instructional Strategies:**

lectures, presentations, demonstrations, discussion groups, case studies, field assignments and independent or group projects, field practicum
audio visual and web related materials
individualized and group tutorial

**Course Learning Outcomes:**

Upon successful completion of the course, the learner will be able to:
- explain the behavioral expectations an employer has when looking for a potential employee
- display professional grooming & hygiene and adhere to dress codes
- display positive workplace values
- participate in verbal and non-verbal feedback
- follow instructions and directions, written and verbal
- demonstrate good organizational skills and work habits
- demonstrate initiative, dependability and reliability on the job
- recognize the importance of accepting feedback and criticism
- apply positive workplace values

**Program Learning Outcomes:**

Upon successful completion of the Career Awareness Certificate students will be able to:

- complete a variety of inventories and assessments related to education and employment, and develop a personal, education and career plan
- describe reasonable education/workplace accommodations/adjustments and supports and use strategies to assist in skill acquisition
- apply safety practices and principles at work
- conduct themselves in a professional manner in the workplace, consistent with industry standards
- work with limited direct supervision while developing an employable skill
- apply health and wellness concepts to personal, educational, and employment goals
### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory/Unsatisfactory</td>
<td></td>
<td>S- Satisfactory= 50%</td>
</tr>
</tbody>
</table>

### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>30</td>
<td>in-class assignments and projects</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>20</td>
<td>observation of demonstrated skills - checklist</td>
</tr>
</tbody>
</table>

| Total | 100 |

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td></td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

| Total | 100 |

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teamwork</td>
</tr>
<tr>
<td>Following directions</td>
</tr>
<tr>
<td>Attendance &amp; punctuality</td>
</tr>
<tr>
<td>Following work schedules, using time cards, time sheets, and punch clocks</td>
</tr>
<tr>
<td>Hygiene and grooming and dress codes for various industry sectors</td>
</tr>
<tr>
<td>Problem solving</td>
</tr>
<tr>
<td>Taking the initiative</td>
</tr>
<tr>
<td>Dependability and reliability on the job</td>
</tr>
<tr>
<td>Organizational skills and work habits</td>
</tr>
<tr>
<td>Positive workplace values</td>
</tr>
<tr>
<td>Asking for help</td>
</tr>
<tr>
<td>Accepting and responding to feedback,</td>
</tr>
<tr>
<td>Workplace evaluations and self evaluations</td>
</tr>
<tr>
<td>Cooperation and collaboration</td>
</tr>
</tbody>
</table>

**VCC Education and Education Support Policies**

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at: [http://www.vcc.ca/about/governance--policies/policies/](http://www.vcc.ca/about/governance--policies/policies/)

To find out how this course transfers, visit the BC Transfer Guide at [www.bctransferguide.ca](http://www.bctransferguide.ca).

---

**FOR COMMITTEE USE ONLY**

<table>
<thead>
<tr>
<th>Approved by Curriculum Committee:</th>
<th>August 16, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved by Education Council:</td>
<td></td>
</tr>
</tbody>
</table>
Course Name: Communication Skills

Course Number: CAAW 0633  
Number of Credits: 5.0  
Effective Date: September 2016

Course Description:

This course introduces students to elements of communication and guides them in the application of these skills in developing positive interpersonal and customer relations. Students review how behavioral responses impact co-workers and supervisors at the workplace.

Students learn the importance of developing a positive and professional attitude towards customers. This course is eligible for certification in WorldHost Fundamentals™

Admission to the Career Awareness Program

PLAR (Prior Learning Assessment & Recognition)  
☐ No  ☐ Yes (details below):
Course Learning Outcomes:
Upon successful completion of the course, the learner will be able to:
- recognize and define the elements of communication (sender, message and receiver)
- identify barriers to communication and use strategies to overcome barriers
- ask for clarification and demonstrate techniques (i.e. paraphrasing, asking questions) to assist communication
- engage in active listening
- differentiate between passive, aggressive and assertive communication
- respond to instructions, feedback, and criticism
- identify personal learning strategies
- describe personal attributes and strengths
- identify and demonstrate the use of empathetic listening skills
- identify and demonstrate ways of dealing with challenging customers
- display/use effective communications and customer service skills
- identify the impact and importance of first impressions
- receive instruction in WorldHost Fundamentals™

Program Learning Outcomes:
Upon successful completion of the Career Awareness Certificate students will be able to:

• complete a variety of inventories and assessments related to education and employment, and develop a personal, education and career plan

• describe reasonable education/workplace accommodations/adjustments and supports and use strategies to assist in skill acquisition

• apply safety practices and principles at work

• conduct themselves in a professional manner in the workplace, consistent with industry standards

• work with limited direct supervision while developing an employable skill

• apply health and wellness concepts to personal, educational, and employment goals

Instructional Strategies:
lectures, presentations, demonstrations, discussion groups, case studies, field assignments and independent or group projects, field practicum
audio visual and web related materials
individualized and group tutorial
## Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory/Unsatisfactory</td>
<td></td>
<td>S- Satisfactory= 50%</td>
</tr>
</tbody>
</table>

### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>15</td>
<td>in class assignments and projects</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>30</td>
<td>includes WorldHost</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>25</td>
<td>observation of demonstrated skills - checklist</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

## Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

| **Total**        | **100**                     |          |

## Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
### Course Topics:

Handling criticism and conflict  
Active listening, initiating and maintaining conversation  
Choosing suitable conversations for work  
Passive, assertive, and aggressive behaviors  
Positive attitudes and emotions at work  
Building self confidence and self esteem  
Personal strengths and limitations  
Positive customer service skills, WorldHost Fundamentals™ instruction  
Getting along with others  
Questioning techniques, paraphrasing  
Non verbal communications  
Barriers to communications  
Building friendships

---

**VCC Education and Education Support Policies**

There are a number of **Education** and **Education Support** policies that govern your educational experience at VCC, please familiarize yourself with them.  

The policies are located on the VCC web site at:  

[http://www.vcc.ca/about/governance--policies/policies/](http://www.vcc.ca/about/governance--policies/policies/)

---

To find out how this course transfers, visit the BC Transfer Guide at [www.bctransferguide.ca](http://www.bctransferguide.ca).

---

**FOR COMMITTEE USE ONLY**

<table>
<thead>
<tr>
<th>Approved by Curriculum Committee:</th>
<th>August 16, 2016</th>
<th>Approved by Education Council:</th>
<th></th>
</tr>
</thead>
</table>
Course Name: Personal Awareness & Wellness

Course Number: CAAW 0634  Number of Credits: 4.0  Effective Date: September 2016

Course Description:
This course develops students’ concepts and vocabulary around health and wellness, which they can then apply to meeting their personal, educational, and employment goals.

School or Centre: Access
Year of Study: Access

Course History:
Replacement Course

Name of Replacing Course (if applicable):
StressMgt;DecisionMaking;CommResources;Harassment

Course Pre-requisites (if applicable):
Admission to the Career Awareness Program

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  ☑ No  ☐ Yes (details below):
Course Learning Outcomes:

Upon successful completion of this course, the learner will be able to:
- describe the inter-relationship of mental, emotional, physical and spiritual health
- explain the relationship between positive health behaviors and the prevention of injury, illness and disease
- identify strategies for reducing risks related to unhealthy behaviors and attitudes affecting physical health research community resources for assistance, benefits, and goal achievement
- demonstrate a practical knowledge of the main areas of health and wellness
- identify community resources for health maintenance in independent living
- demonstrate a greater understanding of personal health and/or disability
- participate in decision making and set goals in health management, nutrition, fitness, stress management and leisure

Program Learning Outcomes:

Upon successful completion of the Career Awareness Certificate students will be able to:

• complete a variety of inventories and assessments related to education and employment, and develop a personal, education and career plan
• describe reasonable education/workplace accommodations/adjustments and supports and use strategies to assist in skill acquisition
• apply safety practices and principles at work
• conduct themselves in a professional manner in the workplace, consistent with industry standards
• work with limited direct supervision while developing an employable skill
• apply health and wellness concepts to personal, educational, and employment goals
### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory/Unsatisfactory</td>
<td></td>
<td>S- Satisfactory= 50%</td>
</tr>
</tbody>
</table>

### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>15</td>
<td>in class assignments and projects</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>25</td>
<td>observation of demonstrated skills - checklist</td>
</tr>
</tbody>
</table>

**Total 100**

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>80</td>
<td></td>
</tr>
</tbody>
</table>

**Total 80**

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

Common stressors and strategies for stress management
Inter-relationship of mental, emotional, physical and spiritual health
Positive health behaviors and the prevention of injury illness and diseases
Strategies for reducing risks related to unhealthy behaviors and attitudes affecting physical health
Community resources for health maintenance and leisure, including legal, medical and recreational services
Decision making & setting goals in health management, nutrition, fitness, stress management, leisure
Building self esteem
Dealing with change
Personal and workplace values, learning styles, and disability awareness
Personal based and social based resources including family and friend relationships and spiritual supports
Respectful interactions in a diverse multi-cultural learning/work environment
Appropriate interpersonal skills for success with supervisors, co-workers, and customers

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:

http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

Approved by Curriculum Committee: August 16, 2016
Approved by Education Council:
**Course Name:** Literacy, Numeracy, Digital Tech

**Course Number:** CAAW 0635  
**Number of Credits:** 3.0  
**Effective Date:** September 2016

**Course Description:**
This course focuses on increasing exposure to and improving workplace literacy, digital literacy, and numeracy.

**School or Centre:** Access

**Year of Study:** Access

**Course History:** Revised Course

**Course Pre-requisites (if applicable):**
Admission to the Career Awareness Program

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

**PLAR (Prior Learning Assessment & Recognition):**
- No
- Yes (details below):
Instructional Strategies:
lectures, presentations, demonstrations, discussion groups, case studies, field assignments and independent or group projects, field practicum
audio visual and web related materials
individualized and group tutorial

Course Learning Outcomes:
Upon successful completion of the course, the learner will be able to:
- describe aspects of wages, personal finances and budgeting
- identify payroll terms and payroll deductions
- read and decode a pay cheque/pay stub
- recognize, read, write and order numbers at a fundamental level
- identify and explain signs and symbols in our society
- practice simple writing activities (ie. cards, letters, emails, notes)
- have the ability to solve real-life problems using basic numbers operations
- create and respond to written and digital workplace communications
- access a computer for word processing
- use digital resources at a basic level
- access an email account, compose and reply to messages
- upload files into emails or online applications
- use safe Internet protocols; practice safe and healthy social media interactions
- identify and use currency in monetary transactions
- recognize typical gratuities expected for certain services and identify taxes, PST, and GST
- use a calculator for basic calculations (ie. adding, subtracting)
- prepare a personal budget

Program Learning Outcomes:
Upon successful completion of the Career Awareness Certificate students will be able to:

• complete a variety of inventories and assessments related to education and employment, and develop a personal, education and career plan

• describe reasonable education/workplace accommodations/adjustments and supports and use strategies to assist in skill acquisition

• apply safety practices and principles at work

• conduct themselves in a professional manner in the workplace, consistent with industry standards

• work with limited direct supervision while developing an employable skill

• apply health and wellness concepts to personal, educational, and employment goals
### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory/Unsatisfactory</td>
<td></td>
<td>S- Satisfactory= 50%</td>
</tr>
</tbody>
</table>

### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>30</td>
<td>in class assignments and projects</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>20</td>
<td>observation of demonstrated skills - checklist</td>
</tr>
</tbody>
</table>

Total 100

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

Total 60

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

Wages, personal finances and budgeting  
Payroll terms and payroll deductions  
Decoding a pay check/pay stub  
Signs and symbols in our society  
Compose cards, letters, emails, notes  
Filling out forms common in everyday interactions (ie. applications, registration forms)  
Accessing a computer for work processing  
Creating and responding to written and digital workplace communications  
Digital workplace communications (ie, emails) Composing and replying to messages.  
Upload files into emails or Online applications  
Safe Internet protocols  
Social media interactions and social media footprint  
Gratuities expected for certain services and taxes,  
Using a calculator for basic calculations (ie. adding, subtracting)  
Consumer Awareness

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:

http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

<table>
<thead>
<tr>
<th>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 16, 2016</td>
<td></td>
</tr>
</tbody>
</table>
Course Name: Job Search and Interview Skills

Course Number: CAAW 0636
Number of Credits: 4.0
Effective Date: September 2016

Course Description:
This course guides learners through processes and various strategies that will help them to create job search plans and identify employment support and training.

School or Centre: Access
Year of Study: Access

Course History:
Revised Course

Course Pre-requisites (if applicable):
Admission to the Career Awareness Program

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
☒ No ☐ Yes (details below):
Instructional Strategies:
lectures, presentations, demonstrations, discussion groups, case studies, field assignments and independent or group projects, field practicum
audio visual and web related materials
individualized and group tutorial

Course Learning Outcomes:
Upon successful completion of the course, the learner will:
- collect all related information to prepare a resume
- identify his/her personal job search network
- prepare and practice responses to communication skills for interviews
- prepare for an interview
- present himself/herself at job interviews in a professional manner
- respond to interview questions by representing his / her strengths
- ask relevant questions of potential employers
- identify local public and private employment agencies
- conduct a local job market analysis
- describe elements of and create a supported or independent job search plan
- identify and outline individual employment support and training needs
- demonstrate effective goal setting and time management skills
- demonstrate an understanding of the strategies needed to start and maintain a job search
- develop appropriate job-targeting cover letters
- demonstrate effective job search techniques
- identify the pros and cons of when and how to disclose one’s disability

Program Learning Outcomes:
Upon successful completion of the Career Awareness Certificate students will be able to:

• complete a variety of inventories and assessments related to education and employment, and develop a personal, education and career plan

• describe reasonable education/workplace accommodations/adjustments and supports and use strategies to assist in skill acquisition

• apply safety practices and principles at work

• conduct themselves in a professional manner in the workplace, consistent with industry standards

• work with limited direct supervision while developing an employable skill

• apply health and wellness concepts to personal, educational, and employment goals
## Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if ‘Other’:</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory/Unsatisfactory</td>
<td></td>
<td>S- Satisfactory= 50%</td>
</tr>
</tbody>
</table>

## Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(provide a brief explanation for each component especially if value exceeds 35%):</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>in class assignments and projects</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>20</td>
<td>observation of demonstrated skills - checklist</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

## Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

## Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

- Resumes
- Personal and professional references
- Local job market analysis
- Job search strategies
- Online job search tools
- Effective job search techniques
- Map job search plan
- Identify job search network
- Employment support and training resources
- Preparing for the interview
- Presenting strengths and qualifications
- Disclosing disability
- Responding to interview questions
- Role play/mock interviews - self evaluation

VCC Education and Education Support Policies

There are a number of **Education** and **Education Support** policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at: [http://www.vcc.ca/about/governance--policies/policies/](http://www.vcc.ca/about/governance--policies/policies/)

To find out how this course transfers, visit the BC Transfer Guide at [www.bctransferguide.ca](http://www.bctransferguide.ca).

---

**FOR COMMITTEE USE ONLY**

| Approved by Curriculum Committee: | August 16, 2016 | Approved by Education Council: |   |
### Course Outline

**Course Name:** Practicum 1

**Course Number:** CAAW 0637  
**Number of Credits:** 3.0  
**Effective Date:** Sep 6, 2016

**Course Description:**
This three-week practicum provides students with the opportunity to work hands-on in a job matched to their aptitudes, abilities, and interests, and to practice generic work habits.

**School or Centre:** Access  
**Year of Study:** Access

**Course History:** Revised Course

**Course Pre-requisites (if applicable):**
Admission to the Career Awareness Program

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

**PLAR (Prior Learning Assessment & Recognition):**
- ☐ No  - ☑ Yes (details below):
Instructional Strategies:
Experiential hands on learning
Verbal and demonstrated skills training by supervisor/co workers/VCC faculty

Course Learning Outcomes:
Upon successful completion of the course/practicum, the learner will be able to:
- participate in interview prior to placement demonstrate punctuality and adhere to assigned work schedule
- follow workplace rules and regulations
- conduct her/himself professionally and ethically
- apply WorkSafe BC principles
- recognize effective communication skills
- identify personal strategies to promote success in skill acquisition and training (ie, use checklist, take notes, request demonstration of instructions)
- exhibit positive employee behaviors
- follow instructions and seek assistance from coworkers/supervisors as needed.
- identify industry standards and production expectations
- work with limited direct supervision while developing an employable skill
- recognize personal strengths and interests
- assess compatibility to type of work performed on practicum

Program Learning Outcomes:
Upon successful completion of the Career Awareness Certificate students will be able to:

• complete a variety of inventories and assessments related to education and employment, and develop a personal, education and career plan

• describe reasonable education/workplace accommodations/adjustments and supports and use strategies to assist in skill acquisition

• apply safety practices and principles at work

• conduct themselves in a professional manner in the workplace, consistent with industry standards

• work with limited direct supervision while developing an employable skill

• apply health and wellness concepts to personal, educational, and employment goals
## Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory/Unsatisfactory</td>
<td></td>
<td>S- Satisfactory = 70%</td>
</tr>
</tbody>
</table>

## Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>100</td>
<td>observation of demonstrated skills checklist</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Employer, Instructor, Student Self Reflection</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

## Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>P - Practicum</td>
<td>90</td>
<td></td>
</tr>
</tbody>
</table>

| Total            | 90                         |

## Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

Attendance and punctuality
Work schedules
Workplace rules and regulations
WorkSafe BC principals and site safety orientation
Effective communication skills
Asking for assistance
Strategies for success in skill acquisition (ie. taking notes, using a checklist, asking for demonstration of instructions)
Industry standards and production expectations
Strengths and interests
Taking the initiative
Following instructions
Accepting feedback
Working with limited direct supervision

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:
http://www.vcc.ca/about/governance–policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | August 16, 2016 | Approved by Education Council: |  |
Course Name: Practicum 2

Course Number: CAAW 0638  Number of Credits: 4.0  Effective Date: September 2016

Course Description:
This practicum is up to four weeks in length, and allows students to build upon their prior development of skills and essential workplace competencies.

School or Centre: Access
Year of Study: Access

Course History: Revised Course
Name of Replacing Course (if applicable): Work Experience 2

Course Pre-requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  
☑️ No  ☐ Yes (details below):
Instructional Strategies:
Experiential hands on learning
Verbal and demonstrated skills training by supervisor/co workers/VCC faculty

Course Learning Outcomes:
Upon successful completion of this course, learners will be able to:
- participate in interview prior to placement
- demonstrate punctuality and adhere to assigned work schedule
- transfer and apply previously learned workplace skills
- conduct her/himself professionally and ethically
- apply effective communication skills
- follow workplace rules and regulations
- apply WorkSafe BC principles
- utilize personal strategies to promote success in skill acquisition and training (ie, use checklist, take notes, request demonstration of instructions)
- follow industry standards and production expectations
- work with limited direct supervision while developing an employable skill
- assess compatibility to type of work performed on practicum

Program Learning Outcomes:
Upon successful completion of the Career Awareness Certificate students will be able to:
• complete a variety of inventories and assessments related to education and employment, and develop personal, education and career plan
• describe reasonable education/workplace accommodations/adjustments and supports and use strategies to assist in skill acquisition
• apply safety practices and principles at work
• conduct themselves in a professional manner in the workplace, consistent with industry standards
• work with limited direct supervision while developing an employable skill
• apply health and wellness concepts to personal, educational, and employment goals
## Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory/Unsatisfactory</td>
<td></td>
<td>S- Satisfactory= 70%</td>
</tr>
</tbody>
</table>

### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>100</td>
<td>observation of demonstrated skills checklist Employer, Instructor, Student Self Reflection</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

## Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>P - Practicum</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td></td>
</tr>
</tbody>
</table>

## Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

Attendance and punctuality
Work schedules
Workplace rules and regulations
WorkSafe BC principals and site safety orientation
Effective communication skills
Asking for assistance
Strategies for success in skill acquisition (ie. taking notes, using a checklist, asking for demonstration of instructions)
Industry standards and production expectations
Strengths and interests
Taking the initiative
Following instructions
Accepting feedback
Working with limited direct supervision
Interview skills

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:

http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | August 16, 2016 | Approved by Education Council: |
Course Name: Practicum 3

Course Number: CAAW 0639  
Number of Credits: 5.0  
Effective Date: September 2016

Course Description:
This five week practicum provides students with the opportunity to consolidate the career exploration and skill training completed in prior practicum placements.

School or Centre: Access

Year of Study: Access

Course History: Revised Course

Course Pre-requisites (if applicable):
Admission to Career Awareness Program

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  ☒ No ☐ Yes (details below):
Instructional Strategies:
Experiential hands on learning
Verbal and demonstrated skills training by supervisor/co workers/VCC faculty

Course Learning Outcomes:
Upon successful completion of the course, the learner will be able to:
- attend interview prior to placement
- apply and transfer previously learned work skills
- demonstrate punctuality and adhere to assigned work schedule
- follow workplace rules and regulations
- apply WorkSafe BC principles
- conduct her/himself professionally and ethically
- communicate effectively
- use personal strategies to promote success in skill acquisition and training (ie, use checklist, take notes, request demonstration of instructions)
- follow industry standards and production expectations
- follow instructions and seek assistance from coworkers/ supervisors as needed
- work with limited direct supervision while developing an employable skill
- assess suitability to type of jobs performed on practicums and identify a career plan

Program Learning Outcomes:
Upon successful completion of the Career Awareness Certificate students will be able to:

• complete a variety of inventories and assessments related to education and employment, and develop a personal, education and career plan

• describe reasonable education/workplace accommodations/adjustments and supports and use strategies to assist in skill acquisition

• apply safety practices and principles at work

• conduct themselves in a professional manner in the workplace, consistent with industry standards

• work with limited direct supervision while developing an employable skill

• apply health and wellness concepts to personal, educational, and employment goals
# Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory/Unsatisfactory</td>
<td></td>
<td>S- Satisfactory = 70%</td>
</tr>
</tbody>
</table>

## Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practicum</td>
<td>100</td>
<td>observation of demonstrated skills checklist, Employer, Instructor, Student Self Reflection</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total 100

## Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>P - Practicum</td>
<td>150</td>
<td></td>
</tr>
</tbody>
</table>

Total 150

## Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Attendance and punctuality
Work schedules
Workplace rules and regulations
WorkSafe BC principals and site safety orientation
Effective communication skills
Strategies for success in skill acquisition (ie. taking notes, using a checklist, asking for demonstration of instructions)
Industry standards and production expectations
Taking the initiative
Accepting feedback
Working with limited direct supervision

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:

http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
PREPARED FOR: Education Council

ISSUE: Revisions to Professional Cook 1 Certificate and Professional Cook 2 Advanced Certificate

BACKGROUND:
This proposal, presented by Collin Gill, concerns ITA-driven changes to VCC Professional Cook credentials. The most significant, structural change is the separation into two credentials with Professional Cook 1 offered as a Certificate and Professional Cook 2 offered as an Advanced Certificate. Other changes are detailed in the proposal document in the meeting package.

DISCUSSION:
The committee requested some minor language changes, e.g. the Topic “Nutrition 101” to “Basic Nutrition”. The most significant concern was with the course CULI 2501 (HR Management). A Course Learning Outcome dealing with costing was felt to be inappropriate for a HR person. The course name has been changed to CULI 2501 Kitchen Management to better encompass the range of skills and duties the CLOs derive from. Another concern was the total credits for the PC 1 Certificate. A suggestion was made to look into ways of raising the total credits to the 20 credit range. This was not felt to be possible at this time.

RECOMMENDATION: Curriculum Committee recommends Education Council approve the revisions to the Professional Cook 1 Certificate and Professional Cook 2 Advanced Certificate programs.

Prepared by:
David Branter
Chair, Curriculum Committee
Curriculum Development Approval Form

Use this form to outline revisions to existing curriculum or to describe the development of new curriculum. Complete one form for each submission to Curriculum Committee.

PROGRAM/COURSE NAME(S): Professional Cook 1 (Certificate) and Professional Cook 2 (Advanced Certificate)

ANTICIPATED START DATE: PC1 - January 2017 and PC2 - September 2017

Curriculum Developer: Ysabel Sukic Title: Assistant Department Head
School/Centre: Hospitality, Food Studies and Applied Business Department: Culinary Arts
E-mail: ysukic@vcc.ca Phone/Ext.: 8474

A) DEVELOPMENT TYPE (select all that apply)

☐ NEW PROGRAM  Program has never been offered before at VCC or program has undergone significant and extensive changes to its PCG and/or course outlines, where these changes impact the nature or overall direction of a program.

X NEW COURSE(S)  Course has never been offered before at VCC either as a standalone course or as part of a new or existing program; or is a replacement course.
This course replaces: ____________________________

X CHANGE TO A PROGRAM AND/OR COURSE (select all that apply)

☐ Program/Credential
☐ Prior Learning Assessment and Recognition (PLAR)
☐ Program Admission Requirements
X Program Learning Outcomes (Indicate outcome number(s): ____________)
☐ Grading system (at variance with policy C.1.1 Course/Program Grading)
☐ Program duration-maximum allowable time for completion
☐ Program GPA requirements
X Program/Course Credit Hours
X Course Evaluation Plan (at variance with policy C.1.1 Course/Program Grading)
☐ Course sequencing (that impacts the year the course is offered in)
☐ Other: ____________________________

☐ MINOR REVISION TO A PROGRAM AND/OR COURSE (select all that apply)

X Program/Course Description
☐ Program Purpose
☐ Recommended Student Characteristics
X Course Sequencing (that does not impact year the course is offered in)
X Course Name/Number
☐ Course Pre-requisite(s)/Co-requisite(s)
X Course Learning Outcomes
X Course Evaluation Plan (within policy C.1.1 Course/Program Grading)
X Instructional Delivery Mode
☐ Language (e.g., Typos, Spelling Errors, etc.)
☐ Other: ____________________________
B) ATTACHED DOCUMENTATION

X Program Content Guide

X Course Outline(s)

All new, revised or replacement courses must be approved in advance with the Registrar’s Office.

In realigning our outcomes with the ITA outcomes some of the outcomes in PC1 were moved to PC2, some of the outcomes in PC2 were moved to PC1 and some of our outcomes were removed from the programs because they were no longer in the ITA outcomes.

Please see attached list of old and new courses

C) RATIONALE

<table>
<thead>
<tr>
<th>1. For revisions to existing courses or programs, provide an explanation of the change(s) being requested and reason(s) for making the change.</th>
</tr>
</thead>
<tbody>
<tr>
<td>This project started in February 2015.</td>
</tr>
<tr>
<td>- Align our program learning outcomes with the ITA outcomes</td>
</tr>
<tr>
<td>- Refresh instructional strategies, activities and assessment</td>
</tr>
<tr>
<td>- Separate PC1 and PC2 – a requirement of the ITA. Professional Cook 1 (PC1) is a certificate and Professional Cook 2 (PC2) is an Advanced Certificate.</td>
</tr>
<tr>
<td>- Balance instruction vs food production for the College – feedback from our students indicates that we are currently focused too much on producing food for the College.</td>
</tr>
<tr>
<td>- Implement Food-Trak in order to reduce food costs</td>
</tr>
<tr>
<td>- PC1 will be offered in the morning and early afternoon Monday through Thursday at 6.25 hrs per day. This will allow students to work, part time, during the program in order to accumulate workplace hours. This was decided on with feedback from students and industry.</td>
</tr>
<tr>
<td>- PC2 will be offered twice per year, September and January, with up to 80 students per start date. If the demand is high enough, we can offer a third start date in May. Due to changing enrollment patterns, it was no longer possible to have start dates every month.</td>
</tr>
</tbody>
</table>

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

- There will be additional facilities costs which we are working with Facilities and Finance to secure funding for those costs.
- There will be additional equipment needed and this equipment will be purchased through funding we have received from AVED for equipment.
**D) CONSULTATION CHECKLIST** (select all that apply) See Appendix A for consultations guidelines.

<table>
<thead>
<tr>
<th><strong>INTERNAL CONSULTATIONS</strong></th>
<th><strong>FEEDBACK (include date received)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCHOOLS</strong></td>
<td></td>
</tr>
<tr>
<td>Faculty/Department</td>
<td>Ongoing since March 2015.</td>
</tr>
<tr>
<td>Department Support Staff</td>
<td>Ongoing since March 2015</td>
</tr>
<tr>
<td>Other Department(s)</td>
<td>Baking and Pastry Arts, Asian Culinary Arts, Hospitality – ongoing since March 2015</td>
</tr>
<tr>
<td><strong>EDUCATIONAL AND STUDENT SERVICES</strong></td>
<td></td>
</tr>
<tr>
<td>Aboriginal Education and Community Engagement (AECE)</td>
<td>Ongoing updates</td>
</tr>
<tr>
<td>Assessment Centre</td>
<td>There is no change is entrance requirements</td>
</tr>
<tr>
<td>Centre for Instructional Development</td>
<td>CID has been actively involved this CD project</td>
</tr>
<tr>
<td>Counselling &amp; Disability Services (CDS)</td>
<td>There is no change in this regard from the old to the new program</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Emailed Financial Aid and the Registrar</td>
</tr>
<tr>
<td>Learning Centre</td>
<td>Consulted with Francesco – there should be no impact</td>
</tr>
<tr>
<td>Library</td>
<td>The Library has been involved in the transition to e-textbooks</td>
</tr>
<tr>
<td>Registrar’s Office / Advising / Recruitment</td>
<td>New course names and codes</td>
</tr>
<tr>
<td>Related additional Student Services</td>
<td>Craig McGuigan has been consulted Students in the program were interviewd about the strengths and weaknesses of our program</td>
</tr>
<tr>
<td>VCC International and Immigrant Education</td>
<td>Ongoing updates</td>
</tr>
<tr>
<td><strong>FINANCIAL AND OPERATING</strong></td>
<td></td>
</tr>
<tr>
<td>Communications and Marketing</td>
<td>Ongoing about marketing the new programs</td>
</tr>
<tr>
<td>Facilities</td>
<td>Ongoing about the facilities needs for the new programs</td>
</tr>
<tr>
<td>Finance</td>
<td>Ongoing about the needs of the new programs</td>
</tr>
<tr>
<td>Information Technology (IT)</td>
<td>Ongoing about technology needs for the new programs</td>
</tr>
<tr>
<td>Institutional Research (IR)</td>
<td>Ongoing for stats of students currently in the program</td>
</tr>
<tr>
<td>Safety and Security</td>
<td>Consulted with Surinder</td>
</tr>
<tr>
<td><strong>EXTERNAL CONSULTATIONS</strong></td>
<td><strong>FEEDBACK (include date received)</strong></td>
</tr>
<tr>
<td>PAC/CEG</td>
<td>Our PAC was involved in the kick off meeting for the project and was involved in developing the blueprints</td>
</tr>
<tr>
<td>Affiliation, Articulation and/or Accreditation bodies</td>
<td>The ITA, GO2HR have been updated and asked for input during this process</td>
</tr>
<tr>
<td>PSIPS</td>
<td>N/A</td>
</tr>
<tr>
<td>DQAB</td>
<td>N/A</td>
</tr>
</tbody>
</table>
E. Implementation Information

THE FOLLOWING MUST BE COMPLETED FOR NEW PROGRAMS AND NEW COURSES

COMPLETED BY REGISTRAR’S OFFICE:

1. Course Identifier: These have been assigned and are on the PCGs and course outlines.

<table>
<thead>
<tr>
<th>Subject Code:</th>
<th>Course #:</th>
<th>Credits:</th>
<th>Effective Term:</th>
</tr>
</thead>
</table>

2. College Code: _______________  Level: _______________

   Division Code: _______________  Major: _______________

COMPLETED BY FINANCE:

3. Which of the following fee structure applies?

   - [ ] UT
   - [x] X Applied
   - [ ] ABE
   - [ ] Differential
   - [ ] Cost Recovery
   - [ ] IE
   - [ ] Contract

4. Finance Org Code: 5408 Culinary Arts PC1 Certificate

   5409 Culinary Arts PC2 Advanced Certificate

5. Tuition for all courses: To Be Determined

6. College Initiative fee to be charged? Yes

7. Student Society fees? Yes

COMPLETED BY INSTITUTIONAL RESEARCH:

I consulted with IR and was informed that this information will be completed later in the process once the PCGs have been approved.

8. FTE Divisor: _______________________

9. Classification Code: _______________

10. Taxonomy: _______________________

E) FINAL REVIEW AND SIGN OFF
Approval verifies that each signatory has carried out the responsibilities assigned under the Curriculum Development and Approval Policy.

1. **As Department Leader I certify that:**
   a. Faculty in the department (and School, if appropriate) have been consulted and approve of the proposed changes; and
   b. All needed consultation has taken place with internal and external stakeholders, including industry and/or community partners.
   c. The curriculum meets institutional standards and the educational needs of students.

   Collin Gill________________  __Aug 3rd, 2016____________
   Name Sign off Date

2. **As Dean/Director I certify that:**
   a. Documentation meets the standards of the College, and all policies and procedures have been adhered to; and
   b. Resources required to offer and support the course/program have been assessed. If additional resources are needed, steps to secure the needed resources have been initiated.

   Dennis Innes                        August 3rd, 2016
   Name Sign off Date
CURRICULUM CHANGE
CHART

Professional Cook 1 Certificate

Ysabel Sukic
8/2/2016

Re-alignment of ITA Learning Outcomes. Some Learning Outcomes in PC1 are in PC2. Some in Learning Outcomes in PC2 are in PC1. The Practicum Course is being cancelled.
CURRICULUM CHANGE CHART

This chart assists in the clarification of changes being presented to Curriculum Committee. It highlights the extend and depth of each change being made to curriculum documents by comparing the current wording in documents (PGS and/or Course Outlines) to the new or proposed wording, and also references any changes to course names and/or numbers.

Completing the chart as comprehensively as possible will help to expedite the approval process.

<table>
<thead>
<tr>
<th>Current Course Name</th>
<th>Current Course Number</th>
<th>Current (old) Wording</th>
<th>New Course Name (if applicable)</th>
<th>New Course Number (if applicable)</th>
<th>Proposed (new) wording</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety, Sanitation and Equipment</td>
<td>CULI 1120</td>
<td>This course provides the student with an introduction to the principles of work safety, hygiene and health regulations. Fire safety and safe operation and maintenance of kitchen equipment will be stressed. Special emphasis will be placed on personal hygiene and appearance.</td>
<td>Kitchen Orientation</td>
<td>CULI 1501</td>
<td>This course provides an introduction to the food industry and the essential skills required for success as a cook. It introduces learners to language and terminology specific to the field of culinary arts. Career planning, job search strategies and sociocultural competencies appropriate to the workplace will be introduced and practiced.</td>
</tr>
<tr>
<td>Basic Kitchen Skills</td>
<td>CULI 1121</td>
<td>This course provides the student with kitchen terminology, weights and measures conversion, merchandising, recipe conversion, and receiving and storing inventory. Also included in the course are the introductions to the basic methods of cooking and baking.</td>
<td>Kitchen Orientation</td>
<td>CULI 1501</td>
<td>This course provides an introduction to the food industry and the essential skills required for success as a cook. It introduces learners to language and terminology specific to the field of culinary arts. Career planning, job search strategies and sociocultural competencies</td>
</tr>
<tr>
<td>Current Course Name</td>
<td>Current Course Number</td>
<td>Current (old) Wording</td>
<td>New Course Name (if applicable)</td>
<td>New Course Number (if applicable)</td>
<td>Proposed (new) wording</td>
</tr>
<tr>
<td>----------------------------</td>
<td>-----------------------</td>
<td>-----------------------</td>
<td>---------------------------------</td>
<td>-----------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Hot &amp; Cold Sandwich Prep</td>
<td>CULI 1122</td>
<td>These topics are covered by lectures, assignments and tests.</td>
<td>Garde Manger &amp; Breakfast</td>
<td>CULI 1503</td>
<td>This course provides the students with the opportunity to develop the skills to identify, handle and process the ingredients required to prepare breakfast, hot and cold sandwiches, garnishes, and accompaniments. Emphasis is placed on communication, teamwork, time management, and critical thinking skills, as well as, efficient work methods and quality control.</td>
</tr>
<tr>
<td>Hot &amp; Cold Breakfast Cooking</td>
<td>CULI 1124</td>
<td>This course provides the student with the practical skills associated with breakfast cooking, including egg cooking and breakfast meat cooking. Also included are French toast, waffle and hot cake production as well as fruits, cereal, and starch accompaniments. Emphasis is placed on efficient work methods and the quality of the finished products.</td>
<td>Garde Manger &amp; Breakfast</td>
<td>CULI 1503</td>
<td>This course provides the students with the opportunity to develop the skills to identify, handle and process the ingredients required to prepare breakfast, hot and cold sandwiches, garnishes, and accompaniments. Emphasis is placed on communication, teamwork, time management, and critical thinking skills, as well as, efficient work methods and quality control.</td>
</tr>
<tr>
<td>Kitchen Management &amp; Health Care</td>
<td>CULI 1125</td>
<td>This course introduces students to elementary kitchen management</td>
<td>Flavour Principles &amp; Menus</td>
<td>CULI 1507</td>
<td>This course introduces students to the basic principles of nutrition and its application in</td>
</tr>
<tr>
<td>Current Course Name</td>
<td>Current Course Number</td>
<td>Current (old) Wording</td>
<td>New Course Name (if applicable)</td>
<td>New Course Number (if applicable)</td>
<td>Proposed (new) wording</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------</td>
<td>----------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Stocks, Soup &amp; Sauce Cooking</td>
<td>CULI 1126</td>
<td>This course provides an introduction to the principles of basic stocks, sauce and soup cooking. The student learns to prepare the stocks and thickening agents commonly used in the modern kitchen. The student will also prepare thick and clear soups, mother sauces and their derivative sauces. Emphasis will be placed on preparation, work methods and the finished products.</td>
<td>Culinary Techniques</td>
<td>CULI 1502</td>
<td>This course provides an introduction to the principles and techniques of basic stocks, sauce and soup cooking. Students learn to prepare stocks, soups and sauces commonly used in professional kitchens. Students also prepare salads, dressings and accompaniments. Emphasis is placed on preparation, work methods, presentation techniques and quality control.</td>
</tr>
<tr>
<td>Cold Kitchen</td>
<td>CULI 1127</td>
<td>The student prepares salads, dressings and accompaniments for the daily salad bar. The student also is introduced to the preparation of meat, cheese and fruit</td>
<td>Culinary Techniques</td>
<td>CULI 1502</td>
<td>This course provides an introduction to the principles and techniques of basic stocks, sauce and soup cooking. Students learn to prepare stocks, soups and sauces commonly used in professional kitchens. Students also prepare salads, dressings and accompaniments. Emphasis is placed on preparation, work methods, presentation techniques and quality control.</td>
</tr>
<tr>
<td>Current Course Name</td>
<td>Current Course Number</td>
<td>Current (old) Wording</td>
<td>New Course Name (if applicable)</td>
<td>New Course Number (if applicable)</td>
<td>Proposed (new) wording</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-----------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>---------------------------------</td>
<td>-----------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>English for Culinary Arts</td>
<td>CULI 1128</td>
<td>platters. Emphasis will be placed on work methods, presentation technique and the quality of the finished products.</td>
<td>n/a</td>
<td>n/a</td>
<td>used in professional kitchens. Students also prepare salads, dressings and accompaniments. Emphasis is placed on preparation, work methods, presentation techniques and quality control.</td>
</tr>
<tr>
<td>Vegetable and Starch Cooking</td>
<td>CULI 1130</td>
<td>This course instructs students to select, store, clean, prepare and cut vegetables. Also included are vegetable cooking and finishing techniques, potato and rice cooking. Emphasis is placed on methods of</td>
<td>Cook Chill Production Kitchen</td>
<td>CULI 1506</td>
<td>Building on skills and knowledge acquired in previous courses, this course gives students the opportunity to further develop the skills and techniques used in dry and moist heat cooking for a service outlet. Emphasis</td>
</tr>
</tbody>
</table>
## CURRICULUM CHANGE CHART

<table>
<thead>
<tr>
<th>Current Course Name</th>
<th>Current Course Number</th>
<th>Current (old) Wording</th>
<th>New Course Name (if applicable)</th>
<th>New Course Number (if applicable)</th>
<th>Proposed (new) wording</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meat and Poultry Cooking</td>
<td>CULI 1131</td>
<td>work and the quality of the final products.</td>
<td>Cook Chill Production Kitchen</td>
<td>CULI 1506</td>
<td>is placed on communication, teamwork, time management and critical thinking skills, as well as, efficient work methods and quality control.</td>
</tr>
<tr>
<td>Seafood Cooking</td>
<td>CULI 1132</td>
<td>This course provides an introduction to the principles of meat and poultry identification and dry heat and moist cooking methods. Also included is the preparation of sauces, garnishes, accompaniments, carving and portioning techniques. Emphasis is placed on methods of work and the quality of the finished products.</td>
<td>Short Order Café</td>
<td>CULI 1508</td>
<td>Building on skills and knowledge acquired in previous courses, this course gives students the opportunity to further develop the skills and techniques used in dry and moist heat cooking for a service outlet. Emphasis is placed on communication, teamwork, time management and critical thinking skills, as well as, efficient work methods and quality control.</td>
</tr>
<tr>
<td>Current Course Name</td>
<td>Current Course Number</td>
<td>Current (old) Wording</td>
<td>New Course Name (if applicable)</td>
<td>New Course Number (if applicable)</td>
<td>Proposed (new) wording</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>---------------------------------</td>
<td>-----------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Vegetarian Entrees, Pasta and Soup</td>
<td>CULI 1133</td>
<td>This course offers the student the opportunity to further their knowledge of stocks, soups, as well as introducing vegetarian entrée cooking and pasta cooking including sauces and accompaniments. Emphasis will be placed on methods of work and quality of the final products.</td>
<td>Cook Chill Production Kitchen</td>
<td>CULI 1506</td>
<td>Building on skills and knowledge acquired in previous courses, this course gives students the opportunity to further develop the skills and techniques used in dry and moist heat cooking for a service outlet. Emphasis is placed on communication, teamwork, time management and critical thinking skills, as well as, efficient work methods and quality control.</td>
</tr>
<tr>
<td>Meat, Poultry, Seafood Cutting</td>
<td>CULI 1135</td>
<td>This course is centred on the cutting and processing of primal and secondary cuts of beef, pork, veal and lamb. Included in the course are the cutting and processing of an assortment of fish and poultry products.</td>
<td>Butchery</td>
<td>CULI 1505</td>
<td>This course provides students with the knowledge and skills for identifying, processing and storing beef, poultry and seafood. The course introduces students to the factors to be considered in selecting cooking methods for various types of meat and seafood products. Emphasis is placed on communication, teamwork, time management and critical thinking skills, as well as, efficient work methods and quality control.</td>
</tr>
<tr>
<td>Meat, Poultry, Seafood Cooking</td>
<td>CULI 1136</td>
<td>Building on skills acquired in previous courses, the students</td>
<td>Short Order Café</td>
<td>CULI 1508</td>
<td>Building on skills and knowledge acquired in previous classes, this</td>
</tr>
<tr>
<td>Current Course Name</td>
<td>Current Course Number</td>
<td>Current (old) Wording</td>
<td>New Course Name (if applicable)</td>
<td>New Course Number (if applicable)</td>
<td>Proposed (new) wording</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-----------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------------</td>
<td>-----------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Vegetable, Egg, Starch, Pasta</td>
<td>CULI 1137</td>
<td>Building on skills learned in previous classes, the student will prepare vegetables, advanced potatoes and starches, vegetarian specialties, pasta dishes, and luncheon omelettes and egg dishes for the public. Emphasis will be placed on method of work, preparation, service techniques and the final products.</td>
<td>Short Order Café</td>
<td>CULI 1508</td>
<td>Building on skills and knowledge acquired in previous classes, this course gives students hands-on experience preparing and serving multiple lunch items at service stations in a cafe setting. Finishing techniques will be applied to par-cooked vegetables and starches, meat, poultry and seafood. Emphasis is placed on communication, teamwork, time management and critical thinking skills, as well as, efficient work methods and quality control.</td>
</tr>
<tr>
<td>Baking and Desserts 1</td>
<td>CULI 1140</td>
<td>In this course, students prepare pies, puff pastry, choux pastry, yeast goods, Baking Techniques</td>
<td></td>
<td>CULI 1504</td>
<td>This course introduces students to the principles of baking, including new...</td>
</tr>
<tr>
<td>Current Course Name</td>
<td>Current Course Number</td>
<td>Current (old) Wording</td>
<td>New Course Name (if applicable)</td>
<td>New Course Number (if applicable)</td>
<td>Proposed (new) wording</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------</td>
<td>-----------------------</td>
<td>---------------------------------</td>
<td>-----------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Cakes and cookies. A variety of desserts are also taught in this course. Emphasis is placed on methods of preparation and baking techniques and the quality of the finished products.</td>
<td>Culinary Practicum</td>
<td>Students are placed in an established food and beverage operation to continue developing their culinary skills in an authentic workplace setting. The practicum provides students the opportunity to learn from industry professionals and deepen their understanding of the field of culinary arts. This course is designed to ensure students meet the competency achievement criteria set out in the Industry Training Authority Professional Cook 1 Provincial Outline.</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>terminology, ingredients, and quality standards specific to baked products. Students prepare quick breads, pies &amp; tarts, yeast breads, fruit &amp; custard desserts. Emphasis is placed on use of time management, communication, teamwork skills, methods of preparation, baking techniques and the quality of the finished products.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Course Name</td>
<td>Current Course Number</td>
<td>Current (old) Wording</td>
<td>New Course Name (if applicable)</td>
<td>New Course Number (if applicable)</td>
<td>Proposed (new) wording</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>---------------------------------</td>
<td>-----------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Culinary ESL Practicum 1</td>
<td>CULI 1184</td>
<td>Students requiring English language support are placed in an established food and beverage operation to help them develop their English language and culinary skills in an authentic workplace setting. The practicum provides students the opportunity to learn from industry professionals and deepen their understanding of the field of culinary arts. The instructor will play an advisory and supportive role.</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Culinary ESL Practicum 2</td>
<td>CULI 1185</td>
<td>Students requiring English language support return to the industry for an additional two weeks to help them continue developing their English language and culinary competencies in an authentic workplace setting. The practicum provides students the opportunity to continue learning from industry professionals and deepening their understanding of the field of culinary arts. The instructor will play an advisory and supportive role.</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>
Professional Cook 1 Certificate

Program Content Guide

Effective Date: January 2017
Goal

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

Admission Requirements

- English 10 or equivalent
- Math 10 or equivalent
- Valid Food Safe Level 1 Certificate

Speaking and listening requirements can be satisfied through three years of full-time, face-to-face secondary or post-secondary education at an accredited institution where English is the medium of instruction and is also one of the country’s official languages. ESL courses are not included in the three-year calculation.

Prior Learning Assessment & Recognition (PLAR)

n/a

Program Duration

The program is 28 weeks. Students have a maximum of three years to complete the credential.

Program Learning Outcomes

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

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

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

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

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

6. Reflect on performance and practice to enhance professional skills needed to enter and advance in the culinary industry.
**Instructional Activities, Design and Delivery Mode**

The Professional Cook 1 Certificate is designed to meet the training needs of the Industry and the required training objectives established by the Industry Training Authority (ITA). Courses are delivered 4 days per week over 28 weeks.

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

The program design is based on a learning-centred and experiential approach whereby students learn through experience in authentic culinary work settings. Active student learning and participation is emphasized to promote the development of knowledge, skills and attitudes required for success in the food industry. Professional skills, such as teamwork, critical thinking, self-reflection and communication, are also emphasized throughout the program.

**Evaluation of Student Learning**

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

Students must receive a **minimum 70%** in each course to receive the Professional Cook 1 Certificate.

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

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

**Recommended Characteristics of Students**

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

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

<table>
<thead>
<tr>
<th>Term</th>
<th>Course #</th>
<th>Course Name and Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CULI 1501</td>
<td>Kitchen Orientation&lt;br&gt;This course provides an introduction to the food industry and the essential skills required for success as a cook. It introduces learners to language and terminology specific to the field of culinary arts. Career planning, job search strategies and sociocultural competencies appropriate to the workplace will be introduced and practiced.</td>
<td>5</td>
</tr>
<tr>
<td>1</td>
<td>CULI 1502</td>
<td>Culinary Techniques&lt;br&gt;This course provides an introduction to the principles and techniques of basic stocks, sauce and soup cooking. Students learn to prepare stocks, soups and sauces commonly used in professional kitchens. Students also prepare salads, dressings and accompaniments. Emphasis is placed on preparation, work methods, presentation techniques and quality control.</td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>CULI 1503</td>
<td>Garde Manger &amp; Breakfast&lt;br&gt;This course provides the students with the opportunity to develop the skills to identify, handle and process the ingredients required to prepare breakfast, hot and cold sandwiches, garnishes, and accompaniments.&lt;br&gt;Emphasis is placed on communication, teamwork, time management, and critical thinking skills, as well as, efficient work methods and quality control.</td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>CULI 1504</td>
<td>Baking Techniques&lt;br&gt;This course introduces students to the principles of baking, including new terminology, ingredients, and quality standards specific to baked products. Students prepare quick breads, pies &amp; tarts, yeast breads, fruit &amp; custard desserts. Emphasis is placed on use of time management, communication, teamwork skills, methods of preparation, baking techniques and the quality of the finished products.</td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>CULI 1505</td>
<td>Butchery&lt;br&gt;This course provides students with the knowledge and skills for identifying, processing and storing beef, poultry and seafood. The course introduces students to the factors to be considered in selecting cooking methods for various types of meat and seafood products. Emphasis is placed on communication, teamwork, time management and critical thinking skills, as well as, efficient work methods</td>
<td>4</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>CULI 1506</td>
<td>Cook Chill Production Kitchen</td>
<td>Building on skills and knowledge acquired in previous courses, this course gives students the opportunity to further develop the skills and techniques used in dry and moist heat cooking for a service outlet. Emphasis is placed on communication, teamwork, time management and critical thinking skills, as well as, efficient work methods and quality control.</td>
<td>4</td>
</tr>
<tr>
<td>CULI 1507</td>
<td>Flavour Principles &amp; Menus</td>
<td>This course introduces students to the basic principles of nutrition and its application in food preparation. This course also examines the study of taste and flavour and introduces students to institutional menus and terminology.</td>
<td>1</td>
</tr>
<tr>
<td>CULI 1508</td>
<td>Short Order Café</td>
<td>Building on skills and knowledge acquired in previous classes, this course gives students hands-on experience preparing and serving multiple lunch items at service stations in a cafe setting. Finishing techniques will be applied to par-cooked vegetables and starches, meat, poultry and seafood. Emphasis is placed on communication, teamwork, time management and critical thinking skills, as well as, efficient work methods and quality control.</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Program Credits: 30
Transcript of Achievement

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Point Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>96-100</td>
<td></td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>91-95</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>86-90</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>81-85</td>
<td>Minimum Pass</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>76-80</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>70-75</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td></td>
<td></td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td></td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td></td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td></td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0-69</td>
<td>Failing Grade</td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td>70 or greater</td>
<td>Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
</tr>
<tr>
<td>U</td>
<td></td>
<td>Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td>N/A</td>
</tr>
<tr>
<td>IP</td>
<td></td>
<td>Course in Progress</td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>Withdrawal</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Course Standings

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

Grade Point Average (GPA)

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

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

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

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them. The policies are located on the VCC website at:

http://www.vcc.ca/about/governance--policies/policies/

This document is not to be copied or transmitted in any form without the consent of VCC ©
# Course Outline

**Course Name:** Kitchen Orientation

**Course Number:** CULI 1501

**Number of Credits:** 5

**Effective Date:** January 2017

**Course Description:**
This course provides an introduction to the food industry and the essential skills required for success as a cook. It introduces learners to language and terminology specific to the field of culinary arts. Career planning, job search strategies and sociocultural competencies appropriate to the workplace will be introduced and practiced.

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Year of Study:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Hospitality, Food Studies and Applied Business</td>
<td>1st Year Post-secondary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course History:</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Course</td>
</tr>
</tbody>
</table>

**Course Pre-requisites (if applicable):**
Acceptance into the Professional Cook 1 Certificate program

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

**PLAR (Prior Learning Assessment & Recognition):**
- No
- Yes (details below):
Instructional Strategies:
lectures, demonstration, hands-on practice, group work, kitchen activities, projects and independent study

Course Learning Outcomes:
Upon the successful completion of this course, the student will be able to:

(a) Describe professional responsibilities, roles, and certifications in the food service industry
(b) Describe the fundamentals of cookery
(c) Assess products for consistency and quality standards
(d) Identify and apply fundamental industry standards and procedures essential for food and kitchen safety
(e) Apply employment strategies to plan personal and career pathways
(f) Identify and describe food production practices in the food industry
(g) Apply selected fundamental knife techniques to a variety of products

Program Learning Outcomes:
Upon the successful completion of this program, the student will be able to:

1. Apply cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment
2. Evaluate product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.
3. Identify and describe the principles of nutrition and balanced food combinations for institutional menus
4. Adhere to industry health, safety and employment standards in preparation, and handling and storage of food and equipment.
5. Apply the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.
6. Reflect on performance and practice to enhance professional skills needed for advancement in the culinary industry.
### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentages</td>
<td></td>
<td>70%</td>
</tr>
</tbody>
</table>

#### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam</td>
<td>35</td>
<td>Practical Exam</td>
</tr>
<tr>
<td>Assignments</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Portfolio</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>35</td>
<td>Multiple Choice Exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total 100

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>66</td>
<td></td>
</tr>
<tr>
<td>K - Shop/Teaching Kitchen</td>
<td>34</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total 100

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

1. Orientation to VCC College, Culinary Arts Program, House Guidelines, Student Services, Facilities
2. Professional Practice and Skills
3. Introduction to the Culinary Arts profession – History and Trends
4. Career Planning – Culinary Careers
5. Introduction to Health and Safety – General and Food
6. Introduction to Commercial Kitchen Equipment
7. Food Industry Stewardship
8. Introduction to Recipes – Measurement Systems
9. Introduction to Basic Kitchen Ingredients – Pantry Essentials
10. Introduction to Basic Vegetable Processing and Fabrication – Cutting Techniques
11. Introduction to General principles of Cooking – Heat

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them. The policies are located on the VCC web site at:

http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

Approved by Curriculum Committee: August 16, 2016

Approved by Education Council:
**Course Name:** Culinary Techniques  
**Course Number:** CULI 1502  
**Number of Credits:** 4  
**Effective Date:** January 2017

**Course Description:**  
This course provides an introduction to the principles and techniques of basic stocks, sauce and soup cooking. Students learn to prepare stocks, soups and sauces commonly used in professional kitchens. Students also prepare salads, dressings and accompaniments. Emphasis is placed on preparation, work methods, presentation techniques and quality control.

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Year of Study:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Hospitality, Food Studies and Applied Business</td>
<td>1st Year Post-secondary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course History:</th>
<th>Name of Replacing Course (if applicable):</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Course</td>
<td></td>
</tr>
</tbody>
</table>

**Course Pre-requisites (if applicable):**  
Acceptance into the Professional Cook 1 Certificate program

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

**PLAR (Prior Learning Assessment & Recognition):**  
☑ No ☐ Yes (details below):
Instructional Strategies:
lectures, demonstration, hands-on practice, group work, kitchen activities, projects and independent study

Course Learning Outcomes:
Upon the successful completion of this course, the student will be able to:

(a) Apply effective time management, communication, and teamwork skills needed to work in a production kitchen
(b) Describe and apply the fundamental principle practices, skills and techniques to produce stocks, soups, sauces and salads
(c) Assess products for consistency and quality standards
(d) Apply industry standards and procedures essential for food and kitchen safety in a production kitchen

Program Learning Outcomes:
Upon the successful completion of this program, the student will be able to:

1. Apply cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment
2. Evaluate product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.
3. Identify and describe the principles of nutrition and balanced food combinations for institutional menus
4. Adhere to industry health, safety and employment standards in preparation, and handling and storage of food and equipment.
5. Apply the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.
6. Reflect on performance and practice to enhance professional skills needed for advancement in the culinary industry.
### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentages</td>
<td></td>
<td>70%</td>
</tr>
</tbody>
</table>

### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam</td>
<td>35</td>
<td>Practical Exam</td>
</tr>
<tr>
<td>Assignments</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Portfolio</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>35</td>
<td>Multiple Choice Exam-Final</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total 100</td>
</tr>
</tbody>
</table>

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>K - Shop/Teaching Kitchen</td>
<td>55</td>
<td></td>
</tr>
</tbody>
</table>

**Total 100**

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

1. Orientation to Course Information, Review House Guidelines
2. Professional Practice and Skills
3. Health and Safety Review
4. Kitchen Equipment Review and Introduction to New Equipment
5. Introduction to Basic Kitchen Math – Recipe Competencies
6. Principles of Cooking Review
7. Introduction to Stocks and The Principles of Stock Production
8. Introduction to Soups and The Principles of Soup Production
9. Introduction to Basic Sauces and The Principles of Sauce Production
10. Introduction to Salads and The Fundamentals of Salad Production

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:

http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
Course Name: Garde Manger & Breakfast

Course Number: CULI 1503  
Number of Credits: 4  
Effective Date: January 2017

Course Description:
This course provides the students with the opportunity to develop the skills to identify, handle and process the ingredients required to prepare breakfast, hot and cold sandwiches, garnishes, and accompaniments. Emphasis is placed on communication, teamwork, time management, and critical thinking skills, as well as, efficient work methods and quality control.

Course Pre-requisites (if applicable):
Acceptance into the Professional Cook 1 Certificate program

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  
☐ No  ☑ Yes (details below):
Instructional Strategies:
lectures, demonstration, hands-on practice, group work, kitchen activities, projects and independent study

Course Learning Outcomes:

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

(a) Apply effective time management, communication, and teamwork skills needed to work in a cold kitchen and a breakfast outlet
(b) Describe and apply the fundamental principles, skills and techniques for garde manger and production and service of breakfast items
(c) Assess mise en place, breakfast products and service for consistency and quality standards
(d) Apply industry standards and procedures essential for food and kitchen safety in a cold kitchen and breakfast kitchen
(e) Prepare and serve a variety of non-alcoholic beverages

Program Learning Outcomes:

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

1. Apply cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment
2. Evaluate product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.
3. Identify and describe the principles of nutrition and balanced food combinations for institutional menus
4. Adhere to industry health, safety and employment standards in preparation, and handling and storage of food and equipment.
5. Apply the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.
6. Reflect on performance and practice to enhance professional skills needed for advancement in the culinary industry.
### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentages</td>
<td></td>
<td>70%</td>
</tr>
</tbody>
</table>

**Components and Weighting of the Assessment/Evaluation Plan:**

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam</td>
<td>35</td>
<td>Practical Exam</td>
</tr>
<tr>
<td>Assignments</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Portfolio</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>35</td>
<td>Multiple Choice Exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total 100</td>
</tr>
</tbody>
</table>

**Learning Environment/Type**

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>K - Shop/Teaching Kitchen</td>
<td>57</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total 100</td>
</tr>
</tbody>
</table>

**Resource Material(s):**

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

1. Orientation to Course Information, Review House Guidelines
2. Professional Practice and Skills
3. Health And Safety Principles for Breakfast and Garde Manger
4. Commercial Kitchen Equipment for Breakfast & Garde Manger
5. Introduction To Cold Kitchen and Cold Kitchen Fundamentals
6. Introduction To Sandwiches and the Fundamentals of Sandwich Production
7. Introduction To The Breakfast Kitchen
8. Breakfast Production
9. Introduction To the Fundamentals of Egg Cookery

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:

http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

Approved by Curriculum Committee: August 16, 2016

Approved by Education Council:
Course Name: Baking Techniques

Course Number: CULI 1504  Number of Credits: 4  Effective Date: January 2017

Course Description:
This course introduces students to the principles of baking, including new terminology, ingredients, and quality standards specific to baked products. Students prepare quick breads, pies & tarts, yeast breads, fruit & custard desserts. Emphasis is placed on use of time management, communication, teamwork skills, methods of preparation, baking techniques and the quality of the finished products.

School or Centre:
School of Hospitality, Food Studies and Applied Business

Year of Study:
1st Year Post-secondary

Course History:
New Course

Course Pre-requisites (if applicable):
Acceptance into the Professional Cook 1 Certificate program

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No ☐  Yes ☒ (details below):

VCC Baking & Pastry Certificate or Baking & Pastry Red Seal Certificate
Course Learning Outcomes:

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

(a) Apply effective time management skills needed to work in baking
(b) Describe and apply the fundamental principles, skills and techniques of baking
(c) Assess baked goods for consistency and quality standards
(d) Apply industry standards and procedures essential for food and kitchen safety in baking
(e) Apply math skills for the production of baked goods

Program Learning Outcomes:

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

1. Apply cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment
2. Evaluate product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.
3. Identify and describe the principles of nutrition and balanced food combinations for institutional menus
4. Adhere to industry health, safety and employment standards in preparation, and handling and storage of food and equipment.
5. Apply the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.
6. Reflect on performance and practice to enhance professional skills needed for advancement in the culinary industry.
### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentages</td>
<td></td>
<td>70%</td>
</tr>
</tbody>
</table>

### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam</td>
<td>35</td>
<td>Practical Exam</td>
</tr>
<tr>
<td>Assignments</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Portfolio</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>35</td>
<td>Multiple Choice Exam</td>
</tr>
</tbody>
</table>

Total 100

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>K - Shop/Teaching Kitchen</td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

Total 100

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
1. Orientation to Course Information, Review House Guidelines
2. Professional Practice and Skills
3. Health And Safety Principles for Baking
4. Commercial Kitchen Equipment Review and Introduction to Baking Equipment
5. Introduction to Basic Baking Principles
6. The Science and Chemistry Behind Ingredients in Baking
7. Basic Mixing Principles
8. Introduction to Applied Baking
9. Cookie Production
10. Quick Bread Production
11. Yeast Bread Production

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them. The policies are located on the VCC web site at: http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

<table>
<thead>
<tr>
<th>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 16, 2016</td>
<td></td>
</tr>
</tbody>
</table>
Course Name: Butchery

Course Number: CULI 1505     Number of Credits: 4     Effective Date: January 2017

Course Description:
This course provides students with the knowledge and skills for identifying, processing and storing beef, poultry and seafood. The course introduces students to the factors to be considered in selecting cooking methods for various types of meat and seafood products. Emphasis is placed on communication, teamwork, time management and critical thinking skills, as well as, efficient work methods and quality control.

Course Pre-requisites (if applicable):
Acceptance into the Professional Cook 1 Certificate program

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)         Yes (details below):

Name of Replacing Course (if applicable):

School or Centre: School of Hospitality, Food Studies and Applied Business

Year of Study: 1st Year Post-secondary

New Course

Meat Cutter's Red Seal Certificate
Course Learning Outcomes:

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

(a) Apply effective time management skills needed to work in butchery
(b) Describe and apply the fundamental principles, skills and butchery techniques to fabricate beef, poultry, and seafood
(c) Assess butchery products for consistency and quality standards
(d) Apply industry standards and procedures essential for food and kitchen safety in a butchery kitchen
(e) Apply math skills to determine yields and portions in butchery fabrication
(f) Select appropriate cookery methods for beef, poultry and seafood products
(g) Discuss industry practices in the production of meat, seafood, and poultry

Program Learning Outcomes:

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

1. Apply cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment
2. Evaluate product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.
3. Identify and describe the principles of nutrition and balanced food combinations for institutional menus
4. Adhere to industry health, safety and employment standards in preparation, and handling and storage of food and equipment.
5. Apply the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.
6. Reflect on performance and practice to enhance professional skills needed for advancement in the culinary industry.
Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam</td>
<td>35</td>
<td>Practical Exam</td>
</tr>
<tr>
<td>Assignments</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Portfolio</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>35</td>
<td>Multiple Choice Exam</td>
</tr>
</tbody>
</table>

Total 100

Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>43</td>
<td></td>
</tr>
<tr>
<td>K - Shop/Teaching Kitchen</td>
<td>57</td>
<td></td>
</tr>
</tbody>
</table>

Total 100

Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
1. Orientation to Course Information, Review House Guidelines
2. Introduction to Butchery - Health And Safety, Butcher Shop Equipment
3. Commercial Production Practices
4. Introduction and Fundamentals of Poultry Fabrication
5. Poultry Cooking Techniques
6. Introduction and Fundamentals of Poultry Fabrication
7. Poultry Cooking Techniques
8. Introduction and Fundamentals of Beef Fabrication
9. Beef Cooking Techniques
10. Portion Cutting
11. Introduction and Fundamentals of Fish and Shellfish Fabrication
12. Fish and Shellfish Cooking Techniques

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC website at:

http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

<table>
<thead>
<tr>
<th>FOR COMMITTEE USE ONLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved by Curriculum Committee:</td>
</tr>
<tr>
<td>Approved by Education Council:</td>
</tr>
<tr>
<td>Course Name:</td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td>Course Number:</td>
</tr>
<tr>
<td>Number of Credits:</td>
</tr>
<tr>
<td>Effective Date:</td>
</tr>
</tbody>
</table>

**Course Description:**
Building on skills and knowledge acquired in previous courses, this course gives students the opportunity to further develop the skills and techniques used in dry and moist heat cooking for a service outlet. Emphasis is placed on communication, teamwork, time management and critical thinking skills, as well as, efficient work methods and quality control.

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Year of Study:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Hospitality, Food Studies and Applied Business</td>
<td>1st Year Post-secondary</td>
</tr>
</tbody>
</table>

**Course History:**
New Course

**Course Pre-requisites (if applicable):**
Acceptance into the Professional Cook 1 Certificate program

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

**PLAR (Prior Learning Assessment & Recognition):**
No ☒ Yes ☐ No (details below):
Instructional Strategies:
lectures, demonstration, hands-on practice, group work, kitchen activities, projects and independent study

Course Learning Outcomes:
Upon the successful completion of this course, the student will be able to:

(a) Apply effective time management, communication, and teamwork skills needed to work in a production kitchen
(b) Describe and apply the fundamental principles and skills of moist and dry heat cooking techniques to a variety of products
(c) Assess consistency and quality standards of mise en place and products for service in a production kitchen
(d) Apply industry standards and procedures essential for food and kitchen safety to a variety of equipment and products in a production kitchen
(e) Apply math skills required for production in a cook chill kitchen

Program Learning Outcomes:
Upon the successful completion of this program, the student will be able to:

1. Apply cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment
2. Evaluate product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.
3. Identify and describe the principles of nutrition and balanced food combinations for institutional menus
4. Adhere to industry health, safety and employment standards in preparation, and handling and storage of food and equipment.
5. Apply the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.
6. Reflect on performance and practice to enhance professional skills needed for advancement in the culinary industry.
### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentages</td>
<td></td>
<td>70%</td>
</tr>
</tbody>
</table>

### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam</td>
<td>35</td>
<td>Practical Exam</td>
</tr>
<tr>
<td>Assignments</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Portfolio</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>35</td>
<td>Multiple Choice Exam</td>
</tr>
</tbody>
</table>

Total 100

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>K - Shop/Teaching Kitchen</td>
<td>70</td>
<td></td>
</tr>
</tbody>
</table>

Total 100

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
1. Orientation to Course Information, Review House Guidelines
2. Professional Practice and Skills
3. Health And Safety Principles for a Production Kitchen and Cook Chill
4. Commercial Kitchen Equipment Review and Introduction to New Equipment
5. Introduction to the Cook Chill Production Kitchen
6. Dry and Moist Heat Cooking Methods

VCC Education and Education Support Policies
There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:
http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

Approved by Curriculum Committee: August 16, 2016

Approved by Education Council:
Course Name: Flavour Principles & Menus

Course Number: CULI 1507  Number of Credits: 1  Effective Date: January 2017

Course Description:
This course introduces students to the basic principles of nutrition and its application in food preparation. This course also examines the study of taste and flavour and introduces students to institutional menus and terminology.

School or Centre: School of Hospitality, Food Studies and Applied Business

Year of Study: 1st Year Post-secondary

Course History: New Course

Course Pre-requisites (if applicable):
Acceptance into the Professional Cook 1 Certificate program

Course Co-requisites (if applicable):
CULI 1508 - Short Order Café

PLAR (Prior Learning Assessment & Recognition)  ☑ No  ☐ Yes (details below):
Instructional Strategies:
lectures, demonstration, hands-on practice, group work, kitchen activities, projects and independent study

Course Learning Outcomes:
Upon the successful completion of this course, the student will be able to:

(a) Describe the nutritional elements of a healthy diet
(b) Identify and describe the principles of food combinations based on nutrition, taste, and flavour principles
(c) Identify and describe a variety of institutional menus and terminology

Program Learning Outcomes:
Upon the successful completion of this program, the student will be able to:

1. Apply cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment
2. Evaluate product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.
3. Identify and describe the principles of nutrition and balanced food combinations for institutional menus
4. Adhere to industry health, safety and employment standards in preparation, and handling and storage of food and equipment.
5. Apply the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.
6. Reflect on performance and practice to enhance professional skills needed for advancement in the culinary industry.
### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>J - Classroom/Online (Mixed Mode)</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio</td>
<td>100</td>
<td>Professional Skills, Dietary Requirements, Menu and Flavour Principles</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

1. Orientation to Course Information, Review House Guidelines
2. Basic Nutrition
3. Palette Development and Taste & Flavour Principles
4. Introduction to Menus

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:

http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

<table>
<thead>
<tr>
<th>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 16, 2017</td>
<td></td>
</tr>
</tbody>
</table>
**Course Name:** Short Order Café

**Course Number:** CULI 1508  
**Number of Credits:** 4  
**Effective Date:** January 2017

**Course Description:**
Building on skills and knowledge acquired in previous classes, this course gives students hands-on experience preparing and serving multiple lunch items at service stations in a cafe setting. Finishing techniques will be applied to par-cooked vegetables and starches, meat, poultry and seafood. Emphasis is placed on communication, teamwork, time management and critical thinking skills, as well as, efficient work methods and quality control.

**Course Pre-requisites (if applicable):**
Acceptance into the Professional Cook 1 Certificate program

**Course Co-requisites (if applicable):**
CULI 1507 - Flavour Principles & Menu Planning

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

- **No**  
- **Yes (details below):**

---

**School or Centre:** School of Hospitality, Food Studies and Applied Business

**Year of Study:** 1st Year Post-secondary

**Name of Replacing Course (if applicable):**

---

**Course History:**
New Course
Course Learning Outcomes:
Upon the successful completion of this course, the student will be able to:

(a) Apply effective time management, teamwork, and communication skills needed for working in a team in a short order kitchen
(b) Apply the fundamental principles, skills and techniques to produce a variety of sandwiches and hot food products in a cafe setting
(c) Assess and modify products and service for consistency and quality standards in a short order cafe
(d) Apply industry standards and procedures essential for food and kitchen safety in a production kitchen and short order cafe

Program Learning Outcomes:
Upon the successful completion of this program, the student will be able to:

1. Apply cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment
2. Evaluate product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.
3. Identify and describe the principles of nutrition and balanced food combinations for institutional menus
4. Adhere to industry health, safety and employment standards in preparation, and handling and storage of food and equipment.
5. Apply the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.
6. Reflect on performance and practice to enhance professional skills needed for advancement in the culinary industry.
Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentages</td>
<td></td>
<td>70%</td>
</tr>
</tbody>
</table>

Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(provide a brief explanation for each component especially if value exceeds 35%):</td>
</tr>
<tr>
<td>Exam</td>
<td>35</td>
<td>Practical Exam</td>
</tr>
<tr>
<td>Assignments</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Portfolio</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>35</td>
<td>Multiple Choice Exam-Final</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total 100</td>
</tr>
</tbody>
</table>

Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>K - Shop/Teaching Kitchen</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total 88</td>
</tr>
</tbody>
</table>

Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

1. Orientation to Course Information, Review House Guidelines
2. Professional Practice and Skills
3. Health And Safety Principles for a Short Order Café
4. Introduction to the Short Order Café and Kitchen Stations

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:
http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

Approved by Curriculum Committee: August 16, 2016
Approved by Education Council:
Re-alignment of ITA Learning Outcomes. Some Learning Outcomes in PC1 are in PC2. Some in Learning Outcomes in PC2 are in PC1. The Practicum Course is being cancelled.
This chart assists in the clarification of changes being presented to Curriculum Committee. It highlights the extend and depth of each change being made to curriculum documents by comparing the current wording in documents (PGS and/or Course Outlines) to the new or proposed wording, and also references any changes to course names and/or numbers. Completing the chart as comprehensively as possible will help to expedite the approval process.

**PROGRAM NAME:** Professional Cook 2 Advanced Certificate  
**Prepared by:** Ysabel Sukic  
**Date:** 8/2/2016

<table>
<thead>
<tr>
<th>Current Course Name</th>
<th>Current Course Number</th>
<th>Current (old) Wording</th>
<th>New Course Name (if applicable)</th>
<th>New Course Number (if applicable)</th>
<th>Proposed (new) wording</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culinary ESL Practicum 1</td>
<td>CULI 1184</td>
<td>Students requiring English language support are placed in an established food and beverage operation to help them develop their English language and culinary skills in an authentic workplace setting. The practicum provides students the opportunity to learn from industry professionals and deepen their understanding of the field of culinary arts. The instructor will play an advisory and supportive role.</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Culinary ESL Practicum 2</td>
<td>CULI 1185</td>
<td>Students requiring English language support return to the industry for an additional two weeks to help them continue developing their English language and culinary competencies</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Current Course Name</td>
<td>Current Course Number</td>
<td>Current (old) Wording</td>
<td>New Course Name (if applicable)</td>
<td>New Course Number (if applicable)</td>
<td>Proposed (new) wording</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>---------------------------------</td>
<td>----------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Kitchen Management</td>
<td>CULI 2501</td>
<td>The practicum provides students the opportunity to continue learning from industry professionals and deepening their understanding of the field of culinary arts. The instructor will play an advisory and supportive role.</td>
<td></td>
<td></td>
<td>This course introduces students to kitchen management procedures, the basic principles of human resources, and Canadian Labour laws. Students continue to (re)develop their culinary career pathway.</td>
</tr>
<tr>
<td>Purchasing &amp; Receiving</td>
<td>CULI 2502</td>
<td>Students continue to (re)develop their culinary career pathway.</td>
<td></td>
<td></td>
<td>This course introduces students to storeroom principles and procedures. Students practice purchasing and receiving, food costing, menu pricing, inventory and cost control. Students fill requisitions for the service kitchens and outlets in the Culinary Arts Programs.</td>
</tr>
<tr>
<td>Dining Room Service Procedures</td>
<td>CULI 1241</td>
<td>In the Dining Room Service Procedures Component, students are introduced to the skills and techniques of Dining Room Service. The knowledge acquired</td>
<td>Restaurant Customer Service</td>
<td>CULI 2503</td>
<td>In this course students are introduced to the operation of a restaurant dining room and bar service outlet, including ordering, clearing plates, processing cash</td>
</tr>
<tr>
<td>Current Course Name</td>
<td>Current Course Number</td>
<td>Current (old) Wording</td>
<td>New Course Name (if applicable)</td>
<td>New Course Number (if applicable)</td>
<td>Proposed (new) wording</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------</td>
<td>-----------------------</td>
<td>----------------------------------</td>
<td>----------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>in this program is through practical and theoretical daily service in JJ’s Dining Room. In this way, students round out their training by becoming knowledgeable about “front of house” operations and participating in the teamwork necessary for a career in the Culinary field.</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>payments, and promoting the restaurant. Students develop time management, communication, teamwork, and customer service skills by serving food produced by other courses in the Culinary Arts Program to the general public.</td>
<td></td>
</tr>
<tr>
<td>Alcoholic Beverage Service</td>
<td>CULI 1242</td>
<td>In the second component covering Alcoholic Beverage Service, the student is introduced to alcoholic beverages including wines, distilled spirits, and malt beverages. Bar procedures and services are also presented.</td>
<td>Appetizers &amp; Platters</td>
<td>CULI 2509</td>
<td>In this course students prepare a variety of appetizers and are introduced to running the pass of a restaurant kitchen. Students develop critical thinking, time management, communication, and teamwork skills to expedite orders. Students build on plating and presentation skills and techniques learned in previous courses.</td>
</tr>
<tr>
<td>Appetizers and Hors d’oeuvres</td>
<td>CULI 1253</td>
<td>This segment concentrates on the preparation of modern hot and cold plated appetizers and buffet specialties including pates, terrines and galantines. Also included are the preparation of canapés, hot and cold hors d’oeuvres, and finger foods and the methods of their presentation.</td>
<td>Appetizers &amp; Platters</td>
<td>CULI 2509</td>
<td>In this course students prepare a variety of appetizers and are introduced to running the pass of a restaurant kitchen. Students develop critical thinking, time management, communication, and teamwork skills to expedite orders. Students build on plating and presentation skills and techniques learned in previous courses.</td>
</tr>
<tr>
<td>Soups,</td>
<td>CULI 1254</td>
<td>This course covers the</td>
<td>Advanced</td>
<td>CULI 2505</td>
<td>This course introduces</td>
</tr>
</tbody>
</table>
## CURRICULUM CHANGE CHART

<table>
<thead>
<tr>
<th>Current Course Name</th>
<th>Current Course Number</th>
<th>Current (old) Wording</th>
<th>New Course Name (if applicable)</th>
<th>New Course Number (if applicable)</th>
<th>Proposed (new) wording</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vegetables, Starches and Salads</td>
<td></td>
<td>preparation of stocks and advanced specialty soups including chilled soups, purees, consommés, and bisques. Also included are the preparation of assorted vegetables and varieties of potatoes and starches commonly used in modern à la carte service.</td>
<td>Cookery</td>
<td></td>
<td>students to advanced cooking techniques, ingredients, and equipment. Students apply these techniques to prepare specialty soups, sauces, vegetables, and starches. Emphasis is placed on time management, communication and teamwork skills.</td>
</tr>
<tr>
<td>Speciality Desserts</td>
<td>CULI 1255</td>
<td>In advance of entering the kitchen for the final levels the student discovers the finer points of advanced dessert preparation including specialty cakes and tortes, chilled desserts, creams and mousses, hot desserts, soufflés, ice creams, sorbets and popular frozen desserts.</td>
<td>Advanced Baking</td>
<td>CULI 2507</td>
<td>This course introduces students to advanced baking techniques, pastry, and dessert production. Students prepare breads and a variety of desserts for a restaurant service outlet. Emphasis is placed on methods of preparation and the quality of the finished products. Students utilize plating and presentation techniques from previous courses. Students run the dessert station of the restaurant kitchen, and develop critical thinking, time management, communication, and teamwork skills to expedite dessert orders.</td>
</tr>
<tr>
<td>Kitchen Management &amp; Nutrition</td>
<td>CULI 1256</td>
<td>This course continues the study of kitchen management procedures and introduces students to basic principles of nutritional menu development.</td>
<td>Nutritional Menu Development</td>
<td>CULI 2504</td>
<td>This course introduces students to the principles of menu planning and nutrition. Students apply these principles to create a</td>
</tr>
<tr>
<td>Current Course Name</td>
<td>Current Course Number</td>
<td>Current (old) Wording</td>
<td>New Course Name (if applicable)</td>
<td>New Course Number (if applicable)</td>
<td>Proposed (new) wording</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>-----------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>--------------------------------</td>
<td>----------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>nutrition. Students practice purchasing and receiving, food costing, menu pricing, inventory and cost control, and labour costing and develop a la carte and table d'hôte menus. Students study the nutritional elements of food and the processes and procedures that optimize nutritional potential of culinary preparations.</td>
<td>Restaurant Line Cooking</td>
<td>CULI 2508</td>
<td></td>
<td>This course introduces students to line cooking in an a la carte service restaurant. Students apply the knowledge, skills, and techniques learned in previous courses and adapt the methods to restaurant line cooking. Students develop critical thinking, time management, communication, and teamwork skills to expedite orders.</td>
<td></td>
</tr>
<tr>
<td>Meat, Poultry, Seafood Entrees</td>
<td>CULI 1257</td>
<td>Building on skills acquired in earlier levels of training students prepare advanced entrees, sauces and garnishes using specialty seafood, meat, poultry and game in a manner suitable for modern a la carte service.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appetizers and Salads</td>
<td>CULI 1261</td>
<td>Students will build upon previous work to prepare appetizers, main course salads and specialty dressings.</td>
<td>Appetizers &amp; Platters</td>
<td>CULI 2509</td>
<td>In this course students prepare a variety of appetizers and are introduced to running the pass of a restaurant kitchen. Students develop critical thinking, time management, communication, and teamwork skills to expedite orders.</td>
</tr>
<tr>
<td>Current Course Name</td>
<td>Current Course Number</td>
<td>Current (old) Wording</td>
<td>New Course Name (if applicable)</td>
<td>New Course Number (if applicable)</td>
<td>Proposed (new) wording</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-----------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>---------------------------------</td>
<td>-----------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Vegetables, Starches &amp; Soups 1</td>
<td>CULI 1262</td>
<td>Building from the skills previously developed, students will create specialty vegetable and starch dishes for dining room customers.</td>
<td>Advanced Cookery</td>
<td>CULI 2505</td>
<td>This course introduces students to advanced cooking techniques, ingredients, and equipment. Students apply these techniques to prepare specialty soups, sauces, vegetables, and starches. Emphasis is placed on time management, communication and teamwork skills.</td>
</tr>
<tr>
<td>Entrees and Sauces 1</td>
<td>CULI 1263</td>
<td>Building from the skills previously developed, the student begins creating main entrées with appropriate sauces for dining room customers.</td>
<td>Restaurant Line Cooking</td>
<td>CULI 2508</td>
<td>This course introduces students to line cooking in an a la carte service restaurant. Students apply the knowledge, skills, and techniques learned in previous courses and adapt the methods to restaurant line cooking. Students develop critical thinking, time management, communication, and teamwork skills to expedite orders.</td>
</tr>
<tr>
<td>Baking and</td>
<td>CULI 1264</td>
<td>In this course</td>
<td>Advanced</td>
<td>CULI 2507</td>
<td>This course introduces students to traditional and ethnic cooking techniques and ingredients. Students apply these techniques to prepare a variety of global and vegetarian dishes.</td>
</tr>
<tr>
<td>Current Course Name</td>
<td>Current Course Number</td>
<td>Current (old) Wording</td>
<td>New Course Name (if applicable)</td>
<td>New Course Number (if applicable)</td>
<td>Proposed (new) wording</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------</td>
<td>-----------------------</td>
<td>---------------------------------</td>
<td>---------------------------------</td>
<td>-----------------------</td>
</tr>
<tr>
<td>Desserts 2</td>
<td></td>
<td>specialty students prepare desserts and cakes for customers in the dining room luncheon service. Special emphasis will be placed upon decoration and presentation techniques.</td>
<td>Baking</td>
<td></td>
<td>students to advanced baking techniques, pastry, and dessert production. Students prepare breads and a variety of desserts for a restaurant service outlet. Emphasis is placed on methods of preparation and the quality of the finished products. Students utilize plating and presentation techniques from previous courses. Students run the dessert station of the restaurant kitchen, and develop critical thinking, time management, communication, and teamwork skills to expedite dessert orders.</td>
</tr>
<tr>
<td>Baking and Desserts 3</td>
<td>CULI 1270</td>
<td>In addition to the skills obtained in earlier courses, the student has the opportunity to further baking and dessert skills for both à la carte dining and buffet service. Special emphasis will be placed on decoration and plate presentation.</td>
<td>Advanced Baking</td>
<td>CULI 2507</td>
<td>This course introduces students to advanced baking techniques, pastry, and dessert production. Students prepare breads and a variety of desserts for a restaurant service outlet. Emphasis is placed on methods of preparation and the quality of the finished products. Students utilize plating and presentation techniques from previous courses. Students run the dessert station of the restaurant kitchen, and develop critical thinking, time management, communication, and teamwork skills to expedite dessert orders.</td>
</tr>
<tr>
<td>Current Course Name</td>
<td>Current Course Number</td>
<td>Current (old) Wording</td>
<td>New Course Name (if applicable)</td>
<td>New Course Number (if applicable)</td>
<td>Proposed (new) wording</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------</td>
<td>-----------------------</td>
<td>---------------------------------</td>
<td>----------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>Appetizers, Salads, Buffet Prep</td>
<td>CULI 1271</td>
<td>Building on the skills learned in the previous courses, the student will sharpen his/her skills in the preparation of hors d’oeuvres, appetizers and salads, with particular attention paid to the preparation and service of hot and cold buffets.</td>
<td>Appetizers &amp; Platters</td>
<td>CULI 2509</td>
<td>In this course students prepare a variety of appetizers and are introduced to running the pass of a restaurant kitchen. Students develop critical thinking, time management, communication, and teamwork skills to expedite orders. Students build on plating and presentation skills and techniques learned in previous courses.</td>
</tr>
<tr>
<td>Vegetables, Starches &amp; Soups 2</td>
<td>CULI 1272</td>
<td>In this course the student creates specialty vegetable dishes for the evening à la Carte Menu as well as specialty starches and soups.</td>
<td>Restaurant Line Cooking</td>
<td>CULI 2508</td>
<td>This course introduces students to line cooking in an a la carte service restaurant. Students apply the knowledge, skills, and techniques learned in previous courses and adapt the methods to restaurant line cooking. Students develop critical thinking, time management, communication, and teamwork skills to expedite orders.</td>
</tr>
<tr>
<td>Entrees and Sauces 2</td>
<td>CULI 1273</td>
<td>Building on previously learned skills, the student will prepare à la carte entrees, sauces and garnishes for the dinner service. Emphasis will be placed on plate</td>
<td>Restaurant Line Cooking</td>
<td>CULI 2508</td>
<td>This course introduces students to line cooking in an a la carte service restaurant. Students apply the knowledge, skills, and techniques learned in previous courses and adapt the</td>
</tr>
<tr>
<td>Current Course Name</td>
<td>Current Course Number</td>
<td>Current (old) Wording</td>
<td>New Course Name (if applicable)</td>
<td>New Course Number (if applicable)</td>
<td>Proposed (new) wording</td>
</tr>
<tr>
<td>---------------------</td>
<td>-----------------------</td>
<td>-----------------------</td>
<td>---------------------------------</td>
<td>-----------------------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>presentation techniques.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>methods to restaurant line cooking. Students develop critical thinking, time management, communication, and teamwork skills to expedite orders.</td>
</tr>
<tr>
<td>Advanced Butchery-Charcuterie</td>
<td>CULI 2510</td>
<td></td>
<td></td>
<td></td>
<td>This course provides students with the knowledge and skills for identifying, processing and storing pork, lamb, veal, specialty poultry and specialty seafood. Building on previous courses, students identify cooking methods for various types of meat and seafood products. Students prepare a variety of cured and preserved items. Emphasis is placed on time management, communication, and teamwork skills, methods of work, preparation, service techniques and quality control.</td>
</tr>
</tbody>
</table>
Professional Cook 2
Advanced Certificate

Program Content Guide

Effective Date: January 2017
Goal

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

Admission Requirements

- ITA Professional Cook 1 Certificate of Qualification
- Valid Food Safe Level 1 Certificate
- English 10 or equivalent

Prior Learning Assessment & Recognition (PLAR)

n/a

Program Duration

The program is 16 weeks. Students have a maximum of three years to complete the credential.

Program Learning Outcomes

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

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

3. Plan, design and write menus for culinary establishments that reflect nutritional and specific dietary needs.

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

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

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

Instructional Activities, Design and Delivery Mode

The Professional Cook 2 Advanced Certificate is designed to meet the training needs of the Industry and the required training objectives established by the Industry Training Authority (ITA). Courses are delivered 4 days per week over 16 weeks.
The program is delivered in fully operational industrial kitchens, service outlets and classroom settings. Working in authentic service kitchens and outlets provides opportunity for students to further develop their practical cooking and professional skills. Classroom instruction is designed for students to develop theoretical knowledge and skills required for advancement in the Culinary Industry.

The program design is based on a learning-centred and experiential approach whereby students learn through experience working in authentic culinary work settings. Active student learning and participation is emphasized to promote the development of knowledge, skills and attitudes required for advancement in the food industry. Professional skills, such as teamwork, critical thinking, self-reflection and communication, are also emphasized throughout the program.

**Evaluation of Student Learning**

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

Students must receive a minimum 70% in each course to receive the VCC Culinary Arts Professional Cook 2 Advanced Certificate.

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

Students who receive VCC's Culinary Arts Certificate are eligible to take the ITA's theoretical and practical exams required for the ITA certification.

**Recommended Characteristics of Students**

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

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

<table>
<thead>
<tr>
<th>Term</th>
<th>Course #</th>
<th>Course Name and Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>CULI 2501</td>
<td>Kitchen Management</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This course introduces students to kitchen management procedures, the basic principles of human resources, and Canadian Labour laws. Students continue to (re)develop their culinary career pathway.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>CULI 2502</td>
<td>Purchasing &amp; Receiving</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This course introduces students to storeroom principles and procedures. Students practice purchasing and receiving, food costing, menu pricing, inventory and cost control. Students fill requisitions for the service kitchens and outlets in the Culinary Arts Programs.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>CULI 2503</td>
<td>Restaurant Customer Service</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>In this course students are introduced to the operation of a restaurant dining room and bar service outlet, including ordering, clearing plates, processing cash payments, and promoting the restaurant. Students develop time management, communication, teamwork, and customer service skills by serving food produced by other courses in the Culinary Arts Program to the general public.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>CULI 2504</td>
<td>Nutritional Menu Development</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This course introduces students to the principles of menu planning and nutrition. Students apply these principles to create a table d'hote menu.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>CULI 2505</td>
<td>Advanced Cookery</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This course introduces students to advanced cooking techniques, ingredients, and equipment. Students apply these techniques to prepare specialty soups, sauces, vegetables, and starches. Emphasis is placed on time management, communication and teamwork skills.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>CULI 2506</td>
<td>Global &amp; Vegetarian Cuisine</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This course introduces students to traditional and ethnic cooking techniques and ingredients. Students apply these techniques to prepare a variety of global and vegetarian dishes.</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>CULI 2507</td>
<td>Advanced Baking</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>This course introduces students to advanced baking techniques, pastry, and dessert production. Students prepare breads and a variety of desserts for a restaurant</td>
<td></td>
</tr>
</tbody>
</table>
service outlet. Emphasis is placed on methods of preparation and the quality of the finished products. Students utilize plating and presentation techniques from previous courses. Students run the dessert station of the restaurant kitchen, and develop critical thinking, time management, communication, and teamwork skills to expedite dessert orders.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CULI 2508</td>
<td>Restaurant Line Cooking</td>
<td>This course introduces students to line cooking in an a la carte service restaurant. Students apply the knowledge, skills, and techniques learned in previous courses and adapt the methods to restaurant line cooking. Students develop critical thinking, time management, communication, and teamwork skills to expedite orders.</td>
<td>1.5</td>
</tr>
<tr>
<td>CULI 2509</td>
<td>Appetizers &amp; Platters</td>
<td>In this course students prepare a variety of appetizers and are introduced to running the pass of a restaurant kitchen. Students develop critical thinking, time management, communication, and teamwork skills to expedite orders. Students build on plating and presentation skills and techniques learned in previous courses.</td>
<td>1.5</td>
</tr>
<tr>
<td>CULI 2510</td>
<td>Advanced Butchery-Charcuterie</td>
<td>This course provides students with the knowledge and skills for identifying, processing and storing pork, lamb, veal, specialty poultry and specialty seafood. Building on previous courses, students identify cooking methods for various types of meat and seafood products. Students prepare a variety of cured and preserved items. Emphasis is placed on time management, communication, and teamwork skills, methods of work, preparation, service techniques and quality control.</td>
<td>1.5</td>
</tr>
</tbody>
</table>

Total Program Credits: 19.5
Transcript of Achievement

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

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Point Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>96-100</td>
<td></td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>91-95</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>86-90</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>81-85</td>
<td></td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>76-80</td>
<td>Minimum Pass</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>70-75</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>66-70</td>
<td></td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>61-65</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>56-60</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>51-55</td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0-50</td>
<td>Failing Grade</td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td>70 or greater</td>
<td>Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
</tr>
<tr>
<td>U</td>
<td></td>
<td>Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>IP</td>
<td>Course in Progress</td>
<td></td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td></td>
<td>N/A</td>
</tr>
</tbody>
</table>

Course Standings

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

Grade Point Average (GPA)

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

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

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

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them. The policies are located on the VCC website at: http://www.vcc.ca/about/governance--policies/policies/

This document is not to be copied or transmitted in any form without the consent of VCC ©
### Course Name:
Kitchen Management

#### Course Number:
CULI 2501  
**Number of Credits:** 1  
**Effective Date:** January 2017

#### Course Description:
This course introduces students to kitchen management procedures, the basic principles of human resources, and Canadian Labour laws. Students continue to (re)develop their culinary career pathway.

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Year of Study:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Hospitality, Food Studies and Applied Business</td>
<td>1st Year Post-secondary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course History:</th>
<th>Name of Replacing Course (if applicable):</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Course</td>
<td></td>
</tr>
</tbody>
</table>

#### Course Pre-requisites (if applicable):
Acceptance into the Culinary Arts Professional Cook 2 Advanced Certificate program

#### Course Co-requisites (if applicable):
CULI 2502 - Purchasing & Receiving  
CULI 2503 - Restaurant Customer Service

#### PLAR (Prior Learning Assessment & Recognition)
- No  
- Yes (details below):
Instructional Strategies:

lectures, demonstration, hands-on practice, group work, projects and independent study

Course Learning Outcomes:

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

(a) Demonstrate effective communication skills relevant to human resource management
(b) Describe the B.C. Human Rights Act and Employment Standards Act as it pertains to a cook within the culinary industry and human resource management
(c) Apply financial principles and math skills to determine kitchen operation costs
(d) Identify and describe the resources and best practices for starting a food based business
(e) Assess professional and employment skills to revise and/or develop career pathway

Program Learning Outcomes:

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

1. Apply advanced cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment
2. Evaluate advanced product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.
3. Plan, design and write menus for a culinary establishment that reflects nutritional and specific dietary needs.
4. Adhere to industry health, safety and employment standards in preparation, and handling and storage of food and equipment.
5. Adapt the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.
6. Reflect on performance and practice to identify and develop advanced professional skills needed to further advance in the culinary industry.
### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentages</td>
<td></td>
<td>70%</td>
</tr>
</tbody>
</table>

### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Portfolio</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Exam</td>
<td>35</td>
<td>Multiple Choice Exam-Final</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total 100

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

Total 12

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
### Course Topics:

1. Orientation to Course Information, Review House Guidelines  
2. HR Communication Skills  
3. The Respectful Workplace  
4. Food Service Operations and Business  
5. Culinary Career Journey and Life Long Learning

---

**VCC Education and Education Support Policies**

There are a number of *Education* and *Education Support* policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:  
[http://www.vcc.ca/about/governance--policies/policies/](http://www.vcc.ca/about/governance--policies/policies/)

---

To find out how this course transfers, visit the BC Transfer Guide at [www.bctransferguide.ca](http://www.bctransferguide.ca).

---

**FOR COMMITTEE USE ONLY**

<table>
<thead>
<tr>
<th>Approved by Curriculum Committee:</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 16, 2016</td>
</tr>
</tbody>
</table>

---

---

VCC-CD-20150901
**Course Name:** Purchasing & Receiving

**Course Number:** CULI 2502  
**Number of Credits:** 2  
**Effective Date:** January 2017

**Course Description:**
This course introduces students to storeroom principles and procedures. Students practice purchasing and receiving, food costing, menu pricing, inventory and cost control. Students fill requisitions for the service kitchens and outlets in the Culinary Arts Programs.

**School or Centre:** School of Hospitality, Food Studies and Applied Business

**Year of Study:** 1st Year Post-secondary

**Course Pre-requisites (if applicable):**
Acceptance into the Culinary Arts Professional Cook 2 Advanced Certificate program

**Course Co-requisites (if applicable):**
CULI 2501 - Human Resource Management and Lifelong Learning  
CULI 2503 - Restaurant Customer Service

**PLAR (Prior Learning Assessment & Recognition):**
- [ ] No  
- [x] Yes (details below):
Course Learning Outcomes:

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

(a) Apply effective time management, communication, and teamwork skills needed to work in a storeroom
(b) Describe and apply the fundamental principles and skills for maintaining a storeroom and procedures required for purchasing and receiving
(c) Assess products for consistency and quality standards in a storeroom
(d) Apply industry standards and procedures essential for food safety in a storeroom
(e) Apply math skills for storeroom management, including managing inventory, requisitions and stock rotation

Program Learning Outcomes:

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

1. Apply advanced cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment
2. Evaluate advanced product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.
3. Plan, design and write menus for a culinary establishment that reflects nutritional and specific dietary needs.
4. Adhere to industry health, safety and employment standards in preparation, and handling and storage of food and equipment.
5. Adapt the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.
6. Reflect on performance and practice to identify and develop advanced professional skills needed to further advance in the culinary industry.
### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Multiple Choice Exam-Final</td>
</tr>
<tr>
<td>Portfolio</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Exam</td>
<td>35</td>
<td></td>
</tr>
</tbody>
</table>

Total 100

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>K - Shop/Teaching Kitchen</td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>

Total 44

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

1. Orientation to Course Information, Review House Guidelines
2. Professional Practice and Skills
3. Health And Safety Principles for Purchasing & Receiving
4. Commercial Kitchen Equipment for the Store Room
5. Introduction to Food Store Room Procedures
6. Introduction to Inventory Management

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:
http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

Approved by Curriculum Committee: August 16, 2016
Approved by Education Council:
### Course Name:
Restaurant Customer Service

### Course Number:
CULI 2503

### Number of Credits:
2

### Effective Date:
January 2017

### Course Description:
In this course students are introduced to the operation of a restaurant dining room and bar service outlet, including ordering, clearing plates, processing cash payments, and promoting the restaurant. Students develop time management, communication, teamwork, and customer service skills by serving food produced by other courses in the Culinary Arts Program to the general public.

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Year of Study:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Hospitality, Food Studies and Applied Business</td>
<td>1st Year Post-secondary</td>
</tr>
</tbody>
</table>

#### Course History:
New Course

#### Course Pre-requisites (if applicable):
Acceptance into the Culinary Arts Professional Cook 2 Advanced Certificate program

#### Course Co-requisites (if applicable):
- CULI 2501 - Human Resource Management for Hospitality Course
- CULI 2502 - Purchasing & Receiving Course

#### PLAR (Prior Learning Assessment & Recognition)
- No
- Yes (details below):
Instructional Strategies:
lectures, demonstration, hands-on practice, group work, projects and independent study

Course Learning Outcomes:
Upon the successful completion of this course, the student will be able to:

(a) Apply effective time management, communication, and teamwork skills needed to work in a dining room-restaurant front of house
(b) Describe and apply the fundamental principles, skills and techniques for wine, bar, and front of house restaurant service
(c) Assess cocktails, beverages and service for consistency and quality standards
(d) Apply industry standards and procedures essential for food and kitchen safety in the dining room

Program Learning Outcomes:
Upon the successful completion of this program, the student will be able to:

1. Apply advanced cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment
2. Evaluate advanced product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.
3. Plan, design and write menus for a culinary establishment that reflects nutritional and specific dietary needs.
4. Adhere to industry health, safety and employment standards in preparation, and handling and storage of food and equipment.
5. Adapt the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.
6. Reflect on performance and practice to identify and develop advanced professional skills needed to further advance in the culinary industry.
Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>J - Classroom/Online (Mixed Mode)</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>K - Shop/Teaching Kitchen</td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>

Total 44

Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Portfolio</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Exam</td>
<td>35</td>
<td>Multiple Choice Exam-Final</td>
</tr>
<tr>
<td>-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total 100

Resource Material(s):
Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:
1. Orientation to Course Information, Review House Guidelines
2. Professional Practice and Skills
3. Health And Safety Principles for Purchasing & Receiving
4. Commercial Kitchen Equipment for the Store Room
5. Introduction to Food Store Room Procedures
6. Introduction to Inventory Management

VCC Education and Education Support Policies
There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:
http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Nutritional Menu Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Number:</td>
<td>CULI 2504</td>
</tr>
<tr>
<td>Course Description:</td>
<td>This course introduces students to the principles of menu planning and nutrition. Students apply these principles to create a table d'hote menu.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Year of Study:</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Hospitality, Food Studies and Applied Business</td>
<td>1st Year Post-secondary</td>
</tr>
</tbody>
</table>

| Course History: |
|-----------------
| New Course |

<table>
<thead>
<tr>
<th>Course Pre-requisites (if applicable):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acceptance into the Culinary Arts Professional Cook 2 Advanced Certificate program</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Co-requisites (if applicable):</th>
</tr>
</thead>
<tbody>
<tr>
<td>CULI 2505 - Advanced Cookery</td>
</tr>
<tr>
<td>CULI 2506 - Global &amp; Vegetarian Cuisine</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PLAR (Prior Learning Assessment &amp; Recognition)</th>
</tr>
</thead>
<tbody>
<tr>
<td>☒ No ☐ Yes (details below):</td>
</tr>
</tbody>
</table>
Instructional Strategies:
lectures, demonstration, hands-on practice, group work, projects and independent study

Course Learning Outcomes:
Upon the successful completion of this course, the student will be able to:

(a) Write a menu applying the principles of menu planning and nutrition
(b) Assess menus for consistency and quality standards

Program Learning Outcomes:
Upon the successful completion of this program, the student will be able to:

1. Apply advanced cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment
2. Evaluate advanced product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.
3. Plan, design and write menus for a culinary establishment that reflects nutritional and specific dietary needs.
4. Adhere to industry health, safety and employment standards in preparation, and handling and storage of food and equipment.
5. Adapt the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.
6. Reflect on performance and practice to identify and develop advanced professional skills needed to further advance in the culinary industry.
### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>J - Classroom/Online (Mixed Mode)</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

**Total** 12

### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
<td>75</td>
<td>Menu development project</td>
</tr>
<tr>
<td>Portfolio</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total 100**

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:
1. Orientation to Course Information, Review House Guidelines
2. Introduction to Menu Development
3. Principles of Nutrition

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:
http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | August 16, 2016 | Approved by Education Council: |
Course Name: Advanced Cookery

Course Number: CULI 2505  
Number of Credits: 2  
Effective Date: January 2017

Course Description:
This course introduces students to advanced cooking techniques, ingredients, and equipment. Students apply these techniques to prepare specialty soups, sauces, vegetables, and starches. Emphasis is placed on time management, communication and teamwork skills.

PLAR (Prior Learning Assessment & Recognition)    ☐ No ☐ Yes (details below):

School or Centre: School of Hospitality, Food Studies and Applied Business  
Year of Study: 1st Year Post-secondary

Course History: New Course

Course Pre-requisites (if applicable):
Acceptance into the Culinary Arts Professional Cook 2 Advanced Certificate program

Course Co-requisites (if applicable):
CULI 2504 - Nutritional Menu Development  
CULI 2506 - Global & Vegetarian Cuisine
Instructional Strategies:
lectures, demonstration, hands-on practice, group work, kitchen activities, projects and independent study

Course Learning Outcomes:
Upon the successful completion of this course, the student will be able to:

(a) Apply effective time management and communication skills needed to produce complex dishes
(b) Apply advanced preparation methods to produce complex products
(c) Assess complex products for consistency and quality standards
(d) Apply industry standards and procedures essential for food and kitchen safety when creating complex dishes

Program Learning Outcomes:
Upon the successful completion of this program, the student will be able to:

1. Apply advanced cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment
2. Evaluate advanced product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.
3. Plan, design and write menus for a culinary establishment that reflects nutritional and specific dietary needs.
4. Adhere to industry health, safety and employment standards in preparation, and handling and storage of food and equipment.
5. Adapt the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.
6. Reflect on performance and practice to identify and develop advanced professional skills needed to further advance in the culinary industry.
### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentages</td>
<td></td>
<td>70%</td>
</tr>
</tbody>
</table>

### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam</td>
<td>35</td>
<td>Practical Exam</td>
</tr>
<tr>
<td>Assignments</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Portfolio</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Exam</td>
<td>35</td>
<td>Multiple Choice Exam-Final</td>
</tr>
</tbody>
</table>

**Total 100%**

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>44</td>
<td></td>
</tr>
</tbody>
</table>

**Total 44**

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
1. Orientation to Course Information, Review House Guidelines
2. Professional Practice (Skills, Safety and New Equipment)
3. Introduction to Specialty Soups
4. Introduction to Advanced Sauces
5. Introduction to Advanced Vegetable Cookery
6. Introduction to Advanced Potato Cookery
7. Introduction to Advanced Pulse and Legume Cookery
8. Introduction to Advanced Cereal and Grain Cookery
9. Introduction to Advanced Rice Cookery

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at: http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | August 16, 2016 | Approved by Education Council: |
### Course Name:
Global & Vegetarian Cuisine

### Course Number:
CULI 2506  
Number of Credits: 2

### Effective Date:
January 2017

### School or Centre:
School of Hospitality, Food Studies and Applied Business

### Year of Study:
1st Year Post-secondary

### Course History:
New Course

### Course Description:
This course introduces students to traditional and ethnic cooking techniques and ingredients. Students apply these techniques to prepare a variety of global and vegetarian dishes.

### Course Pre-requisites (if applicable):
Acceptance into the Culinary Arts Professional Cook 2 Advanced Certificate program

### Course Co-requisites (if applicable):
CULI 2504 - Nutritional Menu Development  
CULI 2505 - Advanced Cookery

### PLAR (Prior Learning Assessment & Recognition)
- Yes (details below):
- No
Instructional Strategies:
lectures, demonstration, hands-on practice, group work, kitchen activities, projects and independent study

Course Learning Outcomes:
Upon the successful completion of this course, the student will be able to:

(a) Apply principles, skills and techniques to produce a variety of global and vegetarian food
(b) Assess global and vegetarian products for consistency and quality standards
(c) Apply industry health and procedures essential for food and kitchen safety

Program Learning Outcomes:
Upon the successful completion of this program, the student will be able to:

1. Apply advanced cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment
2. Evaluate advanced product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.
3. Plan, design and write menus for a culinary establishment that reflects nutritional and specific dietary needs.
4. Adhere to industry health, safety and employment standards in preparation, and handling and storage of food and equipment.
5. Adapt the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.
6. Reflect on performance and practice to identify and develop advanced professional skills needed to further advance in the culinary industry.
### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentages</td>
<td></td>
<td>70%</td>
</tr>
</tbody>
</table>

### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Assignments</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Portfolio</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Exam</td>
<td>35</td>
<td>Multiple Choice Exam-Final</td>
</tr>
<tr>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>44</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>44</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
1. Orientation to Course Information, Review House Guidelines
2. Professional Practice (Skills, Safety and New Equipment)
3. Introduction to Vegetarian Cuisine
4. Introduction to Global Cuisine

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:

http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

Approved by Curriculum Committee: August 16, 2016

Approved by Education Council:  
**Course Name:** Advanced Baking

**Course Number:** CULI 2507  
**Number of Credits:** 5  
**Effective Date:** January 2017

**Course Description:**
This course introduces students to advanced baking techniques, pastry, and dessert production. Students prepare breads and a variety of desserts for a restaurant service outlet. Emphasis is placed on methods of preparation and the quality of the finished products. Students utilize plating and presentation techniques from previous courses. Students run the dessert station of the restaurant kitchen, and develop critical thinking, time management, communication, and teamwork skills to expedite dessert orders.

**School or Centre:** School of Hospitality, Food Studies and Applied Business

**Year of Study:** 1st Year Post-secondary

**Course Pre-requisites (if applicable):**
Acceptance into the Culinary Arts Professional Cook 2 Advanced Certificate program

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

**PLAR (Prior Learning Assessment & Recognition):**
- [ ] No  
- [x] Yes (details below):

VCC Baking & Pastry Certificate or Baking & Pastry Red Seal Certificate
**Instructional Strategies:**
lectures, demonstration, hands-on practice, group work, kitchen activities, projects and independent study

**Course Learning Outcomes:**
Upon the successful completion of this course, the student will be able to:

(a) Apply effective time management, communication, and teamwork skills needed to work in a restaurant kitchen dessert station  
(b) Apply principles, advanced skills, and techniques to baking and dessert production  
(c) Assess a variety of advanced baking-pastry products and service for consistency and quality standards  
(d) Apply industry standards and procedures essential for food and kitchen safety in baking and restaurant dessert station  
(e) Apply math skills for restaurant desserts and service production levels

**Program Learning Outcomes:**
Upon the successful completion of this program, the student will be able to:

1. Apply advanced cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment  
2. Evaluate advanced product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.  
3. Plan, design and write menus for a culinary establishment that reflects nutritional and specific dietary needs.  
4. Adhere to industry health, safety and employment standards in preparation, and handling and storage of food and equipment.  
5. Adapt the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.  
6. Reflect on performance and practice to identify and develop advanced professional skills needed to further advance in the culinary industry.
## Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentages</td>
<td></td>
<td>70%</td>
</tr>
</tbody>
</table>

### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam</td>
<td>35</td>
<td>Practical Exam</td>
</tr>
<tr>
<td>Assignments</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Portfolio</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Exam</td>
<td>35</td>
<td>Multiple Choice Exam-Final</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

## Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>K - Shop/Teaching Kitchen</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total 100</td>
<td></td>
</tr>
</tbody>
</table>

## Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

1. Orientation to Course Information, Review House Guidelines
2. Professional Practice
3. Health And Safety Principles for the Bakeshop and Restaurant Dessert Station
4. Equipment Use and Maintenance for the Bakeshop and Restaurant Dessert Station
5. Introduction to Artisanal Breads and Production
6. Introduction to Pastries and Production
7. Introduction to Advanced Desserts and Production
8. Introduction to Cakes and Production
9. Introduction to The Dessert Station and Service

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:

http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

<table>
<thead>
<tr>
<th>Approved by Curriculum Committee:</th>
<th>August 16, 2016</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
</table>
Course Name: Restaurant Line Cooking

Course Number: CULI 2508  Number of Credits: 1.5  Effective Date: January 2017

Course Description:
This course introduces students to line cooking in an a la carte service restaurant. Students apply the knowledge, skills, and techniques learned in previous courses and adapt the methods to restaurant line cooking. Students develop critical thinking, time management, communication, and teamwork skills to expedite orders.

School or Centre:
School of Hospitality, Food Studies and Applied Business

Year of Study:
1st Year Post-secondary

Course History:
New Course

Name of Replacing Course (if applicable):

Course Pre-requisites (if applicable):
Acceptance into the Culinary Arts Professional Cook 2 Advanced Certificate program

Course Co-requisites (if applicable):
CULI 2509 - Appetizers & Platter Presentation
CULI 2510 - Advanced Butchery & Charcuterie

PLAR (Prior Learning Assessment & Recognition)  No  Yes (details below):
Course Learning Outcomes:

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

(a) Apply effective time management, communication, and teamwork skills needed to work on a restaurant kitchen line
(b) Apply principles, skills and advanced techniques to produce a variety of menu products for restaurant service
(c) Assess a variety of products and service for consistency and quality standards
(d) Apply industry standards and procedures essential for food and kitchen safety in a restaurant kitchen
(e) Apply math skills for restaurant service production levels

Program Learning Outcomes:

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

1. Apply advanced cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment
2. Evaluate advanced product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.
3. Plan, design and write menus for a culinary establishment that reflects nutritional and specific dietary needs.
4. Adhere to industry health, safety and employment standards in preparation, and handling and storage of food and equipment.
5. Adapt the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.
6. Reflect on performance and practice to identify and develop advanced professional skills needed to further advance in the culinary industry.
### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentages</td>
<td></td>
<td>70%</td>
</tr>
</tbody>
</table>

### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>35</td>
<td>Practical Exam</td>
</tr>
<tr>
<td>Portfolio</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Exam</td>
<td>35</td>
<td>Multiple Choice Exam-Final</td>
</tr>
<tr>
<td>-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total 100%

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>K - Shop/Teaching Kitchen</td>
<td>22</td>
<td></td>
</tr>
</tbody>
</table>

Total 33

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

1. Orientation to Course Information, Review House Guidelines
2. Professional Practice
3. Health And Safety Principles for the Restaurant Line
4. Equipment Use and Maintenance for the Restaurant Line
5. Introduction to the Restaurant Kitchen
6. Introduction to the Pass and Expediter’s Operating Procedures
7. A la Carte Line Operation and Service

VCC Education and Education Support Policies
There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:
http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

<table>
<thead>
<tr>
<th>Approved by Curriculum Committee:</th>
<th>August 16, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved by Education Council:</td>
<td></td>
</tr>
</tbody>
</table>
**Course Name:** Appetizers & Platters

**Course Number:** CULI 2509  
**Number of Credits:** 1.5  
**Effective Date:** January 2017

**Course Description:**
In this course students prepare a variety of appetizers and are introduced to running the pass of a restaurant kitchen. Students develop critical thinking, time management, communication, and teamwork skills to expedite orders. Students build on plating and presentation skills and techniques learned in previous courses.

**School or Centre:**  
School of Hospitality, Food Studies and Applied Business

**Year of Study:**  
1st Year Post-secondary

**Course History:**  
New Course

**Course Pre-requisites (if applicable):**
Acceptance into the Culinary Arts Professional Cook 2 Advanced Certificate program

**Course Co-requisites (if applicable):**
CULI 2508 - Restaurant Line Cooking  
CULI 2510 - Advanced Butchery & Charcuterie

**PLAR (Prior Learning Assessment & Recognition):**
- No
- Yes (details below):
Course Learning Outcomes:

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

(a) Apply effective time management, communication, and teamwork skills needed to expedite orders and work on an appetizer station
(b) Apply principles, skills and advanced techniques to expedite orders and produce a variety of appetizers and platters for restaurant service
(c) Assess products and service for consistency and quality standards
(d) Apply industry standards and procedures essential for food and kitchen safety in a restaurant kitchen
(e) Apply math skills for production of appetizers and platters
(f) Plate and present restaurant menu items

Program Learning Outcomes:

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

1. Apply advanced cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment
2. Evaluate advanced product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.
3. Plan, design and write menus for a culinary establishment that reflects nutritional and specific dietary needs.
4. Adhere to industry health, safety and employment standards in preparation, and handling and storage of food and equipment.
5. Adapt the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.
6. Reflect on performance and practice to identify and develop advanced professional skills needed to further advance in the culinary industry.
# Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentages</td>
<td></td>
<td>70%</td>
</tr>
</tbody>
</table>

## Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>35</td>
<td>Practical Exam</td>
</tr>
<tr>
<td>Portfolio</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Exam</td>
<td>35</td>
<td>Multiple Choice Exam-Final</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total 100**

## Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>J - Classroom/Online (Mixed Mode)</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>K - Shop/Teaching Kitchen</td>
<td>22</td>
<td></td>
</tr>
</tbody>
</table>

**Total 33**

## Resource Material(s):  

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:
1. Orientation to Course Information, Review House Guidelines
2. Professional Practice
3. Health And Safety Principles for Food Styling and The Appetizer Station
4. Equipment Use and Maintenance for Food Styling and The Appetizer Station
5. Menu Styling and Presentation
6. Introduction to Appetizers and Production

VCC Education and Education Support Policies
There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:
http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | August 16, 2016 | Approved by Education Council: |  |
## Course Name:
Advanced Butchery-Charcuterie

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>CULI 2510</th>
<th>Number of Credits:</th>
<th>1.5</th>
<th>Effective Date:</th>
<th>January 2017</th>
</tr>
</thead>
</table>

### Course Description:
This course provides students with the knowledge and skills for identifying, processing and storing pork, lamb, veal, specialty poultry and specialty seafood. Building on previous courses, students identify cooking methods for various types of meat and seafood products. Students prepare a variety of cured and preserved items. Emphasis is placed on time management, communication, and teamwork skills, methods of work, preparation, service techniques and quality control.

### Course History:
New Course

### School or Centre:
School of Hospitality, Food Studies and Applied Business

### Year of Study:
1st Year Post-secondary

### Course Pre-requisites (if applicable):
Acceptance into the Culinary Arts Professional Cook 2 Advanced Certificate program

### Course Co-requisites (if applicable):
CULI 2508 - Restaurant Line Cooking  
CULI 2509 - Appetizers & Platter Presentation

### PLAR (Prior Learning Assessment & Recognition)
- [x] No  
- [ ] Yes (details below):
Course Learning Outcomes:
Upon the successful completion of this course, the student will be able to:

(a) Apply effective time management, communication and teamwork skills needed to work in butchery and charcuterie
(b) Apply the principles, skills and butchery techniques to fabricate lamb, pork, veal, specialty poultry and seafood
(c) Describe and apply the fundamental principles, skills and techniques to produce charcuterie
(d) Assess butchery and charcuterie products for consistency and quality standards
(e) Apply industry standards and procedures essential for food and kitchen safety in butchery and charcuterie production

Program Learning Outcomes:
Upon the successful completion of this program, the student will be able to:

1. Apply advanced cookery skills and theoretical knowledge to the preparation, presentation and service of a range of dishes and beverages for a commercial hospitality environment
2. Evaluate advanced product for consistency and accuracy in yield, flavor, texture, and overall appearance according to product specifications and standards.
3. Plan, design and write menus for a culinary establishment that reflects nutritional and specific dietary needs.
4. Adhere to industry health, safety and employment standards in preparation, and handling and storage of food and equipment.
5. Adapt the knowledge, skills and attitudes necessary for success and sustainable professional practice in the culinary arts.
6. Reflect on performance and practice to identify and develop advanced professional skills needed to further advance in the culinary industry.
### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if ‘Other’:</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentages</td>
<td></td>
<td>70%</td>
</tr>
</tbody>
</table>

### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>35</td>
<td>Practical Exam</td>
</tr>
<tr>
<td>Portfolio</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Exam</td>
<td>35</td>
<td>Multiple Choice Exam-Final</td>
</tr>
</tbody>
</table>

Total 100

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>J - Classroom/Online (Mixed Mode)</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>K - Shop/Teaching Kitchen</td>
<td>22</td>
<td></td>
</tr>
</tbody>
</table>

Total 34

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:
1. Orientation to Course Information, Review House Guidelines
2. Professional Practice
3. Health And Safety Principles for Advanced Butchery & Charcuterie
4. Equipment Use and Maintenance for Advanced Butchery & Charcuterie
5. Introduction to Advanced Butchery
6. Introduction to Charcuterie

VCC Education and Education Support Policies
There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:
http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | August 16, 2016 | Approved by Education Council: |
DECISION NOTE

5 September 2016

PREPARED FOR: Education Council

ISSUE: New Program: Canadian Business Management Post-Degree Diploma

BACKGROUND:
This proposal, presented by Fred MacDonald, was brought to Education Council as a concept paper at the regular June 2016 meeting. This proposal contains the detailed curriculum documents. The program will be offered in Continuing Studies and marketed to international students.

DISCUSSION:
The committee expressed some concern about offering the program in CS and aiming at international students. These were the same concerns Fred MacDonald had responded to at the Education Council meeting earlier. A query regarding variable pre-requisites for second year courses was also brought up and explained satisfactorily. The committee requested that graduation requirement language be added to the PCG.

RECOMMENDATION: Curriculum Committee recommends Education Council approve the New Program: Canadian Business Management Post-Degree Diploma.

Prepared by:
David Branter
Chair, Curriculum Committee
Post-Degree Diploma in Canadian Business Management

September 1, 2017
A. Purpose and Context

Describe in detail the program’s objectives and a description of the program outcomes, including a list of the occupations or roles that graduates will be prepared for.

This program is being designed for international students who already hold a bachelor’s degree in any discipline and are interested in business studies in a Canadian context. The Post-Degree Diploma in Canadian Business Management provides students with a solid foundation in business management and prepares them for employment in Canada. Students will be prepared to seek employment in the areas of business, finance and administration.

This program will provide students with the knowledge, skills and experience necessary to manage the human, physical and financial resources and complex strategic and practical management issues that are present in today’s business environment. This diploma will be delivered in four terms of study over two academic years.

Graduates of the Post-Degree Diploma in Canadian Business Management will be able to:

- Communicate effectively and respectfully as business professionals
- Work with others to solve problems and manage projects
- Apply core leadership competencies in the business sector
- Evaluate financial information and financial implications related to business decisions to support the goals of a business enterprise
- Improve business procedures by applying up to date principles of operations management
- Apply critical thinking and problem solving techniques to make sound management decisions and recommendations
- Manage cross culturally with adaptability, flexibility, openness and confidence
- Manage basic human relations issues in a business setting
- Evaluate the impact of various economic, legal, cultural, political and geopolitical systems on business and leadership
- Act in an ethical and socially responsible manner within the legal framework of the Canadian business sector
- Employ sustainable decision-making and practices in their work as business professionals
VANCOUVER COMMUNITY COLLEGE
PROPOSAL FOR NEW PROGRAM

Explain how this program adheres to principles and priorities as indicated in the College’s strategic, educational or ministerial planning documents.

Identify how the program supports VCC’s mission, core values, and strategic objectives?

This program is being designed to support the continued success of the college by addressing VCC’s Key Success Drivers during the development of the program.

Educational Quality: This program will provide a learning experience that is built on programming relevant to today’s business world and will assist students with a direct transition into the workplace.

Operational Excellence: This program will help to substantially increase the business programming available at VCC. This will help move the college into a position where more new programs can be developed and offered to the community.

Financial Stability and Sustainability: This program is being prepared with a carefully planned budget forecast. The projected returns from international tuition will help to contribute to the institution’s financial stability.

Reputation Management: By working with International Education staff from the outset, this program development process has received input to ensure that the diploma offered will be a welcome addition to VCC’s portfolio of international programs. The program will help boost VCC’s reputation as an institution that delivers quality international programming.

Business Development: This program is being developed with input from faculty and managers across the institution. They share a common desire to create relevant and sustainable business programming for VCC.

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

VCC has a suite of existing business program in Continuing Studies that offer a certificate credential. The Hospitality department has a significant number of business courses that are delivered as part of both the Hospitality diploma and degree. The School of Arts and Sciences is interested in using existing business courses and developing new courses that can be included as options for students pursuing an Associate of Arts degree at VCC.

The development of the Post-Degree Diploma in Canadian Business Management will open up new opportunities for greater collaboration across all schools on campus and help create larger critical mass of business teaching expertise at VCC. New courses are being developed that can be used as electives in an Associate Degree or to help build a business diploma for domestic students.

B. Program Need

What educational gap, if any, is this program intended to fill

There are no public colleges offering a Post-Degree Business Diploma in the downtown core of Vancouver. The business training market is downtown Vancouver is primarily served by private colleges and universities that appear to be thriving.
**What evidence is there of student demand for the program?**

The International Education Department at VCC has solid connections with international recruiters who can supply full cohorts of students for this program. Through the *BC Jobs Plan*, and *BC’s International Education Strategy*, the province is committed to promoting BC as a high-quality education destination and increasing international student enrolment.

The Metro Vancouver regional district reports that 30,000 people arrive in Metro Vancouver from other countries every year. Statistics Canada reports that sixty-five percent of Metro’s population was born outside the city and they predict that this number will grow with increased immigration. VCC is very well positioned to serve this growing number of newcomers to the city. (Vancouver Sun, April 30, 2016)

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

During the 10 year period from 2014 to 2024, approximately 300,000 business, finance administration and management jobs will be open in BC. The majority of these openings will be in the lower mainland region and nearly one-third of these jobs will be filled by new arrivals to the province. *(BC 2024 Labour Market Outlook)* These statistics support the need for additional business training in the region.

**C. Competitive Analysis**

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

A number of post-degree business programs are being delivered in the lower mainland by public institutions including Douglas College, Langara College and Capilano University. In the private college sector, the Ascenda School of Management offers a post-degree diploma in general management. *(see Table below)*

These schools all appear to be competing for the same international students in the lower mainland. The programs vary in focus. Some offer a specialization such as accounting, finance or marketing. Several programs offer students the opportunity to engage with students in co-op placements or work practicums. The average length of programs offered is two years and all schools are charging at least $500 per credit hour in tuition.

One of Langara’s programs is the least expensive overall at $23,730. This lower rate appears possible because the program offers only 42 credit hours of instruction and places students in the workplace for final term of the two-year program. Capilano offers the shortest overall time frame by compressing the program, including a work term, into 16 months.

The new VCC program is designed to provide general business training rather than focusing on a specialization area. Students will have the opportunity to engage with industry during a two-month practicum that is being designed for the final term of the program.
A review of the 2015 BC Business Chairs’ Articulation and Transfer minutes provides some interesting insights into how the individual schools are doing in the international market. These are notes from the meeting’s roundtable discussion:

Langara College – Have successfully launched two post-degree diplomas. 72 international students. Running two cohorts in Business Management. Hopefully welcoming 3 cohorts on the fall

Capilano University – International program increased to two intakes.

Selkirk College – 100% increase in international business students. First grads of new Post Degree in Business. Post-Degree Diploma in Accounting is picking up with international students.

BCIT – Very large focus on international students

Ascenda School of Management – Have seen growth in the last few years.....95% of students are international.
### SIMILAR POST-DEGREE BUSINESS PROGRAMS IN THE LOWER MAINLAND

<table>
<thead>
<tr>
<th>Institution</th>
<th>Credential</th>
<th>Program name</th>
<th>Credits</th>
<th>Length</th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Douglas College</td>
<td>Post-Degree Diploma</td>
<td>Accounting Studies, Finance</td>
<td>60</td>
<td>2 years</td>
<td>$520 per credit $31,200</td>
</tr>
<tr>
<td>Langara College</td>
<td>Post-Degree Diploma</td>
<td>Accounting</td>
<td>60</td>
<td>2 years</td>
<td>$565 per credit $33,950</td>
</tr>
<tr>
<td>Langara College</td>
<td>Post-Degree Diploma</td>
<td>Accounting + Co-op</td>
<td>66</td>
<td>2 years + Co-op</td>
<td>$565 per credit $37,245</td>
</tr>
<tr>
<td>Langara College</td>
<td>Post-Degree Diploma</td>
<td>Business Administration, Marketing Management</td>
<td>42</td>
<td>2 years (3 terms plus 1 work term)</td>
<td>$565 per credit $23,730</td>
</tr>
<tr>
<td>Capilano University</td>
<td>Post-Baccalaureate Diploma</td>
<td>North American Business Management Applied</td>
<td>45</td>
<td>16 months on an accelerated schedule</td>
<td>$550 per credit plus surcharges $28,075</td>
</tr>
<tr>
<td>Ascenda School of Management</td>
<td>Post-Graduate Diploma</td>
<td>General Management</td>
<td>60</td>
<td>2 years</td>
<td>$500 per credit $30,000</td>
</tr>
</tbody>
</table>

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

Curricular matters related to BC post-secondary business diplomas are shared and discussed at BCCAT’s Business and Commerce Articulation Committee.

*Is this concept supportable and sustainable with existing and/or available resources?*
VANCOUVER COMMUNITY COLLEGE
PROPOSAL FOR NEW PROGRAM

VCC has the space and equipment required to start this program. New curriculum resources must be developed to support the program. Once established, this program will be sustainable and make a positive budget contribution to VCC.

Is this a cohort, selective entry, or open access program? How will the program be rolled out if you are not using a cohort model?

The program will be delivered in a cohort model.

D. What is the expected length of program (in months/years)? What is the maximum allowable time for completion?

The program will normally be completed in two academic years. (four terms)

How many students would you expect to enroll in each year of the program?

E. Student Profile

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)? How do you plan to recruit or attract these students? Are there other characteristics applicants should have that you identify as important?

This program is being designed to attract international students who are graduates of recognized undergraduate degree programs. These students will be recruited by the VCC Office of International Education with the assistance of overseas recruitment agents. We are recommending that students have a strong foundation in mathematics to help them cope with the demands of the program.

How will the program address the needs of under-prepared students? How will you get these students into appropriate upgrading courses or programs? What options are available?

Students who do not meet the program requirements will be encouraged to enroll in ESL or academic upgrading classes available at VCC.

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

This program is intended specifically for international students, should it become available to domestic students the program will hold two seats for First Nations applicants. Those with disabilities and/or other underrepresented groups are welcome in this program and will be referred to the appropriate VCC support service area to identify the needed services to support student success. Faculty and administration will respond to perceived inequalities if they arise.

F. Quality

How will the program ensure educational effectiveness (e.g., retention, progression, completion)?

Students will be carefully screened for admission by the International Education Department. This new program will be assigned a Continuing Studies Program Coordinator who will work closely with program faculty and the International Department
to monitor student progress and resolve issue that may affect student progress, retention or completion. The program and faculty will be evaluated on an ongoing basis to ensure that program competencies are being delivered and that quality is being maintained in the program.

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

The program has a two-month work practicum in the final term where students will be placed with local businesses.

List all accreditations, affiliations or articulations for this program.

Is there an existing PAC/CEG for this program? What are your plans for engaging in discussion with industry?

A Business Program Advisory Committee has been formed to advise the program. The inaugural meeting of the committee was held on May 5, 2016. Members of the committee have agreed to provide input on the design and structure of the program and to support the practicum placement of students.

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

There are already some faculty members available in the college who have the education and experience required to teach in the program. An appropriate Master’s degree and relevant industry experience will be the hiring requirements for new faculty who are engaged to teach in the program.

G. Admission and Delivery

Provide admission requirements, including language proficiency levels and assessment scores.

The admission requirement is an undergraduate degree from an accredited university. If the degree was not granted by a university in an English speaking country, applicants will be required to have an IELTS score of 6.5 (6.0 band), or TOEFL 80 (20 minimum)

Identify pathways that assist in meeting these requirements.

Applicants who do not meet the language requirements will be encouraged to enroll in ESL classes at VCC.

Identify potential courses, if any, which could be developed to assist in meeting these requirements.

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).

This program will be delivered full-time during the day. Some courses may be designed as a mixed-mode of delivery to allow some flexibility for students but since this is an overseas cohort, the full-time day model will allow students the opportunity to bond together as a unit. In a number of the courses students will be required to work together in teams on class assignments and the full-time model will facilitate this.
Will the structure of the program allow for multiple entry and exit points? If there are multiple entry points, please specify requirements for each.

The program is being designed to follow a traditional academic year with a September start date. With a cohort model, it is not anticipated that the program will have additional entry points during the year.

*Dose this program include Prior Learning Assessment and Recognition (PLAR) as per policy D.3.5 Prior Learning Assessment & Recognition or Flexible Admissions as per policy ??*

No, due to the difficulty involved with assessing overseas coursework, PLAR will not be available to students enrolled in this diploma.

Provide an outline of course sequence, demonstrating any leveling from lower to advanced courses. This is particularly important for diploma and degree programs.

**Year 1**

*Fall Semester*

- MGMT 1001 – Business Mathematics (45 hours; 3 credits)
- MGMT 1002 – The Canadian Economy (45 hours; 3 credits)
- MGMT 1003 - Principles of Management (45 hours; 3 credits)
- MGMT 1004 – Intro to Workplace Communications (45 hours; 3 credits)
- MGMT 1005 – Organizational Behaviour (45 hours; 3 credits)

*Winter Semester*

- MGMT 1006 – Fundamentals of Marketing (45 hours; 3 credits)
- MGMT 1007 – Financial Accounting (45 hours; 3 credits)
- MGMT 1008 – Organizational Communications (45 hours; 3 credits)
- MGMT 1009 – Business Systems Analysis and Design (45 hours; 3 credits)
- MGMT 1010 – Business Sustainability and the Environment (45 hours; 3 credits)

**Year 2**

*Fall Semester*

- MGMT 2011 – Managerial Accounting (45 hours; 3 credits)
- MGMT 2012 – Human Resources Management (45 hours; 3 credits)
- MGMT 2013 – Management Skills for Supervisors (45 hours; 3 credits)
- MGMT 2014 – Principles of Corporate Finance (45 hours; 3 credits)
- MGMT 2015 – Entrepreneurship (45 hours; 3 credits)

*Winter Semester*

- MGMT 2016 – Strategic Management (45 hours; 3 credits)
MGMT 2017 – Canadian Business Law (45 hours; 3 credits)
MGMT 2018 – Business Ethics (30 hours; 2 credits)
MGMT 2019 – Preparation for the Canadian Workplace (15 hours, 1 credit)
MGMT 2020 – Workplace Practicum (eight weeks, 6 credits)

H. Consultation (refer to Appendix A, Consultations)

With whom have you consulted internally regarding this proposal? What were the results of these consultations? Provide names, dates, and summary of feedback

I. Phase In/Phase Out Plan

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: IMPLEMENTATION PLAN**

This document outlines associated resources required to adequately implement the proposed curriculum.

*It is submitted to Education Council to provide advice to the Board of Governors on the implementation of the program, and to the Finance and Audit Committee to provide advice to the Board of Governors on a fee structure.*

**NON-RECURRING COSTS (provide accurate estimates)**

<table>
<thead>
<tr>
<th>Academic non-recurring start-up costs</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Item</td>
<td>Yr 1</td>
<td>Yr 2</td>
<td>Yr 3</td>
<td>Yr 4</td>
<td>Total</td>
</tr>
<tr>
<td>Program development</td>
<td>30,000</td>
<td>20,000</td>
<td></td>
<td>50,000</td>
<td></td>
</tr>
<tr>
<td>Faculty development</td>
<td>2,000</td>
<td>2,000</td>
<td></td>
<td>4,000</td>
<td></td>
</tr>
<tr>
<td>Staff development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td>32,000</td>
<td>22,000</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Capital Costs (Equipment, Renovations, Facilities, Library, Technology)</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Item</td>
<td>Yr 1</td>
<td>Yr 2</td>
<td>Yr 3</td>
<td>Yr 4</td>
<td>Total</td>
</tr>
<tr>
<td>Software purchase</td>
<td>8,000</td>
<td>5,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>library</td>
<td>3,000</td>
<td>3,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td>11,000</td>
<td>8,000</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Totals**

<table>
<thead>
<tr>
<th>Item</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Non-Recurring</td>
<td>32,000</td>
<td>22,000</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital Costs</td>
<td>11,000</td>
<td>8,000</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### ONGOING OPERATING COSTS (provide accurate estimates)

See attached documents from VCC Finance

<table>
<thead>
<tr>
<th>Item</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required service courses</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Services</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marketing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>IT Support</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lab operating costs - Salary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other (Marketing, Facilities)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Sub-total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Grand Totals</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sub-total 43,000  30,000
PART 3: BUSINESS CASE

This document outlines the sources of revenue for the program.

It is submitted to the Fees Advisory Committee and the Board Finance and Audit Committee to provide advice to the Board of Governors on a fee structure. This document is then submitted to the Board of Governors, to be reviewed alongside the Implementation Plan and approved curriculum, to make a final decision on the fees and implementation of the program.

REVENUE

What is the source of funding for this program?

International tuition.

TUITION AND FEES

<table>
<thead>
<tr>
<th>Item</th>
<th>Number of Courses</th>
<th>Yr 1</th>
<th>Yr 2</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SIGN OFF

Dean/Director: ______________________________________________

VP Academic: ________________________________________________

VP Finance: __________________________________________________
I. Appendix A. Consultation

Cathy Snyder Lowe, International Student Admissions and Services Manager and Angela Liang, International Marketing and Recruitment Manager, International Education Department. March 31, and April 19, 2016.

Discussions related to student demand, immigration requirements and study permits for international students, English language requirements, program length, cohort size, tuition pricing and support for students experiencing challenges during the program. Cathy and Angela stressed that sufficient lead time will be required to ensure that international students enrolling in the program are able to meet all their requirements for entry into Canada.

Brett Griffiths and Elle Ting, Instructional Associates, Centre for Instructional Development. April 5 and 12, 2016.

Brett and Elle provided advice and guidance regarding the design and development of learning outcomes, assessments, content and learning activities. They also provided guidance on the curriculum mapping process that will be required to further develop the program curriculum.

Irene Young, Former Vice President, Business Development.

Provided overall direction for the development of the program during weekly meetings throughout the development process until May, 2016.

Gordon McIver, Dean, Continuing Studies.

Provided ongoing support and resources to assist with the development of this program and the formation of the Business Program Advisory Committee. Provided input for a review of the program’s proposed outcomes and course sequencing.

Jennifer Gossen, Program Coordinator, Continuing Studies.

Jennifer provided a review of all current Continuing Studies Business programming at the college. She shared her curriculum resources and the experience gained during the development of previous post-degree diplomas and assisted with the development of the Business Program Advisory Committee.

Claire Sauve, Program Coordinator, Continuing Studies.

Claire provided advice on the development of learning outcomes and provided input on faculty operating costs.

Michael Tittel, Department Head, Hospitality Management. April 7, 2016

Michael shared the Hospitality Management Department’s experience with the delivery of a diploma and degree program to international students. He offered to share department resources to support the new diploma and suggested that term instructors in Hospitality might be available to teach in the new program. He continued to offer support and guidance throughout the development process.
David Wells, Dean School of Arts and Sciences. April 5, 2016
David reviewed the curriculum development work that had been done by his school on accounting courses and suggested that this material might be shared with the new diploma program.

Stefan reviewed projected start-up and capital cost projections and provided an analysis of the ongoing operating budget for the program.

Susan Boras, VCC Hospitality Instructor and Human Resources Consultant. May 4, 2016
Susan reviewed and critiqued the proposed program’s outcomes and made suggestions regarding the proposed content of the Human Resources and Organizational Behaviour courses.

Sonia Gawlick, VCC Continuing Studies Instructor, May 5, 2016
Sonia has reviewed and critiqued the proposed program outcomes and joined the Business Program Advisory Committee.

Al Petrone, VCC Hospitality Instructor and former CEO of Bristol Group.
Al has reviewed and critiqued the proposed program outcomes and joined the Business Program Advisory Committee.

Sally Gibson, Hospitality Program Instructor and former Chair, Hospitality Department, May 17, 2016
Sally reviewed the concept paper, suggested edits for the text, and provided advice and guidance on the curriculum approval process, and program implementation.

Brian Rohl, Hospitality Program instructor and General Manager of Coast Coal Harbour Hotel, May 18, 2016
Brian reviewed the concept paper and provided feedback on the overall direction of the program.

Hassan Kayambashi, Hospitality Program Instructor, May 20, 2016
Hassan reviewed and critiqued the concept paper. He provided detailed written suggestions for the content and sequencing of the Accounting, Finance, and Management courses.

Laurie Barnes, Hospitality Instructor and Sales and Marketing Director, May 25, 2016
Laurie reviewed the concept paper and provided suggestions on how to structure the recruitment and orientation of new students. She also suggested that competencies related to business ethics be embedded in all courses.

Mari Paz Vera, Coordinator, Library Services, May 11, 2016
Mari Paz has reviewed the proposed course matrix for the new program. She will prepare an analysis of existing library resources and identify new database or print resources that will be required to support the new program. She advised that a budgetary contribution will be
required from the program to support the initial startup costs and ongoing acquisition needs for new library resources.

**Jerry Guspie, Director of Facilities, May 12, 2016**

The program will require one classroom with a capacity for twenty students in the first year of operation. Two classrooms will be required on an ongoing basis when the second year of the program becomes operational. Jerry advised that space to run the program would be available at the downtown campus.

**Surinder Aulakh, Director of Security, May 13, 2016**

Surinder advised that the proposed program will not place additional demands on security personnel as long as it is scheduled to run during normal college operating hours.

**Craig McGuigan, Director of Student Services, May 13, 2016**

Based on VCC’s current experience with an international student population, Craig believes that the addition of forty new international students will not place significant new demands on Student Services’ staff.

**Kate Gates, Acting Department Head and Maija Wiik, Counselling Department, May 26, 2016**

Kate and Maija reviewed the concept paper and provided suggestions to assist with the orientation and integration of these new international students. They stressed the importance of having the Counselling Department involved in an overall student orientation as soon as the students begin their classes.

**Peter Gregorowicz, Interim Chief Information officer, May 17, 2016**

Peter reviewed his department’s procedures that have been established to consider the information technology needs of new programs. As soon as the curriculum is ready for this program, IT staff will review it to determine if any new software or hardware will be required to support the new diploma.

**Brian Beacham, Director, Institutional Research, June 1, 2016**

Brian provided detailed feedback on the concept paper and offered to provide additional research related to the labour market for business graduates.

*With whom have you consulted externally regarding this proposal? What were the results of these consultations? Provide names, dates, and summary of discussions.*

**Northern Lights College**

Northern Lights College shared curriculum materials from their Post-Degree Diploma in Business Management to assist VCC in this program development process.
CURRICULUM DEVELOPMENT APPROVAL FORM

Use this form to outline revisions to existing curriculum or to describe the development of new curriculum. Complete one form for each submission to Curriculum Committee.

PROGRAM/COURSE NAME(S): Post-Degree Diploma in Canadian Business Management

ANTICIPATED START DATE: September 2017

Curriculum Developer: Fred MacDonald
Title: Instructor
School/Centre: Continuing Studies
Department: Title: Phone/Ext.: 8330
E-mail: fmacdonald@vcc.ca

A. DEVELOPMENT TYPE (select all that apply)

X NEW PROGRAM
Program has never been offered before at VCC or program has undergone significant and extensive changes to its PCG and/or course outlines, where these changes impact the nature or overall direction of a program.

□ NEW COURSE(S)
Course has never been offered before at VCC either as a standalone course or as part of a new or existing program; or is a replacement course.
This course replaces: ______________________________________________

□ CHANGE TO A PROGRAM AND/OR COURSE
(select all that apply)

□ Program/Credential
□ Prior Learning Assessment and Recognition (PLAR)
□ Program Admission Requirements
□ Program Learning Outcomes (Indicate outcome number(s): ________)
□ Grading system (at variance with policy C.1.1 Course/Program Grading)
□ Program duration/maximum allowable time for completion
□ Program GPA requirements
□ Program/Course Credit Hours
□ Course Evaluation Plan (at variance with policy C.1.1 Course/Program Grading)
□ Course sequencing (that impacts the year the course is offered in)
Other: _______________________________________________________

□ MINOR REVISION TO A PROGRAM AND/OR COURSE
(select all that apply)

□ Program/Course Description
□ Program Purpose
□ Recommended Student Characteristics
□ Course Sequencing (that does not impact year the course is offered in)
□ Course Name/Number
□ Course Pre-requisite(s)/Co-requisite(s)
□ Course Learning Outcomes
CURRICULUM DEVELOPMENT APPROVAL FORM

- Course Evaluation Plan (*within policy* C.1.1 Course/Program Grading)
- Instructional Delivery Mode
- Language (e.g., Typos, Spelling Errors, etc.)
- Other: _____________________

B. ATTACHED DOCUMENTATION

Program Content Guide
Course Outline(s)

**COURSES**

**Year 1**

*Fall Semester*
- MGMT 1001 – Business Mathematics (45 hours; 3 credits)
- MGMT 1002 – The Canadian Economy (45 hours; 3 credits)
- MGMT 1003 - Principles of Management (45 hours; 3 credits)
- MGMT 1004 – Communications in the Canadian Workplace (45 hours; 3 credits)
- MGMT 1005 – Organizational Behaviour (45 hours; 3 credits)

*Winter Semester*
- MGMT 1006 – Fundamentals of Marketing (45 hours; 3 credits)
- MGMT 1007 – Financial Accounting (45 hours; 3 credits)
- MGMT 1008 – International E-Commerce (45 hours; 3 credits)
- MGMT 1009 – Visual Business Analytics (45 hours; 3 credits)
- MGMT 1010 – Business Sustainability and the Environment (45 hours; 3 credits)

**Year 2**

*Fall Semester*
- MGMT 2011 – Managerial Accounting (45 hours; 3 credits)
- MGMT 2012 – Human Resources Management (45 hours; 3 credits)
- MGMT 2013 – Management Skills for Supervisors (45 hours; 3 credits)
- MGMT 2014 – Financial Management (45 hours; 3 credits)
- MGMT 2015 – Entrepreneurship (45 hours; 3 credits)

*Winter Semester*
- MGMT 2016 – Strategic Management (45 hours; 3 credits)
- MGMT 2017 – Canadian Business Law (45 hours; 3 credits)
- MGMT 2018 – Business Ethics (30 hours; 2 credits)
- MGMT 2019 – Preparation for the Canadian Workplace (15 hours, 1 credit)
- MGMT 2020 – Workplace Practicum (eight weeks, 6 credits)
C. RATIONALE

a) Purpose and Context

*Describe in detail the program’s objectives and a description of the program outcomes, including a list of the occupations or roles that graduates will be prepared for.*

This program is being designed for international students who already hold a bachelor’s degree in any discipline and are interested in business studies in a Canadian context. The Post-Degree Diploma in Canadian Business Management provides students with a solid foundation in business management and prepares them for employment in Canada. Students will be prepared to seek employment in the areas of business, finance and administration.

This program will provide students with the knowledge, skills and experience necessary to manage the human, physical and financial resources and complex strategic and practical management issues that are present in today’s business environment. This diploma will be delivered in four terms of study over two academic years or in an accelerated format over sixteen calendar months.

Graduates of the Post-Degree Diploma in Canadian Business Management will be able to:

- Communicate effectively and respectfully as business professionals
- Work with others to solve problems and manage projects
- Apply core leadership competencies in the business sector
- Evaluate financial information and financial implications related to business decisions to support the goals of a business enterprise
- Improve business procedures by applying up to date principles of operations management
- Apply critical thinking and problem solving techniques to make sound management decisions and recommendations
- Manage cross culturally with adaptability, flexibility, openness and confidence
- Manage basic human relations issues in a business setting
- Evaluate the impact of various economic, legal, cultural, political and geopolitical systems on business and leadership
- Act in an ethical and socially responsible manner within the legal framework of the Canadian business sector
- Employ sustainable decision-making and practices in their work as business professionals

*Explain how this program adheres to principles and priorities as indicated in the College’s strategic, educational or ministerial planning documents.*

*Identify how the program supports VCC’s mission, core values, and strategic objectives?*

This program is being designed to support the continued success of the college by addressing VCC’s Key Success Drivers during the development of the program.

**Educational Quality:** This program will provide a learning experience that is built on programming relevant to today’s business world and will assist students with a direct transition into the workplace.

**Operational Excellence:** This program will help to substantially increase the business programming available at VCC. This will help move the college into a position where more new programs can be developed and offered to the community.
CURRICULUM DEVELOPMENT APPROVAL FORM

Financial Stability and Sustainability: This program is being prepared with a carefully planned budget forecast. The projected returns from international tuition will help to contribute to the institution’s financial stability.

Reputation Management: By working with International Education staff from the outset, this program development process has received input to ensure that the diploma offered will be a welcome addition to VCC’s portfolio of international programs. The program will help boost VCC’s reputation as an institution that delivers quality international programming.

Business Development: This program is being developed with input from faculty and managers across the institution. They share a common desire to create relevant and sustainable business programming for VCC.

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

VCC offers a diploma in a number of Applied Business programs and also has a suite of business program in Continuing Studies that offer a certificate credential. The Hospitality department has a significant number of business courses that are delivered as part of both the Hospitality diploma and degree. The School of Arts and Sciences is interested in using existing business courses and developing new courses that can be included as options for students pursuing Associate of Arts degrees that are being planned for VCC.

The development of the Post-Degree Diploma in Canadian Business Management will open up new opportunities for greater collaboration across all schools on campus and help create a larger critical mass of business teaching expertise at VCC. New courses are being developed that can be used as electives in Associate Degrees or to help build a business diploma for domestic students.

b) Program Need

What educational gap, if any, is this program intended to fill?

There are no public colleges offering a Post-Degree Business Diploma in the downtown core of Vancouver. The business training market is downtown Vancouver is primarily served by private colleges and universities that appear to be thriving.

What evidence is there of student demand for the program?

The International Education Department at VCC has solid connections with international recruiters who can supply full cohorts of students for this program. Through the BC Jobs Plan, and BC’s International Education Strategy, the province is committed to promoting BC as a high-quality education destination and increasing international student enrolment.

The Metro Vancouver regional district reports that 30,000 people arrive in Metro Vancouver from other countries every year. Statistics Canada reports that sixty-five percent of Metro’s population was born outside the city and they predict that this number will grow with increased immigration. VCC is very well positioned to serve this growing number of newcomers to the city. (Vancouver Sun, April 30, 2016)

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

During the 10 year period from 2014 to 2024, approximately 300,000 business, finance administration and management jobs will be open in BC. The majority of these openings will be in the lower mainland region and nearly one-third of these jobs will be filled by new arrivals to the province. (BC 2024 Labour Market Outlook) These statistics support the need for additional business training in the region.

c) Competitive Analysis
Which related programs are available in the lower Mainland and/or on-line: how do they compare in terms of focus, intended outcomes, length, costs and size?

A number of post-degree business programs are being delivered in the lower mainland by public institutions including Douglas College, Langara College and Capilano University. In the private college sector, the Ascenda School of Management offers a post-degree diploma in general management. (see Table below)

These schools all appear to be competing for the same international students in the lower mainland. The programs vary in focus. Some offer a specialization such as accounting, finance or marketing. Several programs offer students the opportunity to engage with students in co-op placements or work practicums. The average length of programs offered is two years and all schools are charging at least $500 per credit hour in tuition.

One of Langara’s programs is the least expensive overall at $23,730. This lower rate appears possible because the program offers only 42 credit hours of instruction and places students in the workplace for final term of the two-year program. Capilano offers the shortest overall time frame by compressing the program, including a work term, into 16 months.

The new VCC program is designed to provide general business training rather than focusing on a specialization area. Students will have the opportunity to engage with industry during a two-month practicum that is being designed for the final term of the program.

A review of the 2015 BC Business Chairs’ Articulation and Transfer minutes provides some interesting insights into how the individual schools are doing in the international market. These are notes from the meeting’s roundtable discussion:

**Langara College** – “Have successfully launched two post-degree diplomas. 72 international students. Running two cohorts in Business Management. Hopefully welcoming 3 cohorts on the fall”

**Capilano University** – “International program increased to two intakes.”

**Selkirk College** – “100% increase in international business students. First grads of new Post Degree in Business. Post-Degree Diploma in Accounting is picking up with international students.”

**BCIT** – “Very large focus on international students”

**Ascenda School of Management** – “Have seen growth in the last few years…..95% of students are international”. Source: Minutes, BC Business Chair’s Articulation and Transfer Meeting, May 5, 2015

---

**SIMILAR POST-DEGREE BUSINESS PROGRAMS IN THE LOWER MAINLAND**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Credential</th>
<th>Program name</th>
<th>Credits</th>
<th>Length</th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Douglas College</td>
<td>Post-Degree Diploma</td>
<td>Accounting Studies, Finance</td>
<td>60</td>
<td>2 years</td>
<td>$520 per credit $31,200</td>
</tr>
<tr>
<td>Langara College</td>
<td>Post-Degree Diploma</td>
<td>Accounting</td>
<td>60</td>
<td>2 years</td>
<td>$565 per credit $33,950</td>
</tr>
<tr>
<td>Langara College</td>
<td>Post-Degree Diploma</td>
<td>Accounting + Co-op</td>
<td>66</td>
<td>2 years + Co-op</td>
<td>$565 per credit</td>
</tr>
</tbody>
</table>

Source: Minutes, BC Business Chair’s Articulation and Transfer Meeting, May 5, 2015
### CURRICULUM DEVELOPMENT APPROVAL FORM

<table>
<thead>
<tr>
<th>Institution</th>
<th>Program Type</th>
<th>Field of Study</th>
<th>Duration</th>
<th>Cost Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Langara College</td>
<td>Post-Degree Diploma</td>
<td>Business Administration, Marketing Management</td>
<td>42</td>
<td>$37,245</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$565 per credit</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$23,730</td>
</tr>
<tr>
<td>Capilano University</td>
<td>Post-Baccalaureate Diploma</td>
<td>North American Business Management Applied</td>
<td>45</td>
<td>$28,075</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$550 per credit plus surcharges</td>
</tr>
<tr>
<td>Ascenda School of Management</td>
<td>Post-Graduate Diploma</td>
<td>General Management</td>
<td>60</td>
<td>$30,000</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$500 per credit</td>
</tr>
</tbody>
</table>

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

Curricular matters related to BC post-secondary business diplomas are shared and discussed at BCCAT’s Business and Commerce Articulation Committee.

**Is this concept supportable and sustainable with existing and/or available resources?**

VCC has the space and equipment required to start this program. New curriculum resources must be developed to support the program. Once established, this program will be sustainable and make a positive budget contribution to VCC.

**Is this a cohort, selective entry, or open access program? How will the program be rolled out if you are not using a cohort model?**

The program will be delivered in a cohort model.

d) **What is the expected length of program (in months/years)? What is the maximum allowable time for completion?**

The program will normally be completed in two years.

**How many students would you expect to enroll in each year of the program?**

e) **Student Profile**

*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)? How do you plan to recruit or attract these students? Are there other characteristics applicants should have that you identify as important?*

This program is being designed to attract international students who are graduates of recognized undergraduate degree programs. These students will be recruited by the VCC Office of International Education with the assistance of overseas recruitment agents. We are recommending that students have a strong foundation in mathematics to help them cope with the demands of the program.
How will the program address the needs of under-prepared students? How will you get these students into appropriate upgrading courses or programs? What options are available?

Students who do not meet the program requirements will be encouraged to enroll in ESL or academic upgrading classes available at VCC.

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

This program is intended specifically for international students, should it become available to domestic students the program will hold two seats for First Nations applicants. Those with disabilities and/or other underrepresented groups are welcome in this program and will be referred to the appropriate VCC support service area to identify the needed services to support student success. Faculty and administration will respond to perceived inequalities if they arise.

f) Quality

How will the program ensure educational effectiveness (e.g., retention, progression, completion)?

Students will be carefully screened for admission by the International Education Department. This new program will be assigned a Continuing Studies Program Coordinator who will work closely with program faculty and the International Department to monitor student progress and resolve issue that may affect student progress, retention or completion. The program and faculty will be evaluated on an ongoing basis to ensure that program competencies are being delivered and that quality is being maintained in the program.

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

The program has a two-month work practicum in the final term where students will be placed with local businesses.

List all accreditations, affiliations or articulations for this program.

Is there an existing PAC/CEG for this program? What are your plans for engaging in discussion with industry?

A Business Program Advisory Committee has been formed to advise the program. The inaugural meeting of the committee was held on May 5, 2016. Members of the committee have agreed to provide input on the design and structure of the program and to support the practicum placement of students.

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

There are already some faculty members available in the college who have the education and experience required to teach in the program. An appropriate Master’s degree and relevant industry experience will be the hiring requirements for new faculty who are engaged to teach in the program.
D. CONSULTATION CHECKLIST (select all that apply) See Appendix A for consultations guidelines.

<table>
<thead>
<tr>
<th>INTERNAL CONSULTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SCHOOLS</strong></td>
</tr>
<tr>
<td><strong>Business Program Committee</strong>: Marlene Kowalski, Kathryn McNaughton, Gordon McIvor, Michael Yue, Jennifer Gossen and Bob Aitken.</td>
</tr>
<tr>
<td>The Business Program Committee met on April 12, 2016, to review the initial concept for the Post-Degree Diploma in Canadian Business Management and agreed that a Concept Paper should be developed to support this new initiative.</td>
</tr>
<tr>
<td><strong>Vice-President, Business Development</strong>: Irene Young, former Vice-President, Business Development.</td>
</tr>
<tr>
<td>Provided overall direction for the development of the program in weekly meetings during April and May, 2016.</td>
</tr>
<tr>
<td><strong>Continuing Studies</strong></td>
</tr>
<tr>
<td><strong>Gordon McIvor, Dean, Continuing Studies</strong></td>
</tr>
<tr>
<td>Provided ongoing support on a weekly basis throughout the development of this program. Provided resources to assist with the development of this program and the formation of the Business Program Advisory Committee. Gave feedback on all Business courses and assisted with the development of the E-Commerce and Analytics courses.</td>
</tr>
<tr>
<td><strong>Jennifer Gossen, Program Coordinator, Continuing Studies</strong></td>
</tr>
<tr>
<td>Jennifer provided a review of all current Continuing Studies Business programming at the college. She shared her curriculum resources and the experience gained during the development of previous post-degree diplomas and assisted with the development of the Business Program Advisory Committee.</td>
</tr>
<tr>
<td><strong>Claire Sauve, Program Coordinator, Continuing Studies</strong></td>
</tr>
<tr>
<td>Claire provided advice on the development of learning outcomes and provided input on faculty operating costs.</td>
</tr>
<tr>
<td><strong>Hospitality Management Department</strong></td>
</tr>
<tr>
<td><strong>Michael Tittel, Department Head</strong></td>
</tr>
<tr>
<td>April 7, and May 17, 2016. Michael shared the Hospitality Management Department’s experience with the delivery of a diploma and degree program to international students. He offered to share department resources to support the new diploma and suggested that term instructors in Hospitality might be available to teach in the new program. He continued to offer support and guidance throughout the development process.</td>
</tr>
<tr>
<td><strong>Susan Boras, VCC Hospitality Instructor and Human Resources Consultant. May 4, 2016</strong></td>
</tr>
<tr>
<td>Susan reviewed and critiqued the proposed program’s outcomes and made suggestions regarding the proposed content of the Human Resources and Organizational Behaviour courses.</td>
</tr>
<tr>
<td><strong>Sonia Gawlick, VCC Continuing Studies Instructor, May 5, 2016</strong></td>
</tr>
<tr>
<td>Sonia has reviewed and critiqued the proposed program outcomes and joined the Business Program Advisory Committee.</td>
</tr>
<tr>
<td><strong>Al Petrone, VCC Hospitality Instructor and former CEO of Bristol Group.</strong></td>
</tr>
<tr>
<td>Al has reviewed and critiqued the proposed program outcomes.</td>
</tr>
</tbody>
</table>
Sally Gibson, Hospitality Program Instructor and former Chair, Hospitality Department, May 17, 2016
Sally reviewed the concept paper, suggested edits for the text, and provided advice and guidance on the curriculum approval process, and program implementation.

Brian Rohl, Hospitality Program instructor and General Manager of Coast Coal Harbour Hotel, May 18, 2016
Brian reviewed the concept paper and provided feedback on the overall direction of the program.

Hassan Kayambashi, Hospitality Program Instructor, May 20, 2016
Hassan reviewed and critiqued the concept paper. He provided written feedback for the content and sequencing of the Accounting and Management courses. Hassan also contributed detailed outline suggestions for the structure of the Financial Management course.

Laurie Barnes, Hospitality Instructor and Sales and Marketing Director, May 25, 2016
Laurie reviewed the concept paper and provided suggestions on how to structure the recruitment and orientation of new students. She also suggested that competencies related to business ethics be embedded in all courses.

David Wells, Dean, School of Arts and Sciences
April 5, 2016. David reviewed the curriculum development work that had been done by his school on accounting courses and suggested that this material might be shared with the new diploma program.

Helen Roberts, Department Head, Applied Business Programs, June 27, 2016
Helen reviewed the concept paper and suggested that students have a strong background in both math and English before entering the program. She also provided resources and input for the development of the Business Law course.

EDUCATIONAL AND STUDENT SERVICES

Aboriginal Education and Community Engagement (AECE)

Assessment Centre

Centre for Instructional Development
Brett Griffiths and Elle Ting, Instructional Associates, Centre for Instructional Development. Formal meetings on April 5 and 12, 2016, and ongoing consultation throughout the development process.
Brett and Elle provided advice and guidance regarding the design and development of learning outcomes, assessments, content and learning activities. They also provided guidance on the curriculum mapping process that will be required to further develop the program curriculum. Elle provided written feedback on the PCG and all course outlines.

Counselling & Disability Services (CDS)
Kate Gates, Acting Department Head and Maija Wiik,
### Counselling Department, May 26, 2016
Kate and Maija reviewed the concept paper and provided suggestions to assist with the orientation and integration of these new international students. They stressed the importance of having the Counselling Department involved in an overall student orientation as soon as the students begin their classes.

### Student Services
**Craig McGuigan, Director of Student Services, May 13, 2016**
Based on VCC’s current experience with an international student population, Craig believes that the addition of forty new international students will not place significant new demands on Student Services’ staff.

### Financial Aid

### Learning Centre

### Library
**Mari Paz Vera, Coordinator, Library Services, May 11, 2016**
Mari Paz reviewed the proposed course matrix for the new program. She analyzed current library resources and prepared a database of existing business resources that could be used to support courses in the new program. She offered further consultation. She advised that a budgetary contribution will be required from the program to support the initial start-up costs and ongoing acquisition needs for new library resources.

### Registrar’s Office / Advising / Recruitment

### Related additional Student Services

### VCC International and Immigrant Education
**Cathy Snyder Lowe, International Student Admissions and Services Manager and Angela Liang, International Marketing and Recruitment Manager, International Education Department. March 31, and April 19, 2016.**
Discussions related to student demand, immigration requirements and study permits for international students, English language requirements, program length, cohort size, tuition pricing and support for students experiencing challenges during the program. Cathy and Angela stressed that sufficient lead time will be required to ensure that international students enrolling in the program are able to meet all their requirements for entry into Canada.

### FINANCIAL AND OPERATING

### Communications and Marketing
**Karen Wilson, Director, Marketing and Communications**
Karen has reviewed the Concept Paper and been kept informed about the development of this program.

### Facilities
**Jerry Guspie, Director of Facilities, May 12, 2016**
The program will require one classroom with a capacity for twenty students in the first year of operation. Two classrooms will be required on an ongoing basis when the second year of the program becomes operational. Jerry advised that space to run the program would be available at the downtown campus.

### Finance
**Stefan Valchev, Manager, Financial Projects, Finance Department.**
Stefan reviewed projected start-up and capital cost projections.
and provided an analysis of the ongoing operating budget for the program.

**Information Technology (IT)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Title</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peter Gregorowicz</td>
<td>Interim Chief Information officer</td>
<td>May 17, 2016</td>
</tr>
</tbody>
</table>

Peter reviewed his department’s procedures that have been established to consider the information technology needs of new programs. As soon as the curriculum is ready for this program, IT staff will review it to determine if any new software or hardware will be required to support the new diploma.

**Institutional Research (IR)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Title</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brian Beacham</td>
<td>Director, Institutional Research</td>
<td>June 1, 2016</td>
</tr>
</tbody>
</table>

Brian provided detailed feedback on the concept paper and offered to provide additional research related to the labour market for business graduates.

**Safety and Security**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Title</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surinder Aulakh</td>
<td>Director of Security</td>
<td>May 13, 2016</td>
</tr>
</tbody>
</table>

Surinder advised that the proposed program will not place additional demands on security personnel as long as it is scheduled to run during normal college operating hours.

**EXTERNAL CONSULTATIONS**

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAC/CEG</td>
<td>A Business Program Advisory Committee has been formed to advise the program. The inaugural meeting of the committee was held on May 5, 2016. Members of the committee have agreed to provide input on the design and structure of the program and to support the practicum placement of students.</td>
</tr>
</tbody>
</table>
| Affiliation, Articulation and/or Accreditation bodies | **Northern Lights College**  
Northern Lights College shared curriculum materials from their Post-Degree Diploma in Business Management to assist VCC in this program development process. |

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSIPS</td>
<td></td>
</tr>
<tr>
<td>DQAB</td>
<td></td>
</tr>
</tbody>
</table>
E. Implementation Information

THE FOLLOWING MUST BE COMPLETED FOR NEW PROGRAMS AND NEW COURSES

COMPLETED BY REGISTRAR'S OFFICE:

1. Course Identifier:

<table>
<thead>
<tr>
<th>Subject Code:</th>
<th>Course #:</th>
<th>Credits:</th>
<th>Effective Term:</th>
</tr>
</thead>
</table>

COMPLETED BY FINANCE:

2. College Code: _______________ Level: _______________
   Division Code: _______________ Major: _______________

3. Which of the following fee structure applies?
   - UT
   - Applied
   - ABE
   - Differential
   - Cost Recovery
   - IE
   - Contract

4. Finance Org Code: ___________________

5. Tuition for all courses:
   - Domestic: ___________________
   - International: _______________

6. College Initiative fee to be charged? ☐ Yes ☐ No

7. Student Society fees? ☐ Yes ☐ No

COMPLETED BY INSTITUTIONAL RESEARCH:

8. FTE Divisor: ___________________

9. Classification Code: _______________

10. Taxonomy: ___________________
F. FINAL REVIEW AND SIGN OFF

Approval verifies that each signatory has carried out the responsibilities assigned under the Curriculum Development and Approval Policy.

1. As Department Leader I certify that:
   a. Faculty in the department (and School, if appropriate) have been consulted and approve of the proposed changes; and
   b. All needed consultation has taken place with internal and external stakeholders, including industry and/or community partners.
   c. The curriculum meets institutional standards and the educational needs of students.

   Fred MacDonald Via Email August 8, 2016
   Name Sign off Date

2. As Dean/Director I certify that:
   a. Documentation meets the standards of the College, and all policies and procedures have been adhered to; and
   b. Resources required to offer and support the course/program have been assessed. If additional resources are needed, steps to secure the needed resources have been initiated.

   Gordon McIvor Via Email August 10, 2016
   Name Sign off Date
Post-Degree Diploma in Canadian Business Management

Program Content Guide

Effective Date: September 1, 2017
Goal
This program is being designed for international students who already hold a bachelor’s degree in any discipline and are interested in business studies in a Canadian context. The Post-Degree Diploma in Canadian Business Management provides students with a solid foundation in business management and prepares them for employment in Canada. Students will be prepared to seek employment in the areas of business, finance and administration.

This program will provide students with the knowledge, skills and experience necessary to manage the human, physical and financial resources and complex strategic and practical management issues that are present in today’s business environment.

Admission Requirements
The admission requirement is an undergraduate degree from an accredited university.

If the degree was not granted by a university in an English speaking country, applicants will be required to have one of the following:

- IELTS written within the last 24 months. Academic version with a minimum 6.5 scores overall and no scores less than 6.0.
- TOEFL written within the last 24 months with and 84 score overall and minimum scores of 21 in reading, listening, writing and speaking.

Prior Learning Assessment & Recognition (PLAR)
Due to the difficulty involved with assessing overseas coursework, PLAR will not be available to students enrolled in this diploma.

Program Duration
The program is designed with four academic terms, each four months long, and may be delivered over two academic years or in an accelerated format of four academic terms in 16 months.

Regular Delivery Option 1: Students enroll in a September start date and complete the program in two academic years of study.

Accelerated Delivery Option 2: Students enroll in a September or January start date and complete the program in 16 months of accelerated study.

Program Learning Outcomes
Graduates of the Post-Degree Diploma in Canadian Business Management will be able to:

- Communicate effectively and respectfully as business professionals
- Work with others to solve problems and manage projects
- Apply core leadership competencies in the business sector
- Evaluate financial information and financial implications related to business decisions to support the goals of a business enterprise
- Improve business procedures by applying up-to-date principles of operations management
- Apply critical thinking and problem-solving techniques to make sound management decisions and recommendations
- Manage cross-culturally with adaptability, flexibility, openness and confidence
- Manage basic human relations issues in a business setting
- Evaluate the impact of various economic, legal, cultural, political and geopolitical systems on business and leadership
- Act in an ethical and socially responsible manner within the legal framework of the Canadian business sector
- Employ sustainable decision-making and practices in their work as business professionals

**Instructional Activities, Design and Delivery Mode**

The courses will be presented using a variety of instructional strategies, resources and activities including lectures, case studies, presentations and guest speakers. A strong emphasis will be placed on using recent case studies from Canadian businesses to highlight the theoretical material. During the final two months of the program, students will be placed in a practicum with a local business.

**Evaluation of Student Learning**

Evaluation of courses is determined by the instructors and may include a combination of assignments, projects, case studies, theory and/or practical exams. To encourage active learning and student engagement, each course will have a mechanism to evaluate individual student participation.

Students must receive a minimum cumulative grade point average of C+ (2.33) upon completion of all program courses to successfully graduate, and a minimum cumulative grade point average of C (2.00) in each term to advance into subsequent courses/terms in the program.

**Recommended Characteristics of Students**

- A strong foundation in mathematics and English.
- Motivated and disciplined.
- Well-developed analytical and critical thinking skills.
- Experienced in word processing and use of spreadsheets
## Courses

<table>
<thead>
<tr>
<th>Term</th>
<th>Course #</th>
<th>Course Name and Description</th>
<th>Credits</th>
</tr>
</thead>
</table>
| 1    | MGMT 1001  | Business Mathematics  
This course introduces basic business mathematics used in commerce and industry. Students develop skill in using basic arithmetic functions and algebraic equations to solve practical financial and mathematical problems encountered in business. Problems relating to retail operations, discounts, simple and compound interest and annuities are used to contextualize mathematical applications. | 3.0     |
| 1    | MGMT 1002  | The Canadian Economy  
This course will examine both micro and macroeconomic topics within the context of the Canadian economy. Students will focus on gaining a broad understanding of economic theory and its application to contemporary Canadian economic issues. Topics will include scarcity and consumer choice, the market system, economic growth, unemployment, inflation and deflation, monetary policy, fiscal policy and international trade. | 3.0     |
| 1    | MGMT 1003  | Principles of Management  
This course involves detailed study of management principles, concepts and techniques. Topics covered include the evolution of management thought, planning, decision-making, organizational structure, leadership, motivation and communication. Students will examine applications and problems from actual business cases and focus on management practices that can be applied in a regional, national or global environment. | 3.0     |
| 1    | MGMT 1004  | Communications in the Canadian Workplace  
This course is intended to introduce students to the theories and practices of contemporary communications in the Canadian workplace. Attention will be devoted to the ethical and relational implications of communication in the workplace as well as the development of clarity in communications. The practical focus of this course will include business letters, memoranda, resumes, reports and visual presentations. | 3.0     |
<table>
<thead>
<tr>
<th></th>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>MGMT 1005</td>
<td>Organizational Behaviour</td>
<td>This course focuses on individual, group, and organizational behaviour. Topics include organizational structure, power, and politics, technology and environment, strategies for effective leadership, motivational techniques and the effect of personality, perception, values and attitudes on behaviour.</td>
<td>3.0</td>
</tr>
<tr>
<td>2</td>
<td>MGMT 1006</td>
<td>Fundamental of Marketing</td>
<td>This course engages students in a detailed study of basic marketing principles and functions and their application to a variety of industry sectors. Students develop a conceptual understanding of strategic marketing planning, product development, positioning, and pricing. All elements of the marketing mix, including communications channels and personal selling are examined. Current and emerging trends in social media marketing and the use of data analytics, their use and importance in business are discussed.</td>
<td>3.0</td>
</tr>
<tr>
<td>2</td>
<td>MGMT 1007</td>
<td>Financial Accounting</td>
<td>This course introduces students to the basic terminology, concepts and principles of accounting including the preparation, analysis and interpretation of financial statements. Topics include accounting as an information system, introduction to accounting theory, income measurement, traditional record keeping procedures, special journals, cash and investments, balance sheet equations. Students work through a full accounting cycle using accounting software.</td>
<td>3.0</td>
</tr>
<tr>
<td>2</td>
<td>MGMT 1008</td>
<td>International E-Commerce</td>
<td>E-commerce is rapidly changing the world of Canadian and international commerce. This course explores the increasingly intertwined relationship between information and communication technology and the world of business. Students will develop an understanding of the practices and principles of using the internet and social media to market goods and services. Selected Canadian case examples will be used to illustrate critical issues that have arisen as a result of the introduction of e-commerce practices in the marketplace.</td>
<td>3.0</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
<td>Credits</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>MGMT 1009</td>
<td>Visual Analytics for Business</td>
<td>In the business world, it is vitally important to turn turning ever-increasing amounts of data into something that can be easily seen and understood. In this course students will learn the fundamental principles and practices of business data analysis and how to communicate business intelligence in visual formats. Working with a variety of data sources and Tableau software, students will learn make sense of quantitative business data by discerning meaningful patterns, trends, relationships and exceptions that reveal business performance, potential problems and opportunities.</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>MGMT 1010</td>
<td>Business Sustainability</td>
<td>This course focuses on the relationship between business and sustainability. The course will introduce concepts relating to business sustainability, including systems thinking, complexity and resilience, corporate responsibility, material and energy flows and transformations, economic and market mechanisms. These topics will be analysed through the five major business functions of finance, accounting, strategy, marketing and operations.</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>MGMT 2011</td>
<td>Managerial Accounting</td>
<td>Managers in today's business environment need timely financial information to help them make good business decisions. This course uses a decision-making approach to prepare students to be managers of information accounting within a business. The course includes a variety of workplace problems and a running theme of strategic management to help students relate management accounting decisions to a company’s success.</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>MGMT 2012</td>
<td>Human Resources Management</td>
<td>This course helps students develop a fundamental understanding of human resources theory and practice. It focuses on the critical issues that concern managers in business organizations including employee relations, recruiting and selection, employment standards and challenges and trends in today’s workplace.</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>MGMT 2013</td>
<td>Management Skills for Supervisors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----------</td>
<td>----------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>This course describes the business management skills needed by supervisors and leaders and explains a learning model for developing such skills. The course is designed to enable students to realize the importance of managerial and leadership skills, and to help them apply these skills effectively in the dynamic and challenging environment of today's business workplace.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>MGMT 2014</td>
<td>Financial Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>In this course students develop an understanding of how business organizations use financial management to manage their operating and fixed costs and provide funding for them with a combination of debt and equity financing. Course topics include financial statement analysis, cost-benefit analysis, capital investment, cost of capital, capital budgeting and managing shareholder value.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>MGMT 2015</td>
<td>Entrepreneurship</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>This course introduces students to entrepreneurship and innovation. This course employs a clear and informative how-to-approach to the challenging process of designing, launching and running a new business in today's dynamic business environment. This course also explores the issues, challenges and implications of Social Entrepreneurship.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>MGMT 2016</td>
<td>Strategic Management</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>This is a capstone course that provides students with the opportunity to integrate and apply knowledge gained in earlier courses. Students will learn how to formulate business strategy and apply the principles of good strategy execution. Recent case examples from Canadian companies are used to illustrate strategic management theory.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
<td>Credits</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------</td>
<td></td>
</tr>
<tr>
<td>MGMT 2017</td>
<td>Canadian Business Law</td>
<td>This course provides an overview of the Canadian legal system and the laws and statutes that affect businesses operating in the province of British Columbia. The course examines the legal principles pertaining to torts, contracts, commercial transactions, employment, agency, business ownership, consumer protection, personal, real and intellectual property and electronic commerce. Business case decisions from the Canadian and BC court systems will be examined to help students develop an appreciation of how the legal system works in practice.</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>MGMT 2018</td>
<td>Canadian Business Ethics</td>
<td>This course introduces students to the importance of ethics and social responsibility in Canadian business. The course explores the relationship between business and society, and examines the moral and ethical challenges faced by various business stakeholders. Students will be encouraged to examine their own personal ethics and think critically about the application of ethical concepts and theories to real Canadian business cases.</td>
<td>2.0</td>
<td></td>
</tr>
<tr>
<td>MGMT 2019</td>
<td>Preparation for the Canadian Workplace</td>
<td>This course is designed to prepare students for practicum placement in the Canadian business workplace. Students will develop and practice job search, interview and communications skills. Students will examine the professional expectations of the Canadian business workplace and prepare personal resumes and profiles for on-line recruitment sites.</td>
<td>1.0</td>
<td></td>
</tr>
<tr>
<td>MGMT 2020</td>
<td>Workplace Practicum</td>
<td>The two-month workplace practicum provides students with an opportunity to apply the skills and knowledge from the classroom in a Canadian business workplace. Students will work with program faculty and prospective placement sites to apply for a practicum assignment that best meets their personal learning and career development goals. During the practicum assignment students will learn new business skills, develop their capacity to communicate effectively in the workplace and begin to build a network of key employer contacts that can help them with their goal of securing permanent employment in the business community.</td>
<td>6.0</td>
<td></td>
</tr>
</tbody>
</table>

Total Program Credits: 60.0
Transcript of Achievement

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

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

Grading Standard

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Point Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
<td></td>
<td>4.33</td>
</tr>
<tr>
<td>A</td>
<td>85-89</td>
<td></td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>76-79</td>
<td></td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>72-75</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>68-71</td>
<td></td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>64-67</td>
<td>Minimum Pass</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>60-63</td>
<td></td>
<td>2.00</td>
</tr>
<tr>
<td>C-</td>
<td>55-59</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>50-54</td>
<td>Minimum Pass</td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td>Failing Grade</td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td>70 or greater</td>
<td>Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
</tr>
<tr>
<td>U</td>
<td></td>
<td>Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards</td>
<td>N/A</td>
</tr>
<tr>
<td>I</td>
<td></td>
<td>Incomplete</td>
<td>N/A</td>
</tr>
<tr>
<td>IP</td>
<td></td>
<td>Course in Progress</td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td></td>
<td>Withdrawal</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Course Standings

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

Grade Point Average (GPA)

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

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

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

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them. The policies are located on the VCC website at: [http://www.vcc.ca/about/governance--policies/policies/](http://www.vcc.ca/about/governance--policies/policies/)

This document is not to be copied or transmitted in any form without the consent of VCC ©
**Course Name:** Business Mathematics  
**Course Number:** MGMT 1001  
**Number of Credits:** 3.0  
**Effective Date:** September 2017

**Course Description:**
This course introduces basic business mathematics used in commerce and industry. Students develop skill in using basic arithmetic functions and algebraic equations to solve practical financial and mathematical problems encountered in business. Problems relating to retail operations, discounts, simple and compound interest and annuities are used to contextualize mathematical applications.

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Year of Study:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Continuing Studies</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course History:</th>
<th>Name of Replacing Course (if applicable):</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Course</td>
<td></td>
</tr>
</tbody>
</table>

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

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

**PLAR (Prior Learning Assessment & Recognition):**
- No
- Yes (details below):
### Instructional Strategies:
Lectures, group work, and independent study

### Course Learning Outcomes:
Successful students will be able to:
1. Perform basic arithmetic functions, and solve basic algebraic equations
2. Solve allocation and equivalence problems using percents and ratios
3. Explain income tax brackets and calculate federal income taxes
4. Solve and graph linear systems consisting of two simultaneous equations
5. Solve problems involving trade discounts, cash discounts, mark-up and markdown
6. Compute break-even values, contribution margins
7. Compute simple interest problems, and calculate present and future values for promissory notes, treasury bills and demand loans
8. Compute compound interest problems dealing with principal, interest rate and time

### Program Learning Outcomes:
Upon completion of the Post-Degree Diploma in Canadian Business Management, successful students will be able to:
1. Communicate effectively as business professionals
2. Work with others to solve problems and manage projects
3. Demonstrate leadership competencies in the business sector
4. Evaluate financial information and financial implications related to business decisions to support the goals of a business enterprise
5. Improve business procedures by applying up to date principles of operations management
6. Apply critical thinking and problem solving techniques to make sound management decisions and recommendations
7. Manage basic human relations issues in a business setting
8. Manage cross culturally with adaptability, flexibility, openness and confidence
9. Evaluate the impact of various economic, legal, cultural, political and geopolitical systems on business and leadership
10. Act in an ethical and socially responsible manner within the legal framework of the Canadian business sector
11. Employ sustainability decision-making and practices in their work as business professionals
## Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>D (50%)</td>
</tr>
</tbody>
</table>

### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
<th>(provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>21</td>
<td>Homework Assignments/Participation</td>
<td></td>
</tr>
<tr>
<td>Assignments</td>
<td>14</td>
<td>Financial Calculator</td>
<td></td>
</tr>
<tr>
<td>Exam</td>
<td>5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exam</td>
<td>10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>35</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>45</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

1. Percentage change  
2. Trade discounts  
3. Cash discounts  
4. Mark-up, mark-down  
5. Break-even analysis  
6. Simple and compound interest  
7. Annuities

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them. The policies are located on the VCC web site at:

http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

---

FOR COMMITTEE USE ONLY

<table>
<thead>
<tr>
<th>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 16, 2016</td>
<td></td>
</tr>
</tbody>
</table>
Course Name: The Canadian Economy

Course Number: MGMT 1002  
Number of Credits: 3.0  
Effective Date: September 2017

Course Description:
This course will examine both micro and macro economic topics within the context of the Canadian economy. Students will focus on gaining a broad understanding of economic theory and its application to contemporary Canadian economic issues. Topics will include scarcity and consumer choice, the market system, economic growth, unemployment, inflation and deflation, monetary policy, fiscal policy and international trade.
Course Learning Outcomes:

Successful students will be able to:
1. Explain the basic principles of economics including: scarcity, choice and opportunity costs
2. Describe the market forces of demand, supply and elasticity
3. Describe various types of market structures: perfect competition, monopoly, oligopoly, and monopolistic competition
4. Describe the nature, role and demand for money
5. Explain how economic variables such as the Gross Domestic Product, the inflation rate, and the unemployment rate are calculated
6. Describe the use of monetary and fiscal policies by the Canadian government
7. Describe the role of the Bank of Canada and the Department of Finance (Canada), in the Canadian economy
8. Describe exchange rate systems, how foreign exchange rates are determined and the effect of exchange rates on Canada's balance of payments and competitiveness
9. Describe Canada's current and pending international free trade agreements and explain how they affect the country's performance as a global trading partner

Program Learning Outcomes:

Upon completion of the Post-Degree Diploma in Canadian Business Management, successful students will be able to:
1. Communicate effectively as business professionals
2. Work with others to solve problems and manage projects
3. Demonstrate leadership competencies in the business sector
4. Evaluate financial information and financial implications related to business decisions to support the goals of a business enterprise
5. Improve business procedures by applying up to date principles of operations management
6. Apply critical thinking and problem solving techniques to make sound management decisions and recommendations
7. Manage basic human relations issues in a business setting
8. Manage cross culturally with adaptability, flexibility, openness and confidence
9. Evaluate the impact of various economic, legal, cultural, political and geopolitical systems on business and leadership
10. Act in an ethical and socially responsible manner within the legal framework of the Canadian business sector
11. Employ sustainability decision-making and practices in their work as business professionals
### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>D (50%)</td>
</tr>
</tbody>
</table>

### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes/Tests</td>
<td>30</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>30</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
</tr>
</tbody>
</table>

Total 100

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - Continuing Studies Lecture/Practical</td>
<td>45</td>
<td></td>
</tr>
</tbody>
</table>

Total 45

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
1. Fundamental concepts of Economics
2. Scarcity, Trade-Offs and Economic Growth
3. The Market, Supply and Demand
5. Production and Costs, Competition
6. Monopoly
7. Input markets and the Distribution of Income
8. Introduction to Macroeconomics, Measuring Economic Performance,
9. Economic Growth in the Global Economy
10. Aggregate Demand, Aggregate Supply and Equilibrium
11. Money and Banking, Bank of Canada and Monetary Policy
12. International Trade and Free Trade Agreements

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:

http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
<table>
<thead>
<tr>
<th><strong>Course Name:</strong></th>
<th>Principles of Management</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Number:</strong></td>
<td>MGMT 1003</td>
</tr>
<tr>
<td><strong>Number of Credits:</strong></td>
<td>3.0</td>
</tr>
<tr>
<td><strong>Effective Date:</strong></td>
<td>September 2017</td>
</tr>
</tbody>
</table>

**Course Description:**
This course involves detailed study of management principles, concepts and techniques. Topics covered include the evolution of management thought, planning, decision-making, organizational structure, leadership, motivation and communication. Students will examine applications and problems from actual business cases and focus on management practices that can be applied in a regional, national or global environment.
Instructional Strategies:
Lectures, case studies, group discussions

Course Learning Outcomes:
Successful students will be able to:
1. Explain how modern management evolved
2. Describe the current dynamic environment of management
3. Explain the spectrum of management from non-profit to entrepreneurial organization
4. Describe decision-making fundamentals
5. Identify and apply strategic management concepts
6. Discuss the importance of developing organizational objectives
7. Propose organizational structures for specific businesses
8. Explain the fundamentals of human resources management
9. Explain the requirements of leadership in the workplace
10. Review the importance of communications in the workplace
11. Discuss the fundamentals of change management

Program Learning Outcomes:
Upon completion of the Post-Degree Diploma in Canadian Business Management, successful students will be able to:
1. Communicate effectively as business professionals
2. Work with others to solve problems and manage projects
3. Demonstrate leadership competencies in the business sector
4. Evaluate financial information and financial implications related to business decisions to support the goals of a business enterprise
5. Improve business procedures by applying up to date principles of operations management
6. Apply critical thinking and problem solving techniques to make sound management decisions and recommendations
7. Manage basic human relations issues in a business setting
8. Manage cross culturally with adaptability, flexibility, openness and confidence
9. Evaluate the impact of various economic, legal, cultural, political and geopolitical systems on business and leadership
10. Act in an ethical and socially responsible manner within the legal framework of the Canadian business sector
11. Employ sustainability decision-making and practices in their work as business professionals
### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>D (50%)</td>
</tr>
</tbody>
</table>

### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Project</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total 100</td>
<td></td>
</tr>
</tbody>
</table>

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - Continuing Studies Lecture/Practical</td>
<td>45</td>
<td></td>
</tr>
</tbody>
</table>

|                 | Total 45                  |

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
1. The Evolution of Management and Foundations of Modern Management
2. Managing in a Cultural and Ethical Environment
3. Managing Diverse Employees in a Multicultural Environment
4. Managing in the Global Environment
5. The Manager as Decision Maker, Planner and Strategist
6. Managing Organizational Structure and Culture
7. Organizational Control and Change
8. Human Resource Management
9. Motivation and Performance
10. Leadership
11. Managing Effective Groups and Teams
12. Promoting Effective Communication
13. Controlling and Building commitment
14. Managing Conflict, Politics, and Negotiation

VCC Education and Education Support Policies
There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:
http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

<table>
<thead>
<tr>
<th>Approved by Curriculum Committee:</th>
<th>August 16, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved by Education Council:</td>
<td></td>
</tr>
</tbody>
</table>
### Course Name:
Communications in the Canadian Workplace

| Course Number: | MGMT 1004 | Number of Credits: | 3.0 | Effective Date: | September 2017 |

**Course Description:***
This course is intended to introduce students to the theories and practices of contemporary communications in the Canadian workplace. Attention will be devoted to the ethical and relational implications of communication in the workplace as well as the development of clarity in communications. Written assignments will include letters, memoranda, resumes and reports and visual presentations.

---

**School or Centre:**
Centre for Continuing Studies

**Year of Study:**
N/A

**Course History:**
New Course

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

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

**PLAR (Prior Learning Assessment & Recognition):**
☒ No ☐ Yes (details below):
Instructional Strategies:
Lectures, group and individual presentations

Course Learning Outcomes:
Successful students will be able to:
1. Explain the principles of workplace communications, including various types of group writing dynamics
2. Describe the sorts of ethical environments in which workplace communication is situated, as well as the ethical implications of communication in the workplace
3. Explain the principles of workplace correspondence, including a sophisticated approach to audience and subject, and use these principles to construct basic workplace documents
4. Explain the principles of persuasion and scientific argument, and use these principles in appropriate circumstances
5. Use graphics and basic principles of layout and design to create effective documents
6. Use appropriate style and tone in workplace documents
7. Conduct research for workplace writing assignments and understand the conventions concerning plagiarism, as well as the reference to and citation of sources
8. Explain the principles of report and proposal writing, and use these principles to write effective reports and proposals
9. Demonstrate the use of electronic media to give effective presentations

Program Learning Outcomes:
Upon completion of the Post-Degree Diploma in Canadian Business Management, successful students will be able to:
1. Communicate effectively as business professionals
2. Work with others to solve problems and manage projects
3. Demonstrate leadership competencies in the business sector
4. Evaluate financial information and financial implications related to business decisions to support the goals of a business enterprise
5. Improve business procedures by applying up to date principles of operations management
6. Apply critical thinking and problem solving techniques to make sound management decisions and recommendations
7. Manage basic human relations issues in a business setting
8. Manage cross culturally with adaptability, flexibility, openness and confidence
9. Evaluate the impact of various economic, legal, cultural, political and geopolitical systems on business and leadership
10. Act in an ethical and socially responsible manner within the legal framework of the Canadian business sector
11. Employ sustainability decision-making and practices in their work as business professionals
## Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>D (50%)</td>
</tr>
</tbody>
</table>

### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Assignments</td>
<td>20</td>
<td>business report</td>
</tr>
<tr>
<td>Project</td>
<td>20</td>
<td>group writing assignment</td>
</tr>
<tr>
<td>Project</td>
<td>20</td>
<td>individual presentation</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

## Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - Continuing Studies Lecture/Practical</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td></td>
</tr>
</tbody>
</table>

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
1. Theory and Process of Workplace Communication
2. Collaborative Writing and Workplace Ethics
3. Communicating in the Digital Workplace
4. Modes of Persuasion
5. Layout, Design and Graphics
6. Style and Tone
7. Varieties of workplace Correspondence
8. Research Strategies for Workplace Writing
9. Employment Correspondence
10. Bibliographies and Literature Reviews
11. Abstracts, Summaries, Definitions, Descriptions and Instructions
12. Recommendation Reports and Proposals
13. Oral Reports and Electronic Presentations

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them.

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

Approved by Curriculum Committee: August 16, 2016

Approved by Education Council:
Course Name: Organizational Behaviour

Course Number: MGMT 1005  Number of Credits: 3.0  Effective Date: September 2017

Course Description:
This course focuses on individual, group, and organizational behaviour. Topics include organizational structure, power, and politics, technology and environment, strategies for effective leadership, motivational techniques and the effect of personality, perception, values and attitudes on behaviour.
Course Learning Outcomes:

Successful students will be able to:
1. Evaluate the opportunities that change creates for organizational behaviour
2. Describe factors that affect organizations competing in a global economy
3. Evaluate a situation to determine if a person is acting ethically and professionally
4. Describe the pillars of morality and the part that empathy plays in moral behaviour
5. Explain how personality influences behaviour in organizations
6. Distinguish between organizational citizenship and deviant workplace behaviour
7. Demonstrate motivational techniques with staff
8. Describe Bandura’s social learning theory
9. Design an orientation program
10. Describe the psycho-physiology of the stress cycle
11. Handle personal stress in the workplace
12. Follow a systematic decision-making model and demonstrate how participation can improve decision-making
13. Describe and analyze forms and sources of power in organizations
14. Explain organizational politics
15. Synthesize leadership research into key guidelines for leaders
16. Create a career/life plan that includes career anchors, multiple pathways, psychological contract, mentorship and maintenance plans

Program Learning Outcomes:

Upon completion of the Post-Degree Diploma in Canadian Business Management, successful students will be able to:
1. Communicate effectively as business professionals
2. Work with others to solve problems and manage projects
3. Demonstrate leadership competencies in the business sector
4. Evaluate financial information and financial implications related to business decisions to support the goals of a business enterprise
5. Improve business procedures by applying up to date principles of operations management
6. Apply critical thinking and problem solving techniques to make sound management decisions and recommendations
7. Manage basic human relations issues in a business setting
8. Manage cross culturally with adaptability, flexibility, openness and confidence
9. Evaluate the impact of various economic, legal, cultural, political and geopolitical systems on business and leadership
10. Act in an ethical and socially responsible manner within the legal framework of the Canadian business sector
11. Employ sustainability decision-making and practices in their work as business professionals
## Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>D (50%)</td>
</tr>
</tbody>
</table>

## Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Exam</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>15</td>
<td>Group Project</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
<td>Oral Presentation</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

## Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - Continuing Studies Lecture/Practical</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Total 45**

## Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

1. Organizational structure
2. Power and politics
3. Technology and environment
4. Strategies for effective leadership
5. Motivational theories and techniques
6. Effect of personality, perception, values, attitudes and diversity on behaviour
7. Groups and teamwork
8. Perception, personality and emotions
9. Conflict and negotiation
10. Career planning

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:

http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | August 16, 2016 | Approved by Education Council: |
Course Name: Fundamentals of Marketing

Course Number: MGMT 1006  
Number of Credits: 3.0  
Effective Date: September 2017

Course Description: This course engages students in a detailed study of basic marketing principles and functions and their application to a variety of industry sectors. Students develop a conceptual understanding of strategic marketing planning, product development, positioning, and pricing. All elements of the marketing mix, including communications channels and personal selling are examined. Current and emerging trends in social media marketing and the use of data analytics, their use and importance in business are discussed.
**Instructional Strategies:**

Lectures, lab sessions, group discussions, case studies and presentations

**Course Learning Outcomes:**

Successful students will be able to:

1. Use marketing terminology accurately and effectively
2. Perform a critical analysis of a marketing situation, and a SWOT and product mix analysis to determine appropriate action
3. Prepare the basis for a marketing plan
4. Define market segments that have the most desirable potential for business
5. Determine appropriate marketing mix, including product assessment, pricing strategy, communication strategies and distribution plan
6. Develop and present a full marketing plan
7. Develop a communication mix
8. Identify the benefits of various communication vehicles, including personal selling
9. Describe the relative strengths and weaknesses of personal selling, public relations, publicity and advertising as they apply to various industry sectors
10. Apply ethical decision-making in marketing and publicity that considers sustainability issues
11. Analyze the use and importance of emerging trends in marketing including the use of social media and data analytics

**Program Learning Outcomes:**

Upon completion of the Post-Degree Diploma in Canadian Business Management, successful students will be able to:

1. Communicate effectively as business professionals
2. Work with others to solve problems and manage projects.
3. Demonstrate leadership competencies in the business sector
4. Evaluate financial information and financial implications related to business decisions to support the goals of a business enterprise.
5. Improve business procedures by applying up to date principles of operations management.
6. Apply critical thinking and problem solving techniques to make sound management decisions and recommendations.
7. Manage basic human relations issues in a business setting.
8. Manage cross culturally with adaptability, flexibility, openness and confidence
9. Evaluate the impact of various economic, legal, cultural, political and geopolitical systems on business and leadership.
10. Act in an ethical and socially responsible manner within the legal framework of the Canadian business sector.
11. Employ sustainability decision-making and practices in their work as business professionals.
### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if ‘Other’</th>
<th>Specify Passing Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>D (50%)</td>
</tr>
</tbody>
</table>

**Components and Weighting of the Assessment/Evaluation Plan:**

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
<td>25</td>
<td>Marketing Plan</td>
</tr>
<tr>
<td>Project</td>
<td>15</td>
<td>Presentation</td>
</tr>
<tr>
<td>Exam</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>35</td>
<td></td>
</tr>
</tbody>
</table>

**Total** 100%

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>L - Classroom</td>
<td>45</td>
<td></td>
</tr>
</tbody>
</table>

**Total** 45

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

1. Introduction to marketing
2. Service characteristics
3. Role of marketing in strategic planning
4. Segmentation – targeting and positioning
5. Marketing environment
6. Marketing information systems
7. Consumer markets and buying power
8. Professional sales
9. Promoting products: promo and advertising
10. Promoting products: public relations and sales
11. Direct and online marketing
12. Using social media and data analytics in marketing

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:

http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

Approved by Curriculum Committee: August 16, 2016

Approved by Education Council: 
<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Year of Study:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre for Continuing Studies</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Course History:**
New Course

**Course Name:** Financial Accounting

**Course Number:** MGMT 1007  
**Number of Credits:** 3.0  
**Effective Date:** September 2017

**Course Description:**
This course introduces students to the basic terminology, concepts and principles of accounting including the preparation, analysis and interpretation of financial statements. Topics include accounting as an information system, introduction to accounting theory, income measurement, traditional record keeping procedures, special journals, cash and investments, balance sheet equations. Students work through a full accounting cycle using accounting software.

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

<table>
<thead>
<tr>
<th>Financial Accounting</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 1001, Business Mathematics</td>
</tr>
</tbody>
</table>

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

**PLAR (Prior Learning Assessment & Recognition):**

<table>
<thead>
<tr>
<th>No</th>
<th>Yes (details below):</th>
</tr>
</thead>
</table>
Instructional Strategies:
Lectures and lab work, demonstrations, case studies, finance software, self-study (research).

Course Learning Outcomes:
Successful students will be able to:
1. Explain the principles of accounting
2. Explain the importance of financial accounting in the Canadian business sector
3. Adjust accounts
4. Apply the required steps in the accounting cycle
5. Distinguish between multiple-step and single-step income statements
6. Describe the relationship between income statement and balance sheet
7. Prepare, analyze and interpret financial statements
8. Explain the differences between a service enterprise and a merchandiser
9. Describe accounting for merchandising operations in business
10. Explain the basis for accounting for inventories and inventory cost-flow methods
11. Interpret inventory turnover
12. Apply the principles of internal control
13. Apply the principles of internal control for payroll
14. Identify the different types of receivables and their values

Program Learning Outcomes:
Upon completion of the Post-Degree Diploma in Canadian Business Management, successful students will be able to:
1. Communicate effectively as business professionals
2. Work with others to solve problems and manage projects
3. Demonstrate leadership competencies in the business sector
4. Evaluate financial information and financial implications related to business decisions to support the goals of a business enterprise
5. Improve business procedures by applying up to date principles of operations management
6. Apply critical thinking and problem solving techniques to make sound management decisions and recommendations
7. Manage basic human relations issues in a business setting
8. Manage cross culturally with adaptability, flexibility, openness and confidence
9. Evaluate the impact of various economic, legal, cultural, political and geopolitical systems on business and leadership
10. Act in an ethical and socially responsible manner within the legal framework of the Canadian business sector
11. Employ sustainability decision-making and practices in their work as business professionals
## Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>D (50%)</td>
</tr>
</tbody>
</table>

### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>5</td>
<td>group assignments</td>
</tr>
<tr>
<td>Project</td>
<td>5</td>
<td>Group project</td>
</tr>
<tr>
<td>Project</td>
<td>5</td>
<td>Moodle activities</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

Total 100

## Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - Continuing Studies Lecture/Practical</td>
<td>45</td>
<td></td>
</tr>
</tbody>
</table>

Total 45

## Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

1. Basic concepts of accounting
2. Analyzing transactions, accounting equation
3. Analysis by building tabular summaries
4. Preparation of financial statements
5. Preparation of general journals, T-Accounts, account ledgers, trial balance
6. Adjustments, preparation of an adjusted trial balance
7. Preparation of worksheets
8. Horizontal and vertical analysis, ratio analysis
9. Accounting for merchandising operations in business
10. Accounting cycle for merchandisers
11. Payroll accounting

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them. The policies are located on the VCC web site at:

http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

Approved by Curriculum Committee:  August 16, 2016
Approved by Education Council:  

VCC-CO-20150901
Course Name: International E-Commerce

Course Number: MGMT 1008  
Number of Credits: 3.0  
Effective Date: September 2017

Course Description:
E-commerce is rapidly changing the world of Canadian and international commerce. This course explores the increasingly intertwined relationship between information and communication technology and the world of business. Students will develop an understanding of the practices and principles of using the internet and social media to market goods and services. Selected Canadian case examples will be used to illustrate critical issues that have arisen as a result of the introduction of e-commerce practices in the marketplace.
Course Learning Outcomes:

Successful students will be able to:

1. Explain the history and development of internet marketing and e-commerce
2. Analyze different online business models
3. Explain the importance of security and controls when conducting business in an online environment
4. Explain the importance of brand management in an online environment
5. Develop an e-marketing and communications plan for a selected company
6. Evaluate the success of internet marketing options
7. Explain the distribution challenges that have arisen with the introduction of e-commerce techniques
8. Develop social media strategies that can be applied to help meet e-commerce goals
9. Explain how data analytics are used to provide business intelligence for e-commerce
10. Discuss the ethical, legal, social and regulatory issues that arise in e-commerce operations

Program Learning Outcomes:

Upon completion of the Post-Degree Diploma, in Canadian Business Management, successful students will be able to:

1. Communicate effectively as business professionals.
2. Work with others to solve problems and manage projects.
3. Demonstrate leadership competencies in the business sector.
4. Evaluate financial information and financial implications related to business decisions to support the goals of a business enterprise.
5. Improve business procedures by applying up to date principles of operations management.
6. Apply critical thinking and problem solving techniques to make sound management decisions and recommendations.
7. Manage basic human relations issues in a business setting.
8. Manage cross culturally with adaptability, flexibility, openness and confidence.
9. Evaluate the impact of various economic, legal, cultural, political and geopolitical systems on business and leadership.
10. Act in an ethical and socially responsible manner within the legal framework of the Canadian business sector.
11. Employ sustainability decision-making and practices in their work as business professionals.
## Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>D (50%)</td>
</tr>
</tbody>
</table>

### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Project</td>
<td>20</td>
<td>web-based research project</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>e-marketing assignment</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Total 100</strong></td>
</tr>
</tbody>
</table>

## Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - Continuing Studies Lecture/Practical</td>
<td>45</td>
<td></td>
</tr>
</tbody>
</table>

**Total 45**

## Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
1. Introduction to E-Commerce
2. Internet Business Models and Strategies
3. Evolution and Applications of the Internet
4. Enterprise-Wide and Inter-Enterprise Systems
5. Security and Controls
6. Billing and Payment Systems
7. Supply-Chain Management
8. E-Procurement, Trading Exchanges, and Auctions
9. Customer Relationship Management
10. Data Analytics and Business Management
11. E-Marketing and Advertising
12. Performance Measurement in E-Commerce
13. Ethical, Legal, and Taxation Issues in E-Commerce

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:

http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.
COURSE OUTLINE

**Course Name:** Visual Analytics for Business

**Course Number:** MGMT 1009

**Number of Credits:** 3.0

**Effective Date:** September 2017

**Course Description:**
In the business world, it is important to turn ever-increasing amounts of data into useful information that can be easily seen and understood. In this course students will learn the fundamental principles and practices of business data analysis and how to communicate business intelligence in visual formats. Working with a variety of data sources and Tableau software, students will learn to make sense of quantitative business data by discerning meaningful patterns, trends, relationships and exceptions that reveal business performance, potential problems and opportunities.
Course Learning Outcomes:

At the end of this course, successful students will be able to:

1. Explain the value of data analytics and visualization for business organizations.
2. Analyze and compare data visualization tools and software available for business intelligence.
3. Analyze data and create basic and advanced data visualizations.
4. Enhance data analysis and create interactivity using custom calculations.
5. Perform advanced analysis by joining and blending data from different sources.
6. Enhance visualizations with custom formatting, labels and annotations.
7. Explore advanced topics such as sheet swapping, custom maps, and Level of Detail (LOD), calculations.
8. Create meaningful dashboards in Tableau.

Program Learning Outcomes:

Upon completion of the Post-Degree Diploma in Canadian Business Management, successful students will be able to:

1. Communicate effectively as business professionals.
2. Work with others to solve problems and manage projects.
3. Demonstrate leadership competencies in the business sector.
4. Evaluate financial information and financial implications related to business decisions to support the goals of a business enterprise.
5. Improve business procedures by applying up to date principles of operations management.
6. Apply critical thinking and problem solving techniques to make sound management decisions and recommendations.
7. Manage basic human relations issues in a business setting.
8. Manage cross culturally with adaptability, flexibility, openness and confidence.
9. Evaluate the impact of various economic, legal, cultural, political and geopolitical systems on business and leadership.
10. Act in an ethical and socially responsible manner within the legal framework of the Canadian business sector.
11. Employ sustainability decision-making and practices in their work as business professionals.
### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>D (50%)</td>
</tr>
</tbody>
</table>

### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Project</td>
<td>35</td>
<td>Data visualization project</td>
</tr>
</tbody>
</table>

Total 100%

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - Continuing Studies Lecture/Practical</td>
<td>45</td>
<td></td>
</tr>
</tbody>
</table>

Total 45

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

1. Introduction to Data Analytics and Business Intelligence
2. Creating Visualizations and Dashboards
3. Foundational to Advanced Analytics
4. Row-Level and Aggregate Calculations
5. Table Calculations
6. Formatting Visualizations
7. Telling a Data Story with Dashboards
8. Adding Value to Analysis - Trends, Distributions and Forecasting
9. Advanced Techniques
10. Presenting Data Stories

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:

http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

<table>
<thead>
<tr>
<th>Approved by Curriculum Committee:</th>
<th>August 16, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved by Education Council:</td>
<td></td>
</tr>
</tbody>
</table>
### Course Name:
Business Sustainability and the Environment

### Course Number:
MGMT 1010

### Number of Credits:
3.0

### Effective Date:
September 2017

### Course Description:
This course focuses on the relationship between business and sustainability. The course will introduce concepts relating to business sustainability, including systems thinking, complexity and resilience, corporate responsibility, material and energy flows and transformations, economic and market mechanisms. These topics will be analysed through the five major business functions of finance, accounting, strategy, marketing and operations.
Instructional Strategies:
Lectures, presentations, assigned readings, discussions, case studies, field trips, guest speakers.

Course Learning Outcomes:
At the end of this course, successful students will be able to:
1. Explain what it means to be a sustainable business and the relationship of profitability and sustainability
2. Recognize the barriers that businesses can encounter in adopting sustainable business practices
3. Explain how sustainable business practice can be a source of competitive advantage for businesses
4. Discuss the key interrelationships among human, earth, and natural systems and why these are important for sustainable businesses
5. Explain how public policies and government influence markets for sustainable businesses
6. Identify ways that different stakeholders can influence the operating context of sustainable businesses
7. Explain the importance of accounting for ensuring sustainability
8. Explain how a strategy of investing in innovation can help achieve sustainability
9. Explain green marketing strategy and how to best incorporate a green strategy into a company’s vision
10. Describe how operations management that incorporates sustainability principles can reduce costs and improve profits
11. Explain socially responsible investing (SRI) and its relationship to sustainability

Program Learning Outcomes:
Upon completion of the Post-Degree Diploma in Canadian Business Management, successful students will be able to:
1. Communicate effectively as business professionals.
2. Work with others to solve problems and manage projects.
3. Demonstrate leadership competencies in the business sector
4. Evaluate financial information and financial implications related to business decisions to support the goals of a business enterprise.
5. Improve business procedures by applying up to date principles of operations management.
6. Apply critical thinking and problem solving techniques to make sound management decisions and recommendations.
7. Manage basic human relations issues in a business setting.
8. Manage cross culturally with adaptability, flexibility, openness and confidence
9. Evaluate the impact of various economic, legal, cultural, political and geopolitical systems on business and leadership.
10. Act in an ethical and socially responsible manner within the legal framework of the Canadian business sector.
11. Employ sustainability decision-making and practices in their work as business professionals.
### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>D (50%)</td>
</tr>
</tbody>
</table>

### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes/Tests</td>
<td>20</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
</tr>
<tr>
<td>Other</td>
<td>10 (Group Project)</td>
</tr>
<tr>
<td>Project</td>
<td>30 (Sustainability Business Case Study)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
</tr>
</tbody>
</table>

Total 100%

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - Continuing Studies Lecture/Practical</td>
<td>45</td>
<td></td>
</tr>
</tbody>
</table>

Total 45

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
1. Sustainable Business Core Concepts and Frameworks
2. The Science of Sustainability
4. Accountability for Sustainability
5. Entrepreneurship, Innovation, and Sustainable Business
6. Sustainable business Marketing
7. Sustainable Business Entrepreneurship
8. Marketing Sustainability
9. Sustainable Supply Chain Management
10. Operations Management and Sustainability
11. Sustainable Investing
12. Strategic Mission-Driven Sustainability

VCC Education and Education Support Policies
There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:
http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

Approved by Curriculum Committee: August 16, 2016
Approved by Education Council:
**Course Name:** Managerial Accounting

**Course Number:** MGMT 2011  
**Number of Credits:** 3.0  
**Effective Date:** September 2017

**Course Description:**
Managers in today's business environment need timely financial information to help them make good business decisions. This course uses a decision-making approach to prepare students to be managers of information accounting within a business and includes a variety of workplace problems and a running theme of strategic management to help students relate management accounting decisions to a company's success.

**School or Centre:** Centre for Continuing Studies  
**Year of Study:** N/A  
**Course History:** New Course  
**Name of Replacing Course (if applicable):**

**Course Pre-requisites (if applicable):**
MGMT 1007 Financial Accounting

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

**PLAR (Prior Learning Assessment & Recognition):**  
☑ No ☐ Yes (details below):
**Instructional Strategies:**
Presentations, discussions, case studies, exercises, use of computer program applications, individual and group work

---

**Course Learning Outcomes:**

At the end of this course, successful students will be able to:

1. Describe the role of management accounting in today's organizations
2. Explain how cost drivers affect cost behavior
3. Measure and mathematically express cost functions and use them to predict costs
4. Construct an income statement using the variable costing approach and the absorption costing approach
5. Explain the relationships between activities, resources, costs and cost drivers
6. Prepare summary journal entries for the typical transactions of a job-costing system
7. Compute costs and prepare journal entries for the principal transactions in a process-costing system
8. Describe the relationships among the main elements of the decision process
9. Use opportunity cost to analyze the income effects of a given alternative
10. Explain the major features and advantages of a master budget
11. Use flexible-budget formulas to construct a flexible budget based on the volume of sales
12. Describe a management control system and how it relates to organizational goals
13. Analyze the main elements of decentralization and identify its expected benefits and costs

---

**Program Learning Outcomes:**

Upon completion of the Post-Degree Diploma in Canadian Business Management, successful students will be able to:

1. Communicate effectively as business professionals
2. Work with others to solve problems and manage projects
3. Demonstrate leadership competencies in the business sector
4. Evaluate financial information and financial implications related to business decisions to support the goals of a business enterprise
5. Improve business procedures by applying up to date principles of operations management
6. Apply critical thinking and problem solving techniques to make sound management decisions and recommendations
7. Manage basic human relations issues in a business setting
8. Manage cross culturally with adaptability, flexibility, openness and confidence
9. Evaluate the impact of various economic, legal, cultural, political and geopolitical systems on business and leadership
10. Act in an ethical and socially responsible manner within the legal framework of the Canadian business sector
11. Employ sustainability decision-making and practices in their work as business professionals
Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>D (50%)</td>
</tr>
</tbody>
</table>

Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>20</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>15</td>
</tr>
<tr>
<td>Assignments</td>
<td>15</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
</tr>
<tr>
<td>Project</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - Continuing Studies Lecture/Practical</td>
<td>45</td>
<td></td>
</tr>
</tbody>
</table>

| Total | 45    |

Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

1. Management Accounting and Management Decisions
2. Cost Behavior and Cost-Volume Relationships
3. Measurement of Cost Behavior
4. Cost Management Systems
5. Cost Allocation and Activity-Based Costing Systems
6. Job-Costing Systems
7. Process-Costing Systems
8. Relevant Information and Decision Making: Marketing Decisions
9. Relevant Information and Decision Making: Production Decisions
10. Capital Budgeting Decisions
11. The Master Budget
12. Flexible Budgets and Variance Analysis
13. Management Control Systems, the Balanced Scorecard and Responsibility Accounting
14. Management Control in Decentralized Organizations

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:

http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | August 16, 2016 | Approved by Education Council: |
Course Name: Human Resources Management

Course Number: MGMT 2012  
Number of Credits: 3.0  
Effective Date: September 2017

Course Description:
This course introduces students to human resources theory and practice and focuses on the critical issues that concern managers in business organizations, including employee relations, recruiting and selection, employment standards and challenges and trends in the workplace.

School or Centre: Centre for Continuing Studies  
Year of Study: N/A

Course History:
New Course

Course Pre-requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)  
☐ No  ☑ Yes (details below):
Instructional Strategies:
Lectures, role plays, case studies, group discussions and projects

Course Learning Outcomes:
Successful students will be able to:
1. Describe the employee recruitment process.
2. Analyze the processes, programs and systems in an organization that focus on the effective deployment and development of its employees.
3. Describe the alignment of business strategy and human resource management strategy.
4. Describe the legal framework of HRM and types of employment law in Canada.
5. Describe statutory rights, contractual rights, due process and legal implications of those rights.
6. Outline the manager’s role in creating a work environment that is free from harassment/discrimination.
7. Describe work environments that increase employee contributions, engagement and motivation.
8. Describe the steps required in a progressive disciplinary process.
9. Describe the legal responsibilities of managers and supervisors to create safe and healthy workplace.
10. Explain a proactive strategic approach to improving employee health and safety.
11. Explain how to work effectively with unions.
12. Evaluate the effectiveness of line management’s ownership of HRM processes, programs an systems.
13. Apply theories in ethics and moral development which are relevant to the business community.

Program Learning Outcomes:
Upon completion of the Post-Degree Diploma in Canadian Business Management, successful students will be able to:
1. Communicate effectively as business professionals.
2. Work with others to solve problems and manage projects.
3. Demonstrate leadership competencies in the business sector.
4. Evaluate financial information and financial implications related to business decisions to support the goals of a business enterprise.
5. Improve business procedures by applying up to date principles of operations management.
6. Apply critical thinking and problem solving techniques to make sound management decisions and recommendations.
7. Manage basic human relations issues in a business setting.
8. Manage cross culturally with adaptability, flexibility, openness and confidence.
9. Evaluate the impact of various economic, legal, cultural, political and geopolitical systems on business and leadership.
10. Act in an ethical and socially responsible manner within the legal framework of the Canadian business sector.
11. Employ sustainability decision-making and practices in their work as business professionals.
## Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if ‘Other’:</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>D (50%)</td>
</tr>
</tbody>
</table>

### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(provide a brief explanation for each component especially if value exceeds 35%):</td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Journal critiques</td>
</tr>
<tr>
<td>Participation</td>
<td>15</td>
<td>Attendance and class participation</td>
</tr>
<tr>
<td>Exam</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
<td>Annotated bibliography</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total 100</td>
</tr>
</tbody>
</table>

## Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - Continuing Studies Lecture/Practical</td>
<td>45</td>
<td></td>
</tr>
</tbody>
</table>

|                  | Total | 45    |

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
1. Scope of human resources in business organizations
2. Group dynamics
3. Ethics, morals, professionalism in business
4. Employment standards
5. Diversity
6. Recruitment, job specifications, appraisals
7. Employee handbooks, orientations
8. Manager’s role in creating a safe work environment
9. Conflict management
10. Health and safety
11. Legal aspects of human resources work
12. Designing job descriptions
13. Working effectively with unions

VCC Education and Education Support Policies

There are a number of **Education** and **Education Support** policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:

[http://www.vcc.ca/about/governance--policies/policies/](http://www.vcc.ca/about/governance--policies/policies/)

To find out how this course transfers, visit the BC Transfer Guide at [www.bctransferguide.ca](http://www.bctransferguide.ca).

---

<table>
<thead>
<tr>
<th>FOR COMMITTEE USE ONLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved by Curriculum Committee:</td>
</tr>
<tr>
<td>Approved by Education Council:</td>
</tr>
<tr>
<td><strong>Course Name:</strong></td>
</tr>
<tr>
<td>------------------</td>
</tr>
<tr>
<td><strong>Course Number:</strong></td>
</tr>
<tr>
<td><strong>Effective Date:</strong></td>
</tr>
</tbody>
</table>

**Course Description:**
This course describes the business management skills needed by supervisors and leaders and explains a learning model for developing such skills. The course is designed to enable students to realize the importance of managerial and leadership skills, and to help them apply these skills effectively in the dynamic and challenging environment of today's business workplace.
Course Learning Outcomes:

At the end of the course, successful students will be able to:
1. Develop self awareness and recognize their own cognitive style
2. Define emotional intelligence and recognize its importance in building managerial relationships
3. Adopt strategies for reducing personal stress
4. Increase proficiency and creativity in problem solving
5. Develop effective and persuasive communication skills as supervisors
6. Develop strategies for effectively managing conflict
7. Improve relationships by using personal management interviews
8. Enhance the work-related abilities of others in managerial organizations
9. Facilitate a motivating work environment as supervisors
10. Utilize appropriate conflict management strategies
11. Recognize when to delegate tasks in an organization
12. Participate as an effective team member and facilitate team leadership

Program Learning Outcomes:

Upon completion of the Post-Degree Canadian Business Diploma, successful students will be able to:
1. Communicate effectively as business professionals
2. Work with others to solve problems and manage projects
3. Demonstrate leadership competencies in the business sector
4. Evaluate financial information and financial implications related to business decisions to support the goals of a business enterprise
5. Improve business procedures by applying up to date principles of operations management
6. Apply critical thinking and problem solving techniques to make sound management decisions and recommendations
7. Manage basic human relations issues in a business setting.
8. Manage cross culturally with adaptability, flexibility, openness and confidence
9. Evaluate the impact of various economic, legal, cultural, political and geopolitical systems on business and leadership
10. Act in an ethical and socially responsible manner within the legal framework of the Canadian business sector
11. Employ sustainability decision-making and practices in their work as business professionals
## Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>D (50%)</td>
</tr>
</tbody>
</table>

### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan (provide a brief explanation for each component especially if value exceeds 35%):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Assignments</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Project</td>
<td>20</td>
<td>group project</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>-</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - Continuing Studies Lecture/Practical</td>
<td>45</td>
<td></td>
</tr>
</tbody>
</table>

| **Total** | **45** |

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
1. Developing Self Awareness
2. Managing Personal Stress
3. Solving Problems Analytically and Creatively
4. Building Relationships by Communicating Supportively
5. Gaining Power and Influence
6. Motivating Others
7. Managing Conflict
8. Empowering and Delegating
9. Building Effective Teams and Teamwork
10. Leading positive Change

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:

http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

<table>
<thead>
<tr>
<th>Approved by Curriculum Committee:</th>
<th>August 16, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved by Education Council:</td>
<td></td>
</tr>
<tr>
<td><strong>Course Name:</strong></td>
<td>Financial Management</td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td><strong>Course Number:</strong></td>
<td>MGMT 2014</td>
</tr>
<tr>
<td><strong>Course Description:</strong></td>
<td>In this course students develop an understanding of how business organizations use financial management to manage their operating and fixed costs and provide funding for them with a combination of debt and equity financing. Course topics include financial statement analysis, cost-benefit analysis, capital investment, cost of capital, capital budgeting and managing shareholder value.</td>
</tr>
</tbody>
</table>

**School or Centre:** Centre for Continuing Studies

**Year of Study:** N/A

**Course History:** New Course

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

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

**PLAR (Prior Learning Assessment & Recognition):** ☑ No ☐ Yes (details below):
Course Learning Outcomes:

Successful students will be able to:
1. Explain the purpose of financial management in a business operation
2. Analyze financial statements for evaluation and forecasting purposes
3. Describe how Cost-Benefit Analysis (CBA), is used for the management of working capital
4. Apply the basic techniques of Time-Value-of-Money (TVM), capital budgeting and financial forecasting to financial decisions
5. Explain the relationship between risk and return and the reduction of risk through diversification
6. Calculate and apply the correct cost of capital in business decision-making
7. Demonstrate how Canada’s capital markets affect a company’s ability to raise capital funds.
8. Identify and evaluate major capital spending decisions for a business
9. Explain the approaches used to measure and manage shareholder value in a business
10. Describe the effects of mergers and acquisitions on a business, its’ shareholders and the general public

Program Learning Outcomes:

Upon completion of the Post-Degree Diploma in Canadian Business Management, successful students will be able to:
1. Communicate effectively as business professionals
2. Work with others to solve problems and manage projects
3. Demonstrate leadership competencies in the business sector
4. Evaluate financial information and financial implications related to business decisions to support the goals of a business enterprise
5. Improve business procedures by applying up to date principles of operations management
6. Apply critical thinking and problem solving techniques to make sound management decisions and recommendations
7. Manage basic human relations issues in a business setting
8. Manage cross culturally with adaptability, flexibility, openness and confidence
9. Evaluate the impact of various economic, legal, cultural, political and geopolitical systems on business and leadership
10. Act in an ethical and socially responsible manner within the legal framework of the Canadian business sector.
11. Employ sustainability decision-making and practices in their work as business professionals
**Evaluation/Grading System**

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>D (50%)</td>
</tr>
</tbody>
</table>

**Components and Weighting of the Assessment/Evaluation Plan:**

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(provide a brief explanation for each component especially if value exceeds 35%):</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Assignments</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total 100</td>
</tr>
</tbody>
</table>

**Learning Environment/Type**

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - Continuing Studies Lecture/Practical</td>
<td>45</td>
<td></td>
</tr>
</tbody>
</table>

**Total** 45

**Resource Material(s):**

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
1. The Role and Purpose of Financial Management
2. Analyzing Financial Statements
3. Cost-Benefit Analysis (CBA)
4. Time-Value-of-Money (TVM)
5. Capital Investment
6. Sources of Funds
7. Cost of Capital
8. Capital Budgeting
9. Measuring and Managing Shareholder Value
10. Mergers, Acquisitions, and Valuation of Shares

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:

http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

<table>
<thead>
<tr>
<th>Approved by Curriculum Committee:</th>
<th>August 16, 2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved by Education Council:</td>
<td></td>
</tr>
</tbody>
</table>
**Course Name:** Entrepreneurship

**Course Number:** MGMT 2015  
**Number of Credits:** 3.0  
**Effective Date:** September 2017

**Course Description:**
This course introduces students to entrepreneurship and innovation. This course employs a clear and informative how-to-approach to the challenging process of designing, launching and running a new business in today's dynamic business environment. This course also explores the issues, challenges and implications of Social Entrepreneurship.

<table>
<thead>
<tr>
<th>School or Centre:</th>
<th>Year of Study:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre for Continuing Studies</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name of Replacing Course (if applicable):</th>
</tr>
</thead>
</table>

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

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

**PLAR (Prior Learning Assessment & Recognition)**  
☑️ No ☐ Yes (details below):
Instructional Strategies:
Project-based learning, case studies, individual work

Course Learning Outcomes:
At the end of this course, successful students will be able to:
1. Describe eight major domains of a company's external environment
2. Contrast the differences between management and entrepreneurship
3. Develop a model for corporate entrepreneurship
4. Express appreciation for the entrepreneurial process in both a private enterprise and nonprofit context
5. Define the areas in which people are creative at work, and plan ways to cultivate these characteristics in the work environment
6. Explain the key elements of the Human Resource Management (HRM) system to create an entrepreneurial environment
7. Relate corporate entrepreneurship to corporate strategy and success
8. Explain how to structure a company for entrepreneurship
9. Develop a vision of an entrepreneurial culture for an organization
10. Explain the constraints on entrepreneurial performance, and the characteristics of leading entrepreneurial organizations
11. Assess corporate entrepreneurial performance
12. Describe methods for control and sustaining entrepreneurial performance
13. Examine diverse approaches to Social Entrepreneurship
14. Discuss the current opportunities, challenges and implications around Social Entrepreneurship

Program Learning Outcomes:
Upon completion of the Post-Degree Diploma in Canadian Business Management, successful students will be able to:
1. Communicate effectively as business professionals
2. Work with others to solve problems and manage projects
3. Demonstrate leadership competencies in the business sector
4. Evaluate financial information and financial implications related to business decisions to support the goals of a business enterprise
5. Improve business procedures by applying up to date principles of operations management
6. Apply critical thinking and problem solving techniques to make sound management decisions and recommendations
7. Manage basic human relations issues in a business setting
8. Manage cross culturally with adaptability, flexibility, openness and confidence
9. Evaluate the impact of various economic, legal, cultural, political and geopolitical systems on business and leadership
10. Act in an ethical and socially responsible manner within the legal framework of the Canadian business sector
11. Employ sustainability decision-making and practices in their work as business professionals
### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>D (50%)</td>
</tr>
</tbody>
</table>

### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Assignments</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Project</td>
<td>10</td>
<td>Social Entrepreneurship briefing paper</td>
</tr>
<tr>
<td>Project</td>
<td>35</td>
<td>Entrepreneurial culture project</td>
</tr>
</tbody>
</table>

Total 100

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - Continuing Studies Lecture/Practical</td>
<td>45</td>
<td></td>
</tr>
</tbody>
</table>

Total 45

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

1. The new entrepreneurial imperative
2. The unique nature of corporate entrepreneurship
3. Levels of entrepreneurship in organizations and entrepreneurial intensity
4. The forms of corporate entrepreneurship
5. Entrepreneurship in other contexts: nonprofit and government organizations
6. Human resources in the entrepreneurial organization: the creative individual
7. Human resources in the entrepreneurial organization: the organizational perspective
8. Corporate strategy and entrepreneurship
9. Structuring the company for entrepreneurship
10. Developing and entrepreneurial culture
11. Constraints on entrepreneurial performance
12. Leading the entrepreneurial organization
13. Assessing corporate entrepreneurial performance
14. Control and entrepreneurial activity
15. Sustaining entrepreneurial performance
16. Social entrepreneurship

VCC Education and Education Support Policies
There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:
http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

| Approved by Curriculum Committee: | August 16, 2016 | Approved by Education Council: | }

VCC-CD-20150901
**Course Name:** Strategic Management

**Course Number:** MGMT 2016  
**Number of Credits:** 3.0  
**Effective Date:** September 2017

**Course Description:**
This is a capstone course that provides students with the opportunity to integrate and apply knowledge gained in earlier courses. Students will learn how to formulate business strategy and apply the principles of good strategy execution. Recent case examples from Canadian companies are used to illustrate strategic management theory.

**School or Centre:** Centre for Continuing Studies  
**Year of Study:** N/A

**Course History:** New Course

**Course Pre-requisites (if applicable):**
Completion of all courses in the first three semesters of the Post-Degree Diploma in Canadian Business Management

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

**PLAR (Prior Learning Assessment & Recognition):**  
- ☑ No  
- ☐ Yes (details below):
Instructional Strategies:
lectures, projects and case analysis

Course Learning Outcomes:

Successful students will be able to:
1. Explain the history and importance of strategic management
2. Evaluate a company's strategy, its present position and long-term direction
3. Identify aspects of a company's environment that can influence its long-term decisions
4. Conduct a strategic analysis in a variety of industries and competitive situations
5. Design a business strategy using the principles of good strategy execution
6. Explain the relationship between social responsibility and corporate performance
7. Analyze environmental and organizational information using Strengths, Weaknesses, Opportunities and Threats (SWOT) analysis
8. Apply the directional strategies of growth, stability and retrenchment
9. Develop programs, budgets, and procedures to implement strategic change
10. Develop appropriate control systems to support specific strategies
11. Describe the role and responsibilities of corporate leaders and board directors in the corporate governance process
12. Apply ethical decision making when developing programs, budgets and systems to support strategies
13. Integrate the knowledge gained in earlier business courses into the development of strategic plans

Program Learning Outcomes:

Upon completion of the Post-Degree Diploma in Canadian Business Management, successful students will be able to:
1. Communicate effectively as business professionals
2. Work with others to solve problems and manage projects
3. Demonstrate leadership competencies in the business sector
4. Evaluate financial information and financial implications related to business decisions to support the goals of a business enterprise
5. Improve business procedures by applying up to date principles of operations management
6. Apply critical thinking and problem solving techniques to make sound management decisions and recommendations
7. Manage basic human relations issues in a business setting
8. Manage cross culturally with adaptability, flexibility, openness and confidence
9. Evaluate the impact of various economic, legal, cultural, political and geopolitical systems on business and leadership
10. Act in an ethical and socially responsible manner within the legal framework of the Canadian business sector
11. Employ sustainability decision-making and practices in their work as business professionals
### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>D (50%)</td>
</tr>
</tbody>
</table>

### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(provide a brief explanation for each component especially if value exceeds 35%):</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Project</td>
<td>25</td>
<td>midterm project</td>
</tr>
<tr>
<td>Assignments</td>
<td>20</td>
<td>case analysis assignments</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

Total 100

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - Continuing Studies Lecture/Practical</td>
<td>45</td>
<td></td>
</tr>
</tbody>
</table>

Total 45

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

1. History and Definition of Strategic Management
2. Leading Strategically
3. Evaluating the External Environment
4. Managing Firm Resources
5. SWOT Analysis
6. Supporting Business-level Strategy
7. Competing in International Markets
8. Selecting Corporate-Level Strategies
9. Executing Strategy Through Organizational Design
10. Leading an Ethical Organization
11. Corporate Governance and Social Responsibility

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:

http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

<table>
<thead>
<tr>
<th>Approved by Curriculum Committee:</th>
<th>Approved by Education Council:</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 16, 2016</td>
<td></td>
</tr>
</tbody>
</table>
Course Name: Canadian Business Law

Course Number: MGMT 2017
Number of Credits: 3.0
Effective Date: September 2017

Course Description:
This course provides an overview of the Canadian legal system and the laws and statutes that affect businesses operating in the province of British Columbia. The course examines the legal principles pertaining to torts, contracts, commercial transactions, employment, agency, business ownership, consumer protection, personal, real and intellectual property and electronic commerce. Business case decisions from the Canadian and BC court systems will be examined to help students develop an appreciation of how the legal system works in actual practice.

School or Centre: Centre for Continuing Studies
Year of Study: N/A

Course History:
New Course

Course Pre-requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition) ☑ No ☐ Yes (details below):
Course Learning Outcomes:

Successful students will be able to:
1. Describe the origins of Canadian common law, equity, and statute law
2. Explain the role and differences between federal and provincial courts in Canada
3. Define and describe "torts", requirements for a tort action and remedies for tort claim
4. Explain the function and use of alternative methods for resolving disputes
5. Explain the principles affecting contract law and contractual relationships
6. Describe the forms of Canadian business organizations and the advantages and disadvantages of each
7. Describe the Sale of Goods Act impact on contractual relations and discuss consumer protection legislation
8. Discuss the responsibilities, rights and obligations that affect an employer/employee relationship in the workplace
9. Explain the differences between real and personal property
10. Distinguish between intellectual property and other kinds of property
11. Describe the nature of electronic commerce and its impact on business
12. Explain remedies open to injured parties via the Canadian court system
13. Recognize and analyze legal problems through case analyses

Program Learning Outcomes:

Upon completion of the Post-Degree Diploma in Canadian Business Management, successful students will be able to:
1. Communicate effectively as business professionals
2. Work with others to solve problems and manage projects
3. Demonstrate leadership competencies in the business sector
4. Evaluate financial information and financial implications related to business decisions to support the goals of a business enterprise
5. Improve business procedures by applying up to date principles of operations management
6. Apply critical thinking and problem solving techniques to make sound management decisions and recommendations
7. Manage basic human relations issues in a business setting
8. Manage cross culturally with adaptability, flexibility, openness and confidence
9. Evaluate the impact of various economic, legal, cultural, political and geopolitical systems on business and leadership
10. Act in an ethical and socially responsible manner within the legal framework of the Canadian business sector
11. Employ sustainability decision-making and practices in their work as business professionals
### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>D (50%)</td>
</tr>
</tbody>
</table>

### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>15</td>
<td>group project</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>35</td>
<td></td>
</tr>
</tbody>
</table>

Total 100%

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - Continuing Studies Lecture/Practical</td>
<td>45</td>
<td></td>
</tr>
</tbody>
</table>

Total 45

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:
The Canadian Legal System
Torts and Professional Liability
Formation of Contracts
Enforcing Contractual Obligations
Legislation in the Marketplace
Agency and Employment
Methods of Carrying on Business
Real and Personal Property
Intellectual Property
Electronic Commerce and International Trade

VCC Education and Education Support Policies
There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:
http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY
Approved by Curriculum Committee: August 16, 2016
Approved by Education Council:
### Course Name:
Canadian Business Ethics

### Course Number:
MGMT 2018  
**Number of Credits:** 2.0  
**Effective Date:** September 2017

### Course Description:
This course introduces students to the importance of ethics and social responsibility in Canadian business. The course explores the relationship between business and society, and examines the moral and ethical challenges faced by various business stakeholders. Students will be encouraged to examine their own personal ethics and think critically about the application of ethical concepts and theories to real Canadian business cases.

### School or Centre:
Centre for Continuing Studies

### Year of Study:
N/A

### Course History:
New Course

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

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

### PLAR (Prior Learning Assessment & Recognition)
- **No**
- **Yes (details below):**
Instructional Strategies:
Lectures, projects and case analyses

Course Learning Outcomes:
Successful students will be able to:

1. Understand the relationship between business and society
2. Identify business stakeholders and their issues
3. Explain the moral and ethical issues that arise in Canadian business
4. Develop an awareness of their own personal code of ethics
5. Analyze ethical dilemmas that are present in business cases
6. Apply the reasoning and analytical skills required for a satisfactory resolution these dilemmas

Program Learning Outcomes:
Upon completion of the Post-Degree Diploma in Canadian Business Management, successful students will be able to:

1. Communicate effectively as business professionals
2. Work with others to solve problems and manage projects
3. Demonstrate leadership competencies in the business sector
4. Evaluate financial information and financial implications related to business decisions to support the goals of a business enterprise
5. Improve business procedures by applying up to date principles of operations management
6. Apply critical thinking and problem solving techniques to make sound management decisions and recommendations
7. Manage basic human relations issues in a business setting
8. Manage cross culturally with adaptability, flexibility, openness and confidence
9. Evaluate the impact of various economic, legal, cultural, political and geopolitical systems on business and leadership
10. Act in an ethical and socially responsible manner within the legal framework of the Canadian business sector
11. Employ sustainability decision-making and practices in their work as business professionals
## Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>D (50%)</td>
</tr>
</tbody>
</table>

## Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20</td>
<td>Ethical dilemma case studies</td>
</tr>
<tr>
<td>Assignments</td>
<td>20</td>
<td>presentation</td>
</tr>
<tr>
<td>Project</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

Total 100

## Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - Continuing Studies Lecture/Practical</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

Total 30

## Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
Course Topics:

1. The Relationship Between Business and Society
2. Identifying Stakeholders and Issues
3. Ethics of Business: The Theoretical Basis
4. Ethics of Business: Management and Leadership
5. Corporate Social Responsibility: Concept and Practice
6. Regulating Business
7. Ethics and Responsibilities in the Workplace and Marketplace
8. Globalization and Business Responsibilities

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:

http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

Approved by Curriculum Committee: August 16, 2016
Approved by Education Council:
Course Name: Preparation for the Canadian Workplace

Course Number: MGMT 2019  Number of Credits: 1.0  Effective Date: September 2017

Course Description:
This course is designed to prepare students for practicum placement in the Canadian business workplace. Students will develop and practice job search, interview and communications skills. Students will examine the professional expectations of the Canadian business workplace and prepare personal resumes and profiles for on-line recruitment sites.

Course Pre-requisites (if applicable):
Completion of all courses in the first three semesters of the Post-Degree Diploma in Canadian Business Management.

PLAR (Prior Learning Assessment & Recognition)  □ No  □ Yes (details below):
Course Learning Outcomes:

Successful students will be able to:
1. Explain the professional expectations of new employees entering the Canadian business workplace
2. Develop a set of personal business career planning goals
3. Develop an on-line profile for business recruitment websites
4. Prepare a professional resume for prospective employers
5. Complete mock job interviews and respond effectively to interview questions and behavioural scenarios

Program Learning Outcomes:

Upon completion of the Post-Degree Diploma in Canadian Business Management, successful students will be able to:
1. Communicate effectively as business professionals
2. Work with others to solve problems and manage projects
3. Demonstrate leadership competencies in the business sector
4. Evaluate financial information and financial implications related to business decisions to support the goals of a business enterprise
5. Improve business procedures by applying up to date principles of operations management.
6. Apply critical thinking and problem solving techniques to make sound management decisions and recommendations
7. Manage basic human relations issues in a business setting
8. Manage cross culturally with adaptability, flexibility, openness and confidence
9. Evaluate the impact of various economic, legal, cultural, political and geopolitical systems on business and leadership
10. Act in an ethical and socially responsible manner within the legal framework of the Canadian business sector
11. Employ sustainability decision-making and practices in their work as business professionals
Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letter Grades</td>
<td></td>
<td>D (50%)</td>
</tr>
</tbody>
</table>

Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Portfolio</td>
<td>30</td>
<td>on-line profile and resume</td>
</tr>
<tr>
<td>Assignments</td>
<td>20</td>
<td>personal career planning goals and job search strategy</td>
</tr>
<tr>
<td>Lab Work</td>
<td>30</td>
<td>mock interviews</td>
</tr>
</tbody>
</table>

Total 100

Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A - Continuing Studies Lecture/Practical</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

Total 15

Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
1. Job Search Techniques
2. Personal Career Planning and Goal Setting
3. Developing a Career Network
4. Resume Development
5. Online Profiles
6. Interview Skills

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:
http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

Approved by Curriculum Committee: August 16, 2016
Approved by Education Council:
**Course Name:** Workplace Practicum  
**Course Number:** MGMT 2020  
**Number of Credits:** 6.0  
**Effective Date:** September 2017

**Course Description:**
The two-month workplace practicum provides students with an opportunity to apply the skills and knowledge from the classroom in a Canadian business workplace. Students will work with program faculty and prospective placement sites to apply for a practicum assignment that best meets their personal learning and career development goals. During the practicum assignment students will learn new business skills, develop their capacity to communicate effectively in the workplace and begin to build a network of key employer contacts that can help them with their goal of securing permanent employment in the business community.

**Course Pre-requisites (if applicable):**
Completion of all courses in the first three semesters of the Post-Degree Diploma in Canadian Business Management

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

**PLAR (Prior Learning Assessment & Recognition):**  
- No  
- Yes (details below):
Instructional Strategies:
Practicum placement in an appropriate business setting with on-site supervision from workplace supervisor and VCC Faculty supervisor. Weekly practicum mentoring sessions on campus.

Course Learning Outcomes:
Successful students will be able to:
1. Apply job search and interview skills to successfully obtain a practicum placement
2. Develop a realistic set of measurable learning objectives for the practicum
3. Apply classroom knowledge and skills to the business environment
4. Observe and report on the workplace culture, norms, and expectations
5. Communicate effectively both verbally and in written formats in the business environment
6. Demonstrate a professional and ethical manner of interacting in the business environment
7. Work effectively as a team member in the business environment
8. Develop self management skills related to punctuality, time management, work organization and stress management
9. Evaluate personal progress in the placement by self assessment
10. Accept constructive criticism regarding performance throughout the practicum placement

Program Learning Outcomes:
Upon completion of the Post-Degree Diploma in Canadian Business Management, successful students will be able to:
1. Communicate effectively as business professionals
2. Work with others to solve problems and manage projects
3. Demonstrate leadership competencies in the business sector
4. Evaluate financial information and financial implications related to business decisions to support the goals of a business enterprise
5. Improve business procedures by applying up to date principles of operations management
6. Apply critical thinking and problem solving techniques to make sound management decisions and recommendations
7. Manage basic human relations issues in a business setting
8. Manage cross culturally with adaptability, flexibility, openness and confidence
9. Evaluate the impact of various economic, legal, cultural, political and geopolitical systems on business and leadership
10. Act in an ethical and socially responsible manner within the legal framework of the Canadian business sector
11. Employ sustainability decision-making and practices in their work as business professionals
### Evaluation/Grading System

<table>
<thead>
<tr>
<th>Grading System</th>
<th>Specify if 'Other':</th>
<th>Specify Passing Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfactory/Unsatisfactory</td>
<td></td>
<td>S (satisfactory)</td>
</tr>
</tbody>
</table>

### Components and Weighting of the Assessment/Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Evaluation Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td></td>
<td>Practicum journal*</td>
</tr>
<tr>
<td>-</td>
<td></td>
<td>Practicum self assessment*</td>
</tr>
<tr>
<td>-</td>
<td></td>
<td>Workplace supervisor evaluation*</td>
</tr>
<tr>
<td>-</td>
<td></td>
<td>VCC supervisor evaluation*</td>
</tr>
<tr>
<td>-</td>
<td></td>
<td>*Students must attain a satisfactory grade on all components to achieve &quot;S&quot;</td>
</tr>
</tbody>
</table>

**Total**

### Learning Environment/Type

<table>
<thead>
<tr>
<th>Instruction Type</th>
<th>Hours Per Instruction Type</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>P - Practicum</td>
<td>280</td>
<td>Eight practicum weeks in business placement</td>
</tr>
<tr>
<td>E - Seminar</td>
<td>8</td>
<td>Weekly mentoring group on campus</td>
</tr>
</tbody>
</table>

**Total** 288

### Resource Material(s):

Resources are items in addition to tuition that the student is responsible for purchasing. Course resource information will be supplied by the department/instructor.
1. Practicum Selection and Placement
2. Practicum Learning objectives
3. Workplace Culture, Norms and Expectations
4. Effective Business Communication
5. Professional and Ethical Behaviour in the Workplace
6. Working as a Team member
7. Self management Skills
8. Self Assessment
9. Dealing with Constructive Criticism

VCC Education and Education Support Policies

There are a number of Education and Education Support policies that govern your educational experience at VCC, please familiarize yourself with them.

The policies are located on the VCC web site at:
http://www.vcc.ca/about/governance--policies/policies/

To find out how this course transfers, visit the BC Transfer Guide at www.bctransferguide.ca.

FOR COMMITTEE USE ONLY

Approved by Curriculum Committee: August 16, 2016
Approved by Education Council:
PREPARED FOR: Education Council

ISSUE: C.1.3 Granting of Credentials policy and procedures

BACKGROUND: This recently updated policy is back before governance to add a new credential to update the list of approved credentials at Vancouver Community College.

DISCUSSION: The Continuing Studies department are hoping to launch a Post-Degree Diploma, however the recent changes to our policy did not include this credential as an option. A scan of post-secondary institutions shows that these credentials are more common. We have updated the procedures document to include this new credential.

RECOMMENDATION: Education Policy Committee provides C.1.3 Granting of Credentials policy and procedures to Education Council for information and recommends it be posted for community feedback.

Prepared by:
Mike Tunnah
Chair, Education Policy Committee
POLICY

CONTEXT AND PURPOSE

The purpose of this policy is to inform current and prospective students, as well as the College community, of the requirements for the awarding of official credentials.

The term “credential” refers to the confirmation by Vancouver Community College (VCC; the College) of the completion by a student of a defined program of required and elective courses that has been approved by the Education Council.

This Policy and related Procedures identifies the types of credentials issued by VCC and outlines the responsibilities of various bodies within the College for the issuance of credentials.

SCOPE AND LIMITS

This Policy and related Procedures applies to the issuance of all credentials by the College.

This Policy does not apply to Statements of Completion, VCC Awards of Achievement and non-credit courses/programs.

STATEMENT OF POLICY PRINCIPLES

1. The development and approval of all credentials is guided by needs as expressed by the communities served by VCC.

2. In order to maximize student mobility and success, credentials are also guided by Provincial Ministry guidelines, professional and industry association requirements, accreditation bodies and credentialing policies at other postsecondary institutions with which the College may wish to articulate.

3. All credentials are documented and issued through the Registrar’s Office.
4. The College identifies the minimum credit requirements for a student to be eligible for each type of VCC credential.

5. The College identifies the minimum requirement (courses to be taken through the College) in order for a student to be eligible for a VCC credential.

6. The College identifies the minimum grades required for graduation.

7. The College will identify a maximum duration a student may work on a credential. Any duration limit will be specified in the Program Content Guide. Normally, duration limits will be: three years for a certificate; five years for a diploma; and seven years for a degree. Extenuating circumstances may warrant an extension. Students must apply to the Registrar’s Office or the Continuing Studies Office (for students in Continuing Studies) for an extension. The granting of the extension must be approved by the Dean responsible for the program.

8. The Registrar has the authority, on a case by case basis and in consultation with the responsible Dean/Department Leader or the Director of Student Services, to make exceptions to the minimum requirements.

9. Programs with approved credentials that do not meet the requirements laid out in this policy will transition to the new policy requirements when the program goes through a formal program renewal process, or at the initiative of the department.

DEFINITIONS

Refer to the related Procedures document for definitions which will enhance the reader’s interpretation of this Policy.

RELATED POLICIES & LEGISLATION

College and Institute Act, (RSBC 1996) Chapter 52
C.1.1 Grading, Progression and Withdrawal
C.1.4 Assignment of Credits to Courses Policy
C.3.9 Degree Standards Policy
D.3.5 Prior Learning Assessment Policy
D.4.1 Students with Disabilities Policy
C.3.14 Curriculum Development and Approval Process Policy

RELATED PROCEDURES

Refer to C.1.3 Granting of Credentials Procedures.
<table>
<thead>
<tr>
<th>Policy No.</th>
<th>C.1.3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Granting of Credentials</td>
</tr>
<tr>
<td>Approving Jurisdiction</td>
<td>Board of Governors</td>
</tr>
<tr>
<td>Policy Sponsor</td>
<td>Vice President, Academic, Students &amp; Research</td>
</tr>
<tr>
<td>Last Revised/Replaces</td>
<td>April 29, 2004 / March 27, 2008 / May 28, 2014</td>
</tr>
</tbody>
</table>

**DEFINITIONS**

**Credential:** A defined program of required and elective courses that has been approved by the Education Council as leading to a particular credential.

**Credential Type:** The following credentials are recognized by the College and are approved by the Education Council and Board of Governors, unless otherwise dictated by external approval agencies:

- **Citation:** A defined program of study usually involving less than one year of study and consisting of 6-19 credits.

- **Certificate:** A defined program of study usually involving one year of study and consisting of 20-59 credits.

- **Diploma:** A defined program of study usually involving two years of study and consisting of 60-119 credits.

- **Associate Degree:** A defined program of study involving two years of university-level study with an Arts or Science focus and consisting of 60 credits. It is equivalent to the first two years of a four-year baccalaureate degree. Please see the *BC Transfer Guide* for specific requirements.

- **Degree:** A defined program of study in a specific program area usually involving four years of study and consisting of a Diploma equivalent plus an additional 60 credits, or a minimum of 120 credits.

- **Advanced Certificate:** A defined program of study designed to provide students with specialized knowledge that builds on a previous credential, usually involving less than one year of study and consisting of 15-39 credits. A certificate, diploma or Bachelor’s degree is required as a prerequisite.
Advanced Diploma: A defined program of study designed to provide students with specialized knowledge that builds on a previous credential, usually involving one year or more of study and consisting of 40-119 credits. A diploma or Bachelor’s degree is required as a pre-requisite.

Post-Degree Diploma: A defined program of study designed to provide students with specialized knowledge that builds on a previous credential, usually requiring two years of study and consisting of 30-60 credits. A Bachelor’s degree is required as a pre-requisite.

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

Insert Student: A student who has previously completed a portion of a VCC program and is returning to complete remaining courses in a program.

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

Prior Learning Assessment & Recognition (PLAR): is assessment by valid and reliable means and by a qualified specialist, of what an individual has learned outside of courses and programs at VCC. Assessment will normally result in credit (assigned or unassigned) being granted to satisfy the graduation requirements of a program offered by the College.

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

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

Transfer Credit: refers to the granting of credit for a course successfully completed at another formally recognized educational institution and/or through a professional organization or other agency and/or by recognized foreign credential assessment and/or by formal recognition of course equivalency in a VCC approved course outside the program area. Credit for such learning will be formally acknowledged and noted on a student’s formal transcript. Refer to Transfer Credit policy.

PROCEDURES
The Procedures related to the awarding of credentials is organized under the following headings: Determination of form and content of credential; Determination and approval of credentials; Determination of credential requirements; Process to determine eligibility for credential; Multiple credentials; Awarding of credential.

DETERMINATION OF FORM AND CONTENT OF CREDENTIAL
1. The Registrar’s Office will determine the parchment to be awarded including the following: Type of paper and presentation format; Content; Signatures; Seal.

2. All credentials will have an official title that is descriptive of the discipline or general area of study, for example: Bachelor of__________; Diploma in______________; Certificate in________________

3. The Registrar will maintain a record of the official names of each credential and will post this information on the College website.

DETERMINATION AND APPROVAL OF CREDENTIALS

4. The process of developing programs and courses leading to credentials is documented in the policy C.3.14 Curriculum Development and Approval Process. Consistent with the College and Institute Act, credentials are approved by the Board, on the advice of Education Council.

5. The Registrar’s Office will maintain the master list of credentials offered by the College, including the requirements for successfully completing a credential.

DETERMINATION OF CREDENTIAL REQUIREMENTS

6. All College programs will have the following criteria for determining eligibility for the credential:
   a. Twenty-five per cent (25%) of the prescribed program credits must be completed at VCC. All of these credits must be obtained within the last half of a program. Credits obtained through PLAR or Transfer Credit may not be counted towards the twenty-five percent.
   b. A minimum cumulative, program grade point average of 2.0.
   c. Successful completion of all program requirements as stated in the Program Content Guide at the point of the student’s entry to the program.
   d. All program requirements must be completed within a time period if a time period is specified in the Program Content Guide.

7. Exceptions to these minimum requirements may be considered by Education Council. These exceptions will be specified in the Program Content Guide.

8. Individual programs may be approved for criteria that are above the minimum established by the College. These criteria will be specified in the Program Content Guide.

PROCESS TO DETERMINE ELIGIBILITY FOR CREDENTIAL

9. The Registrar’s Office will determine a student’s eligibility for a College credential automatically, except for degree programs, insert students and Continuing Studies. The Department Leader of the program will be consulted as required.
   a. Degree students and insert students must apply for their credential by submitting a Credential Request Form to the Registrar’s Office.
   b. Continuing Studies students must apply for their credential by submitting an Application for Graduation Certificate or Diploma to the Continuing Studies office. Upon receipt of this application, the student’s eligibility for a credential will be determined by the department, and a request to issue the relevant credential will be made to the Registrar’s Office.

10. The Department Leader may recommend the waiver of certain requirements for graduation. The Registrar has final approval over such waivers.
MULTIPLE CREDENTIALS

11. Credits earned for one credential may be used to meet some of the requirements of a second credential of the same type (e.g. two certificates), provided students complete 50% new course work.

12. In the case of an awarded credential being used to enter a more advanced credential (such as a diploma being used as the first two years towards a degree), credits from that credential cannot be applied as credit in the last two years. Credits can only be applied once within a credential.

AWARDING OF CREDENTIAL

13. All credentials are confirmed at one of the College’s convocation ceremonies.

RELATED POLICY

Refer to C.1.3 Granting of Credentials Policy.
BACKGROUND:
Prior Learning Assessment and Recognition (PLAR) is an important policy that serves to improve student access for those with non-traditional backgrounds. Given that VCC has a wide range of programs that permits many different types of students it is important to have policy and procedures that support the use of PLAR across programs and courses.

DISCUSSION:
The procedures outline the conditions that must be met for a student to go through the PLAR process. It was determined that the procedures should remain more general in nature and not prescriptive. A scan of the post-secondary sector in BC determined that institutions with active PLAR use have established and comprehensive operational support.

RECOMMENDATION:
Education Policy Committee provides D 3.5 Prior Learning Assessment and Recognition policy and procedures to Education Council for information and recommends it be posted for community feedback.

Prepared by:
Mike Tunnah
Chair, Education Policy Committee
POLICY

Policy No. D.3.5
Title Prior Learning Assessment & Recognition
Approving Jurisdiction Education Council
Policy Sponsor Vice President Academic, Students and Research
Last Revised/Replaces
Effective Date
Signed by
June 9, 2016

CONTEXT AND PURPOSE
VCC (the College) recognizes that students may have attained significant learning at a post-secondary level from work, training, and other experiences outside the formal post-secondary education system. Credit for such learning should be formally acknowledged if the student is able to demonstrate specific knowledge and/or skills reflective of the learning outcomes of a course at the same level and scope. The use of PLAR could also potentially shorten the length of time required to complete a program and/or reduce program costs for students.

SCOPE AND LIMITS
Each program or course whether part of a program or otherwise will determine whether Prior Learning Assessment and Recognition (PLAR) is an acceptable route to acquire formal College credit. In addition, each program will determine the amount of PLAR that will be acceptable for that program, up to a maximum of 75% of a program. This maximum may be impacted by credit(s) received through the Transfer Credit Policy. In no case, will the combination of PLAR and Transfer Credit exceed 75% of a program.

This policy applies to all current or prospective VCC students requesting formal assessment of their prior learning experiences for College level credit.

STATEMENT OF POLICY PRINCIPLES
1. VCC will follow best practices established for PLAR within acceptable standards in the British Columbia Post Secondary context.

2. VCC supports PLAR initiatives by providing information and assistance to students through the Registrar’s Office and by ensuring faculty and staff are adequately trained in PLAR processes.

3. The use of PLAR promotes increased access to education through validation of non-traditional learning and industry experience.
4. PLAR is conducted through valid and reliable means and by a qualified specialist.

5. Assessment will normally result in credit (assigned or unassigned) being granted to satisfy the graduation requirements of a program or course not part of a program.

6. Where prior learning can be equated to the learning outcomes or objectives of a course at VCC, credit will be granted and a grade noted on a student’s transcript in accordance with policy C.1.1 Grading, Progression and Withdrawal.

7. Experts in the curriculum area will assess prior learning. The standards applied will be equivalent but not necessarily identical to those applied to students enrolled in the course for which credit is requested. Not all evaluation methods and related percentages outlined in the Program Content Guide (PCG) may be required as such methods are established to give a student feedback over time on their progress within a course.

8. The chosen assessment methods must be:
   a. appropriate for the subject or skill area,
   b. targeted to the learning outcomes or objectives,
   c. related to competencies and skills required of the course, and
   d. reflective of the level of achievement expected of any student in that course.

**RELATED POLICIES & LEGISLATION**

**LEGISLATION**
College and Institute Act

**POLICIES**
C.1.1 Grading, Progression and Withdrawal
C.1.2 Appeal of Final Grade
C.1.3 Granting of Credentials
C.2.1 International Education Enrolment
C.2.2 Eligibility for Domestic Fees
D.3.6 Admissions
D.3.6.1 Flexible Admissions
D.3.8 Criminal Record Check
D.3.10 Aboriginal Education Enrolment
D.4.1 Students with Disabilities
New Transfer Credit

**RELATED PROCEDURES**
Refer to D.3.5 Prior Learning Assessment Recognition Procedures
PROCEDURES

Policy No. D.3.5
Title Prior Learning Assessment & Recognition
Approving Jurisdiction Education Council
Policy Sponsor Vice President Academic, Students and Research
Last Revised/Replaces
Effective Date June 9, 2016
Signed by

DEFINITIONS

Prior Learning Assessment and Recognition (PLAR): is assessment by valid and reliable means and by a qualified specialist, of what an individual has learned outside of courses and programs at VCC. Assessment will normally result in credit (assigned or unassigned) being granted to satisfy the graduation requirements of a program offered by the College.

Transfer Credit: refers to the granting of credit for a course successfully completed at another formally recognized educational institution and/or through a professional organization or other agency and/or by recognized foreign credential assessment and/or by formal recognition of course equivalency in a VCC approved course outside the program area. Credit for such learning will be formally acknowledged and noted on a student’s formal transcript. Refer to Transfer Credit policy.

Course Exemption: the granting of credit for a course deemed to be equivalent to a course for which credit has already been received within the institution.

Course Outline: The official document that contains the essential features of a course as outlined in an approved template. Such a template generally includes the course name and number, credits, course description, admission requirements, course learning outcomes, grading standard, and information regarding student evaluation methods.

Program Content Guide (PCG): The official document that contains the general description of a program of study as outlined in an approved template. Such a template generally includes the program name, program purpose, number of credits, program duration, a statement of program learning outcomes, admission requirements, grading system, information on the evaluation of student learning, and the credential received upon completion of the program.

PROCEDURES

1. PLAR availability will be identified in the PCG and/or individual course outlines.
2. Students requesting PLAR must apply and meet all the entrance requirements of a program or be accepted into a program prior to requesting PLAR.

3. Students must consult with the PLAR advisor in the Registrar's Office and/or the Department Leader to determine suitability for PLAR.

4. To initiate the PLAR process students must complete the application form available through the Registrar’s Office.

5. Assessment fees will be levied for PLAR and are posted on the college website.

**Assessment Process**

6. Students will be assessed by one of the following methods as selected by the program.

7. If PLAR is successful then the student transcript will be updated with a grade of S, which will count as credits attempted and taken but not toward GPA calculations.

8. If PLAR is unsuccessful there will be no listing on the transcript and students will be advised by a letter.

9. The Appeal of Final Grade policy (C.1.2) will apply to Prior Learning Assessment and Recognition.

10. Once a student has registered and paid for PLAR assessment, withdrawal is not permitted. Students may initiate the appeal process covered by Appeal of Final Grade policy C.1.2

11. The College recognizes the following methods of prior learning assessment

   a. **Challenge Exam**: A test or exam (written or oral) that is designed to validate the knowledge of the candidate as it relates to the learning objectives/outcomes of the course.

   b. **Standardized Test**: Although similar to a Challenge Exam this test is usually developed by someone other than the assessor. It is focused around widely recognized standards that are equivalent to the course objectives.

Components of learning assessments c-h to be determined by the Department Leader or delegate

   c. **Products/Portfolio**: Documents or objects that have been produced by the candidate and demonstrate tangible proof of accomplishment. These may include, but are not limited to, reports, computer printouts, videos, illustrations, prototype models, or an artist’s portfolio. Students may be asked to demonstrate abilities or answer questions about the portfolio by the assessor.

   d. **Demonstration**: Simulation or actual presentation of a candidate’s abilities, which may be live, recorded, or videotaped. The demonstration may include, but is not limited to such activities as presenting a speech, role-playing a situation, creating a document on computer, giving a musical performance, performing a lab experiment, interviewing a client, operating equipment, or completing a procedure.

   e. **Interview**: Oral questioning. The PLAR interview is focused around course objectives and may include techniques such as open-ended questions, case studies, and
prepared analyses. The interview is used to clarify areas of learning, and may be used in parallel with other methods, as a sole method of assessment, and/or as a means to ensure authenticity of products.

f. **Worksite Assessment**: Similar to a demonstration. The candidate is observed performing tasks as a part of normal work routine, or as specifically assigned, in the place or work. Assessment is normally made by faculty assigned to a candidate, but may also be made by a work supervisor or field expert. If performed by an external assessor, it may be followed up by a self-assessment and/or interview with a faculty assessor.

g. **Self-assessment**: Assessment performed by the candidate, usually with the aid of an established form or questionnaire. Normally requires a parallel assessment by a field expert and/or faculty assessor.

h. **External Evaluation**: Assessment provided by an expert other than VCC faculty. Assessment method may include, but is not limited to, performance evaluation, letter of validation, or worksite assessment, and may require follow-up by a faculty assessor.

**RELATED POLICY**
Refer to D.3.5 Prior Learning Assessment Recognition Policy
PREPARED FOR: Education Council

ISSUE: C3.14 Curriculum Development and Approval process policy and procedures

BACKGROUND: Since this policy came into effect in 2015 there has been confusion in the process relating to the role of the Board of Governors and new program development.

DISCUSSION: Changes to this policy focus on the role of the Board of Governors when new programs are being developed. During new program development the Chair of Education Council will now provide an information note to the Board during the development phase. This replaces language where the Chair of Education Council would provide the full proposal. We believe that this will eliminate confusion as to what stage of development new programs are in when they are presented to the Board.

RECOMMENDATION:
MOVE that Education Council recommends the Board of Governors approve C.3.14 Curriculum Development and Approval policy and procedures.

Prepared by:
Mike Tunnah
Chair, Education Policy Committee
POLICY

Context and Purpose
The programs and courses of Vancouver Community College (VCC; the College) make up the curriculum (systems of organized learning experiences) through which the College meets the needs of the community for education and training, and maximized student mobility and success. VCC strives to achieve its mission, goals and objectives through the programs and courses it offers.

Scope and Limits
This policy applies to all developers of curriculum at Vancouver Community College, and establishes the requirements for the development of new curriculum, and the revision of existing curriculum.

Statement of Policy Principles
1. VCC is committed to the establishment and use of systematic practices and procedures for the development of curriculum that
   a. engages relevant stakeholders;
   b. is transparent; and
   c. aligns with the College’s governance processes.

2. VCC will ensure that all curriculum
   a. is consistent with the College’s mission, goals, educational priorities and plans;
   b. meets the College’s standards of excellence;
   c. is based on community needs;
   d. supports student success; and
   e. promotes responsible use of College resources.

3. Meaningful consultation is critical to ensure high quality curriculum and a smooth approval and implementation process.

4. The development of curriculum is guided by needs as expressed by the communities served by VCC as well as demand from existing and prospective students.
5. Curriculum development is guided by Provincial Ministry guidelines, professional and industry association requirements, accreditation bodies and credentialing policies at other postsecondary institutions with which the College may wish to articulate.

6. The Program Content Guide and Course Outlines are official contracts with students and therefore are legal in nature and can be contested through VCC appeal processes and/or by law.

**DEFINITIONS**

Refer to the related Procedures document for definitions which will enhance the reader’s interpretation of this Policy.

**RELATED POLICIES & LEGISLATION**

**Legislation:**
College and Institute Act, (RSBC 1996) Chapter 52

**Policies:**
C.1.1 Course/Program Grading
C.1.3 Granting of Credentials
C.1.4 Assignment of Credits to Courses
C.3.1 Program Advisory Committees
C.3.2 Program Review and Renewal
C.3.3 Criteria for Development or Cancellation of Programs Leading to Certificates, Diplomas or Degrees
C.3.5 Programs Offered Under Service Contract
C.3.8 Criminal Records Check
C.3.9 Degree Standards
C.3.10 Affiliation Agreements
D.3.6 Admissions

**RELATED PROCEDURES**

Refer to Curriculum Development and Approval Process Procedures.
**DEFINITIONS**

Consultation: The process to ensure that in the development of curriculum, deliberate feedback is sought from internal and external stakeholders, and thoughtful feedback is received and considered in a timely manner. Deans/Directors and Department Leaders are responsible for ensuring appropriate consultation takes place.

Course Outline: The official document that contains the essential features of a course as outlined in an approved template. Such a template generally includes the course name and number, credits, course description, admission requirements, course learning outcomes, grading standard, and information regarding student evaluation methods. Course Outlines fall within the jurisdiction of the Education Council under both its sole powers as well as its advisory role to the Board of Governors.

Curriculum: The instructional or learning plan of a program or course. Curriculum comprises learning objectives or outcomes, teaching and learning methodology, and strategies or methods for evaluating student learning. At VCC, the key curriculum documents are the Program Content Guide and the Course Outline.

Curriculum Development Approval Form: The document used to track the governance approval process for new and revised curriculum.

Curriculum Developer: The lead in creating/revising the curriculum for a program or course and the main person preparing the curriculum documentation. This is typically an instructor or Department Leader.

Degree Quality Assessment Board (DQAB): An independent advisory board appointed by the Minister of Advanced Education that oversees the quality assurance process for degree level education in British Columbia.
**Governance:** A prescribed process that identifies who has primary and/or advisory responsibility for select decisions at various stages. The *College and Institute Act* defines the governance bodies at VCC as the Board of Governors and Education Council. The Board Finance and Audit Committee and EDCO’s Curriculum Standing Committee are also governance bodies at VCC.

**Minor Revision:** Changes to curriculum that have limited impact on the educational quality or direction of a course or program. Minor revisions have an expedited path through the governance process. Refer to Appendix B for the types of revisions that qualify.

**New Course:** A course that has never been offered before at VCC and is part of an existing program or is a replacement course that is equivalent to the course it replaces in a student’s academic record.

**New Program:** A new credential or significant and extensive changes to a program, where these changes impact the nature or overall direction of a program. Education Council makes the final determination whether proposed changes to an existing program are substantial enough to qualify as a new program.

**Post-secondary Institution Proposal System (PSIPS):** A web-based system designed to manage and support the post-secondary submission and review processes for degree and non-degree diploma programs, or a certificate that leads to a diploma.

**Program Content Guide (PCG):** The official document that contains the general description of a program of study as outlined in an approved template. Such a template generally includes the program name, program purpose, number of credits, program duration, a statement of program learning outcomes, admission requirements, grading system, information on the evaluation of student learning, and the credential received upon completion of the program. The Program Content Guide falls within the jurisdiction of the Education Council under both its sole powers as well as its advisory role to the Board of Governors.

**Proposal for New Program:** The official document that is used to help conceptualize, plan and project the outcomes and costs of a new program. It is completed by the Curriculum Developer, Department Leader and Dean/Director in consultation with the Vice President Administration & CFO. It includes three parts:

- **Part 1: Concept Paper:** This section provides an overview of the work done to assess/evaluate the necessity/viability of offering a new program. It outlines the research, input (through consultation and peer input), educational value, marketability and other related issues related to the request for a new credential.

- **Part 2: Implementation Plan:** This section details the activities, costs and schedules that are required to achieve the implementation of a program. The Implementation Plan falls within the jurisdiction of the Education Council under its advisory role to the Board of Governors.

- **Part 3: Business Case:** This section represents the financial case for a new program, and includes expected revenue, tuition and fees. The Business Case falls within the
jurisdiction of the Board of Governors as part of its obligation to manage, administer and control the proper, revenue, expenditures, business and affairs of the institution.

Sign Off: Indicates that the signatory has read and comprehends the relevant documentation, and assumes responsibility as per the Final Review and Sign Off section of these procedures.

Standalone Course: A course that is not a part of an existing program and does not have an approved fee structure (i.e. tuition).

Start Date: The month and year the program/course will first be taught after governance approval.

PROCEDURES

GENERAL
1. To ensure student success and the College’s ability to market and register students in a timely manner, the Department Leader and Dean/Director work to ensure a reasonable and timely opportunity for consultations, and for stakeholders to provide feedback and recommendations.
2. The design, development, approval, and implementation of programs and courses takes anywhere from one (1) month (for minor revisions) to 18 months, depending on the development type. External approval bodies such as the Degree Quality Assessment Board (DQAB) and the Ministry of Advanced Education may extend these timelines. Deans/Directors and Department Leaders should create an initial timeline using pre-existing meeting dates, length of time for peer review, etc.
3. Education Council is the final approval body for all new courses and revised curriculum per the Resolution of the Board of Governors dated May 29, 2013. The Board of Governors approves all new programs and credentials with advice from Education Council.
4. The Centre for Instructional Development (CID) supports the design and development of curriculum.
5. The Dean provides the final sign off for documentation that is entering the governance process, thus ensuring that all procedures have been followed and all policy requirements have been met.
6. The Curriculum Developer and/or Department Leader prepare the required curriculum documentation for submission to the College’s Governance bodies.
7. The Education Council Office will assist Department Leaders through the governance approval process.

CONSULTATION
8. New curriculum and changes to existing curriculum require a series of consultations to ensure educational quality, and that students are fully supported in their programs.
9. Early and thorough internal consultation helps to identify implementation and operational needs and allows areas like the Registrar’s Office and Institutional Research to begin work that will facilitate the process (see Appendix A).
10. Where applicable, engaging in external consultations helps to verify that curriculum meets the quality standards of academic peers, and existing and potential new partnerships and agreements.
11. The amount of consultation required depends on the Development Type.
12. Curriculum Developers are expected to exercise due diligence in seeking input, and stakeholders within the College are expected to respond in a timely manner.
13. Faculty within the department must be consulted.
14. It is recommended that Department Leaders and/or Curriculum Developers hold group consultations with similar service area representatives where possible.
15. Curriculum Committee and Education Council have the authority to require further consultations as they see fit.

DEVELOPMENT TYPE
There are four (4) development types:
- a. New Programs;
- b. New Courses and Changes to Programs and Courses;
- c. Minor Revisions to Programs and Courses; and
- d. Non-Credit Courses in Continuing Studies

A. New Program
16. New programs are approved by both the Board of Governors and Education Council.
17. The documentation required is:
   - a. Proposal for New Program (see Appendix C);
   - b. Curriculum Development Approval Form (see Appendix B);
   - c. New or revised Program Content Guide; and/or
   - d. New or revised course outline(s).
18. The development of a new program requires full consultation with internal and external stakeholders, and involves additional governance steps to ensure institutional support before significant time and resources are spent developing the full program proposal.

Stage 1 – Approval to Develop
19. After initial discussions with colleagues (including external experts as appropriate), the Curriculum Developer and Department Leader complete the Concept Paper (Part 1 of the Proposal for New Program, see Appendix C), and validates it with the Dean/Director.
20. The Dean/Director and Department Leader complete the Implementation Plan and Business Case (Parts 2 and 3 of the Proposal for New Program, see Appendix C), and validates with the Vice President Administration & CFO.
21. The Dean/Director presents the New Program Proposal to the Senior Executive for approval to proceed.
22. The Dean/Director presents the Concept Paper and Implementation Plan to Education Council for information.
23. The Chair of Education Council and the Dean/Director prepare an Information Note summarizing the program proposal. The Education Council Chair presents this note to the Board of Governors for information. If possible, the Dean/Director attends the Board meeting in person to answer questions.
Stage 2 – Program Development and Approval of Curriculum

24. The Curriculum Developer consults with CID to design and map the curriculum.
25. The Curriculum Developer consults with internal and external stakeholders (including Institutional Research (IR) on the FTE divisor) and begins work on the PCG and Course Outlines.
26. The Dean and Department Leader, in consultation with the Vice President Administration & CFO review, revise and complete the Implementation Plan and Business Case.
27. The Curriculum Developer and Department Leader complete the Curriculum Development Approval Form, the PCG, and any course outlines, and submit it to Curriculum Committee.
28. Curriculum Committee reviews the curricula. If possible, both the Curriculum Developer and the Department Leader attend the Curriculum Committee meeting in person to answer questions.
29. Curriculum Committee may:
   a. Recommend approval of the curricula to Education Council;
   b. Recommend additional revisions that must be completed and reviewed by the Curriculum Committee Chair before going to Education Council;
   c. Recommend significant revisions that are returned to the Department Leader, to be brought back to Curriculum Committee at a subsequent meeting.
30. The Chair of Curriculum Committee presents the recommendation and curriculum documentation to Education Council. If possible, the Department Leader and Curriculum Developer attend the Education Council meeting in person to answer questions. Education Council may:
   a. Approve the curricula;
   b. Approve the curricula with additional revisions that must be completed and reviewed by the Curriculum Committee Chair prior to implementation; or
   c. Require significant revisions that are returned to the Department, to be brought back to Curriculum Committee at a subsequent meeting, before returning to Education Council;
31. At the same meeting of Education Council, the Dean presents the final version of the New Program Proposal Parts 1 and 2 (Concept Paper and Implementation Plan).
32. Education Council may:
   a. Provide advice on the priorities for implementation to the Board of Governors;
   b. Not recommend implementation of the new program to the Board of Governors.

Stage 3 – Review and Final Approval:

33. The office of the Vice President Academic, Students and Research coordinates submissions to the Ministry of Advanced Education for provincial peer review through PSIPS and/or DQAB.
34. After Education Council’s approval, the curricula for most credentials is sent for provincial peer review.
   a. Proposals for diplomas and certificates that ladder into diplomas are posted on PSIPS for thirty (30) days.
   b. Institutions planning to offer new degrees will submit a ministry review template to the Ministry of Advanced Education.
i. Once the mandate is approved, the full program proposal is posted on the PSIPS website and forwarded to DQAB for review.

ii. DQAB submits their recommendation to the Minister of Advanced Education for approval.

35. The Vice President Academic, Students and Research reports on the outcome of the provincial peer review process.
   a. If major revisions are required by the peer review, the proposal will return to Stage 2, above.
   b. If no major revisions are required, the proposal will proceed to final approval.

36. The Vice President Administration & CFO submits the final Implementation Plan and Business Case to the Senior Executive and the Board Finance and Audit Committee.

37. The Board Finance and Audit Committee will review and submit the final recommendation of fees to the Board of Governors.

38. The Board reviews the proposed New Program, including the recommendations from the Finance and Audit Committee (for fees), Education Council (for implementation) and the VP Academic, Students and Research (for due process, i.e. provincial peer review). If possible, the Dean/Director attends the Board meeting in person to answer questions.

39. The Board may:
   a. Approve the fee structure; and/or
   b. Approve implementation of the program; and/or
   c. Based on a budget review, determine a separate timeline for implementation of the program.

40. The Board Chair will forward formal written notification of its decision to the Education Council Office.

B. New Courses and Changes to Programs and Courses

41. Development of new courses and changes to programs and courses require Education Council approval.

42. New Standalone courses that involve a fee structure (i.e. tuition), and changes that extend the financial requirements beyond the School’s budgetary capacity, also require Board approval.

43. The documentation required is:
   a. Curriculum Development Approval Form (see Appendix B);
   b. Revised Program Content Guide as required; and/or
   c. New or revised course outline(s) as required
   d. Business Case (for new Standalone courses or changes that extend financial requirements beyond the School’s budgetary capacity).

44. The Curriculum Developer consults with CID to design and map the curricula.

45. The Curriculum Developer conducts consultation with internal and external stakeholders as needed (see Appendix A).

46. The Curriculum Developer and Department Leader complete the required documentation and submit to Curriculum Committee. If possible, both the Curriculum Developer and the Department Leader attend the Curriculum Committee meeting in person to answer questions.

47. Curriculum Committee may:
   a. Recommend approval of the curricula to Education Council;
b. Recommend additional revisions that must be completed and reviewed by the Curriculum Committee Chair before going to Education Council;
c. Recommend significant revisions that are returned to the Department Leader, to be brought back to Curriculum Committee at a subsequent meeting.

48. The Chair of Curriculum Committee presents the recommendation and required documentation to Education Council. If possible, the Department Leader attends the Education Council meeting in person to answer questions.

49. Education Council may:
   a. Approve the curricula;
   b. Approve the curricula with additional revisions that must be completed and reviewed by the Curriculum Committee Chair prior to implementation; or
   c. Require significant revisions that are returned to the Department, to be brought back to Curriculum Committee at a subsequent meeting, before returning to Education Council.

50. For new Standalone courses that involve approval of a fee structure (i.e. tuition):
   a. The Vice President Administration & CFO submits the Business Case to the Senior Executive and the Board Finance and Audit Committee.
   b. The Board Finance and Audit Committee will make a recommendation to the Board of Governors on the fee structure, and the Board of Governors will make a decision prior to implementation of the course.

51. If the changes to a program or course have financial requirements (either ongoing or one-time) that are outside the scope of the School’s budgetary capabilities:
   a. The Vice President Administration & CFO submits a Business Case to the Board Finance and Audit Committee.
   b. The Board Finance and Audit Committee will make a recommendation to the Board of Governors on the new fee structure, and the Board of Governors will make a decision prior to implementation.

C. Minor Revisions to Programs and Courses

52. Minor revisions require Curriculum Committee approval.

53. The documentation required is:
   a. Curriculum Development Approval Form (Appendix B);
   b. Revised Program Content Guide as required; and/or
   c. Revised course outline(s) as required.

54. The Curriculum Developer conducts consultation with internal stakeholders as needed (see Appendix A).

55. The Curriculum Developer and Department Leader complete the required documentation and submit to Curriculum Committee. Multiple minor revisions can be made in one submission. If possible, both the Curriculum Developer and the Department Leader attend the Curriculum Committee meeting in person to answer questions.

56. Curriculum Committee may:
   a. Approve the curricula as presented;
   b. Approve the curricula with additional minor edits that must be completed and reviewed by the Curriculum Committee Chair prior to implementation; or
   c. Decide the proposal does not qualify as a minor revision and send to Education Council for approval.
57. The Chair of Curriculum Committee reports approved minor revisions to Education Council at least every three (3) months. The documentation for these minor revisions is not included in the EDCO package.

58. Education Council may, at any time:
   a. Request to review any “minor revision” documentation approved by Curriculum Committee; and/or
   b. Decide a proposal does not qualify as a minor revision and require that it be submitted to Education Council for approval.

D. Non-Credit Courses in Continuing Studies

59. Non-credit courses taught in Continuing Studies are exempt from these procedures.

60. The Education Council Office will maintain a record of all non-credit course outlines. Program Coordinators are required to send copies of all new and revised course outlines to the Education Council Office within one (1) month after implementation of that non-credit course.

FINAL REVIEW AND SIGN OFF

61. Documentation without required sign off will not enter the Governance stage.

62. The sign off of the Department Leader certifies that:
   a. Thorough consultation has taken place and all stakeholders approve of the proposed new or revised curricula.
   b. The curricula meets institutional standards and the educational needs of students.

63. The sign off of the Dean/Director certifies that:
   a. Documentation meets the standards of the College, and all policies and procedures have been adhered to; and
   b. Resources required to offer and support the course/program have been assessed. If additional resources are needed, the Dean/Director has initiated steps to secure the needed resources.

COMMUNICATION OF DECISIONS

64. Following approval of all new and revised curricula and programs a formal resolution is signed by the respective Chair.

65. The signed resolution is forwarded by the Education Council Office to key implementation areas within the College.

66. The Education Council Office will catalogue and archive approved curriculum documentation and store a read-only copy of Program Content Guides and Course Outlines where they are accessible to VCC students and staff.

67. All supporting documents for approved curricula will be stored in the Education Council Office (e.g., Curriculum Development Approval Forms, Proposal for New Program, official Resolutions, etc.).

68. The Registrar’s Office will maintain a permanent record of all Program Content Guides.

RELATED POLICY

Refer to Curriculum Development and Approval Policy.
PREPARED FOR: Education Council
ISSUE: NEW Transfer Credit policy and procedures

BACKGROUND:
VCC recognizes that students may have completed course work at another institution or through various means that result in transfer credit opportunities. This policy is reflective of the mobile nature of students through the BC post-secondary system.

DISCUSSION: We discussed that the procedures must outline the process by which students apply for transfer credit where they meet the pre-established standards through British Columbia Council on Admissions and Transfer (BCCAT). If no transfer credit appears in the BC Transfer guide this policy and procedures discuss steps to take to see if a transfer credit can be granted. For further ease of use we’ve listed the procedures depending on which jurisdiction the transfer credit request is originating.

RECOMMENDATION:
MOVE that Education Council recommend the Board of Governors approve NEW Transfer Credit policy and procedures.

Prepared by:
Mike Tunnah
Chair, Education Policy Committee
POLICY

CONTEXT AND PURPOSE

VCC (the College) recognizes that students may have successfully completed course work at another formally recognized educational institution and/or through a professional organization or other agency and/or by recognized foreign credential assessment and/or by formal recognition of course equivalency in a VCC approved course outside the program area. Credit for such learning will be formally acknowledged and noted on a student’s formal transcript.

SCOPE AND LIMITS

Under the College & Institute Act Section 25(1) Joint approval of the Board of Governors and the Education Council is required concerning the following matters: curriculum evaluation for determining whether courses or programs, or course credit, from another institution, university or other body are equivalent to courses or programs or course credits, at the institution, or if courses or programs, or course credits from one part of the institution are equivalent to courses or programs or course credit in another part of the institution.

This policy applies to all current or prospective VCC students requesting equivalency of completed course work.

STATEMENT OF POLICY PRINCIPLES

1. VCC will, when requested by a student and in accordance with established articulation agreements and/or affiliation agreements and/or foreign credential assessment and/or approved course equivalency in a VCC course outside the program area grant credit for a course successfully completed.
2. Only transferable courses with a passing grade equated to the VCC grading system can be applied towards the requirements for a VCC credential. Some programs may require a higher grade than a Pass grade.

3. The College will be guided by the Principles and Guidelines for Transfer endorsed by the British Columbia Council on Admissions & Transfer (BCCAT) and published in the British Columbia Transfer Guide.

4. Transfer credit in combination with PLAR will not exceed a maximum of 75% of a program. Individual programs may set different maximum standards.

5. Receiving transfer credit(s) may impact a student’s course load and affect their full-time program status and eligibility for financial support or scholarships and awards.

6. Courses transferred from another institution are not included in the calculation of the institutional grade point average (GPA). However, the transfer of credits and the transfer of GPA become part of the students permanent record at VCC.

RELATED POLICIES & LEGISLATION

LEGISLATION
College and Institute Act

POLICIES
C.1.1 Grading, Progression and Withdrawal Policy
C.1.3 Granting of Credentials Policy
C.2.1 International Education Enrolment Policy
C.2.2 Eligibility for Domestic Fees
D.3.5 Prior Learning Assessment & Recognition Policy
D.3.6 Admissions Policy
D.3.8 Criminal Record Check Policy
D.3.10 Aboriginal Education Enrolment Policy
D.4.1 Students with Disabilities Policy
NEW Flexible Admissions Policy

RELATED PROCEDURES
Refer to the Transfer Credit Procedures.
PROCEDURES

Policy No. | New
---|---
Title | Transfer Credit
Approving Jurisdiction | Education Council
Policy Sponsor | Vice President Academic, Students and Research
Last Revised/Replaces | 
Effective Date | June 14, 2016
Signed by | 

DEFINITIONS

BC Transfer Guide: Many credit courses offered at recognized post-secondary institutions in BC have been evaluated for equivalency by British Columbia Council on Admissions and Transfer (BCCAT). These equivalencies are published in the BC Transfer Guide.

Prior Learning Assessment and Recognition (PLAR): is assessment by valid and reliable means and by a qualified specialist, of what an individual has learned outside of courses and programs at VCC. Assessment will normally result in credit (assigned or unassigned) being granted to satisfy the graduation requirements of a program offered by the College.

Transfer Credit: refers to the granting of credit for a course successfully completed at another formally recognized educational institution and/or through a professional organization or other agency and/or by recognized foreign credential assessment and/or by formal recognition of course equivalency in a VCC approved course outside the program area. Credit for such learning will be formally acknowledged and noted on a student’s formal transcript.

PROCEDURES

1. Students are responsible for initiating the transfer credit process.
2. Students must complete a transfer credit request form available from the Registrar’s Office.
3. Deadlines for transfer credit applications will be established by each program and be listed on the college website.
4. Department Leaders will have discretion for overriding the deadline should a student be admitted after.

If courses are from a BC institution:

5. Once an official transcript has been forwarded in a sealed envelope directly from the issuing institution to VCC, or via electronic transcript exchange service where applicable, the
transfer credit will be assessed by the Office of the Registrar, if the course has been assessed already and appears in the BC Transfer Guide.

6. If a course has previously been assessed and a record of this exists within the Registrar’s Office, the credit will be granted.

7. In the event the course is not in the BC Transfer Guide, course outlines must be provided by the student to determine if transfer credit is suitable.

8. The outlines must be from the year and/or semester in which the courses were taken and be evaluated by faculty with expertise in the area.

9. Course outlines must include the following information: comprehensive description of material covered, number of hours of instruction per week, length of term, texts used and grading profile for each course.

If courses are from outside BC but within Canada:

10. Students must submit an official transcript from the sending institution in a sealed envelope. In addition, course outlines from the year and/or semester in which the courses were taken should also be submitted. It is strongly recommended that students submit all required documentation as soon as possible.

11. If a course has previously been assessed and a record of this exists within the Registrar’s Office, the credit will be granted.

12. Course outlines must include the following information: comprehensive description of material covered, number of hours of instruction per week, length of term, text used and grading profile for each course.

If courses are from outside Canada:

13. Students must forward an official transcript to VCC. In the event the transcript is from outside North America, we will return the original copy.

14. Official transcripts should be in the language of the country where the institution is based, and an authenticated English language translation of the transcript must be provided.

15. Course outlines must also be provided and should include the following information: comprehensive description of material covered, number of hours of instruction per week, length of term, text used and grading profile for each course.

16. Students should also provide an authenticated English language translation of associated course descriptions.

RELATED POLICY
Refer to Transfer Credit Policy.
IMPLEMENTATION OF CHANGES TO C.1.1 GRADING, PROGRESSION, WITHDRAWAL POLICY

Education Council approved changes to the Grading policy in February 2016. These policy changes apply to all programs starting on or after August 1, 2016, and require that all Program Content Guides be updated with a new grading standard chart. This table, located on the last page of all PCGs, lists letter grades and the associated GPA. The new table will also show percentage ranges next to the letter grades (e.g. A = 85-89%).

The policy sets out a recommended percentage range that is the standard scale used by the Registrar’s Office and is also currently used by many departments. Departments could choose to use a different percentage range. The policy allows this flexibility given the variety of programs taught at VCC – a one-size-fits-all standard did not work well.

Departments submitted their preferred grading standard to Education Council, and EDCO will be approving them in an omnibus motion at a special meeting on June 28, 2016.

REPORT ON CONTRACT TRAINING AND NON-CREDIT CONTINUING STUDIES COURSES:

Education Council received reports on all contract training and all non-credit Continuing Studies courses taught at VCC. These reports, provided by Kathryn McNaughton, Vice President Academic, Students, and Research, Gordon McIvor, Dean of Continuing Studies, and Claire Sauve, Senior Program Coordinator in Continuing Studies, provided a list of all training contracts and copies of all course outlines for non-credit CS courses.

These reports were provided so that the EDCO office can maintain an on-going record of what is taught at VCC, and to fulfil part of EDCO advisory role by receiving reports after implementation of non-credit programs and programs offered under service contract (College and Institute Act 23(1)(c)). This has not been done previously. Education Council will receive these reports every six months to a year.

EDUCATIONAL POLICY DEVELOPMENT:

This is an update on educational policy development from January to June 2016.
<table>
<thead>
<tr>
<th>Policy</th>
<th>Status</th>
<th>Target Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policies Recently Approved / To Be Approved</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C.1.1 Grading, Progression, Withdrawal</td>
<td>Approved February 2016</td>
<td></td>
</tr>
<tr>
<td>C.1.4 Assignment of Credit</td>
<td>Approved February 2016</td>
<td></td>
</tr>
<tr>
<td>C.3.1 Program Advisory Committee</td>
<td>Approved February 2016</td>
<td></td>
</tr>
<tr>
<td>D.1.3 Copyright</td>
<td>Approved June 2016</td>
<td></td>
</tr>
<tr>
<td>D.1.5 Use of Library Resources</td>
<td>Approved June 2016</td>
<td></td>
</tr>
<tr>
<td>D.4.4 Students Required to Withdraw</td>
<td>Rescinded when the new C.1.1 Grading policy is approved.</td>
<td>Rescinded February 2016</td>
</tr>
<tr>
<td>D.6.1 Lending and Borrowing College Equipment</td>
<td>To be approved – June 2016</td>
<td></td>
</tr>
<tr>
<td>Policies Currently Under Review at Policy Committee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C.3.3 Criteria for cancelation of Programs leading to Certificates,</td>
<td>Small working group formed (including VP-Academic and Chair of Policy</td>
<td>November 2016</td>
</tr>
<tr>
<td>Diplomas or Degrees</td>
<td>Cmte) to review and make revisions.</td>
<td></td>
</tr>
<tr>
<td>D.1.1 Education Services Review</td>
<td></td>
<td>December 2016</td>
</tr>
<tr>
<td>D.3.5 Prior Learning Assessment</td>
<td>Small working group has reviewed best practices.</td>
<td>November 2016</td>
</tr>
<tr>
<td>D.3.10 Aboriginal Education Enrolment Policy</td>
<td></td>
<td>December 2016</td>
</tr>
<tr>
<td>NEW Transfer Credit</td>
<td>Split out from D.3.5 Prior Learning Assessment. Currently out for</td>
<td>November 2016</td>
</tr>
<tr>
<td></td>
<td>community feedback.</td>
<td></td>
</tr>
</tbody>
</table>

**SUMMARY OF CURRICULUM APPROVALS:**

Education Council and Curriculum Committee approved the following curriculum from January to June 2016.

*Education Council approved:*
- revised course outlines for Braille 1 Level 1 (VOVI 0711), Braille 1 Level 2 (VOVI 0712), Braille 2 Level 1 (VOVI 0721) and Braille 2 Level 2 (VOVI 0722)
- revised Program Content Guide for the Health Care Assistant ESL Program
- changes to the Architectural Technician, Civil-Structural Technical and Steel Detailing Technician Certificate Program
- revisions to Chemistry 1 (CHEM 1121) and Chemistry 2 (CHEM 1223) course outlines
- revisions to the Health Care Assistant Program
- revisions to the Certified Dental Assisting-Onsite Program
- Revisions to the Bachelor of Hospitality Management Program Content Guide
• new course Intensive Academic Reading and Writing (ELSK 0930)
• the curriculum for the renewed Renal Dialysis Technician program
• the curriculum for the Fashion Design and Production program
• the Fashion Design and Production Certificate Program Content Guide
• revisions to the Certified Dental Assisting Onsite and the Certified Dental Assisting Distance programs
• revisions to the Dental Reception Coordinator program
• revisions to American Sign Language Level 3 (SIGN 3000) course outline
• new courses: Introduction to Criminology (CRIM 1150), The Canadian Legal System (CRIM 1160), Society, Space, Environment: Introducing Human Geography (GEOG 1100), Earth Systems (GEOG 1110) and Introduction to First Nations and Indigenous Studies (INDG 1100)
• the curriculum for the new Visual Communications Design Diploma and the renewed Visual Communications Design Certificate (formerly Digital Graphic Design)
• the new University Transfer Environmental Studies Certificate Program Content Guide and course outlines
• new course NURS 3160 Mental Health Nursing (formerly NURS 3161 and 3162)

Curriculum Committee approved:
• changing the ABE Articulation Handbook web address in course learning outcomes of Physics 12 Part 1 (PHYS 0983) and Physics 12 Part 2 (PHYS 0992) course outlines
• changes to the Digital Graphic Design Program Content Guide
• changes to the ESL Pathways Certificate and Advanced Certificate Program Content Guides
• revised course outlines for Improve Your Pronunciation Intermediate Focus A (ELSK 0646), Improve Your Pronunciation Intermediate Focus B (ELSK 0647), Improve Your Pronunciation Advanced Focus A (ELSK 0666), Improve Your Pronunciation Advanced Focus B (ELSK 0667)
• new course name for English 1 (ENGL 1100) and English 2 (ENGL 1200), formerly “University Transfer English”
• revised course outlines for Biology 12 Part 1 (BIOL 0983) and Biology 12 Part 2 (BIOL 0993)
• changes to the University Transfer Computing Science and Software Systems Program Content Guide
• revised course outline for English 1 (ENGL 1100)
• revised course outlines and program content guide for Interior Design Certificate

ATTACHMENTS:

PREPARED BY: Todd Rowlatt, Chair, Education Council

DATE: June 22, 2016