# Vancouver Community College Education Council
## Meeting Agenda
### September 10, 2019
3:30–5:30 p.m., VCC Broadway Campus, Room 5025

<table>
<thead>
<tr>
<th>Item</th>
<th>Topic</th>
<th>Action</th>
<th>Speaker</th>
<th>Time</th>
<th>Attachment</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>CALL TO ORDER</td>
<td></td>
<td>E. Ting</td>
<td>1 min</td>
<td></td>
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<tr>
<td>2.</td>
<td>ACKNOWLEDGEMENT</td>
<td></td>
<td>E. Ting</td>
<td>1 min</td>
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<td>3.</td>
<td>ADOPT AGENDA</td>
<td>Approval</td>
<td>E. Ting</td>
<td>1 min</td>
<td>✓</td>
<td>1-2</td>
</tr>
<tr>
<td>4.</td>
<td>APPROVE PAST MINUTES</td>
<td>Approval</td>
<td>E. Ting</td>
<td>1 min</td>
<td>✓</td>
<td>3-7</td>
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<tr>
<td>5.</td>
<td>ENQUIRIES &amp; CORRESPONDENCE</td>
<td>Info</td>
<td>E. Ting</td>
<td>1 min</td>
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<td>6.</td>
<td>BUSINESS ARISING</td>
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<tr>
<td>a.</td>
<td>Website Redesign</td>
<td>Info</td>
<td>N. Kawas</td>
<td>20 min</td>
<td></td>
<td>8-20</td>
</tr>
<tr>
<td>b.</td>
<td>Concept Paper: VR/AR Design and Development Diploma</td>
<td>Info</td>
<td>S. Lew</td>
<td>10 min</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>c.</td>
<td>Annual Report – Admission Requirements &amp; English Language Proficiency Requirements Update</td>
<td>Info</td>
<td>D. Seremba</td>
<td>5 min</td>
<td></td>
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<tr>
<td>d.</td>
<td>2020 EdCo Meeting Dates</td>
<td>Approval</td>
<td>E. Ting</td>
<td>2 min</td>
<td>✓</td>
<td>21</td>
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<tr>
<td>7.</td>
<td>COMMITTEE REPORTS</td>
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<tr>
<td>a.</td>
<td>Curriculum Committee</td>
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<tr>
<td>i.</td>
<td>Program &amp; Course Deactivations: LPN Perioperative Program Advanced Certificate</td>
<td>Approval</td>
<td>J. Schappert</td>
<td>2 min</td>
<td>✓</td>
<td>22-43</td>
</tr>
<tr>
<td>ii.</td>
<td>Course Deactivation: HOSP 4260</td>
<td>Approval</td>
<td>S. Broekhuizen</td>
<td>2 min</td>
<td>✓</td>
<td>44-46</td>
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<td>iii.</td>
<td>New Courses: BIOL 2106, 2204, 2216</td>
<td>Approval</td>
<td>J. Shehadeh</td>
<td>5 min</td>
<td>✓</td>
<td>47-61</td>
</tr>
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<td>iv.</td>
<td>New Courses: CMPT 2225, 2276, 2295</td>
<td>Approval</td>
<td>J. Shehadeh</td>
<td>5 min</td>
<td>✓</td>
<td>62-74</td>
</tr>
<tr>
<td>v.</td>
<td>New Courses: ELSK 0346, 0347, 0446, 0447</td>
<td>Approval</td>
<td>J. Theny</td>
<td>5 min</td>
<td>✓</td>
<td>75-92</td>
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<td>vi.</td>
<td>Program Update: Fashion Merchandising Certificate</td>
<td>Approval</td>
<td>S. Murray</td>
<td>10 min</td>
<td>✓</td>
<td>93-134</td>
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<td></td>
<td>Agenda Item</td>
<td>Type</td>
<td>Presenter</td>
<td>Duration</td>
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<td>vii.</td>
<td>Program Update: Makeup Artistry Certificate</td>
<td>Approval</td>
<td>J. Ewart</td>
<td>10 min</td>
<td>✓</td>
<td></td>
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<td>viii.</td>
<td>Program Update: Music Diploma</td>
<td>Approval</td>
<td>L. Mollerup</td>
<td>5 min</td>
<td>✓</td>
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<td>b.</td>
<td>Policy Committee</td>
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<tr>
<td>i.</td>
<td>A.1.2 Student Appeal to Board of Governors</td>
<td>Info</td>
<td>J. Demeulemeester</td>
<td>5 min</td>
<td>✓</td>
<td></td>
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<tr>
<td>c.</td>
<td>Appeals Oversight Committee</td>
<td>Info</td>
<td>A. Candela</td>
<td>5 min</td>
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<td>d.</td>
<td>Quality Assurance Committee</td>
<td>Info</td>
<td>T. Rowlatt</td>
<td>5 min</td>
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<tr>
<td>i.</td>
<td>QAPA Summary</td>
<td>Info</td>
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<td></td>
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<td>ii.</td>
<td>Annual Program Reviews Summary Report 2018</td>
<td>Info</td>
<td></td>
<td></td>
<td>✓</td>
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<tr>
<td>iii.</td>
<td>Program Renewal Report: TESOL</td>
<td>Info</td>
<td></td>
<td></td>
<td>✓</td>
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<tr>
<td>8.</td>
<td>RESEARCH REPORT</td>
<td>Info</td>
<td>E. Ting</td>
<td>5 min</td>
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<td>9.</td>
<td>CHAIR REPORT</td>
<td>Info</td>
<td>E. Ting</td>
<td>5 min</td>
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<tr>
<td>a.</td>
<td>EdCo Annual Report 2018</td>
<td></td>
<td></td>
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<tr>
<td>10.</td>
<td>STUDENT REPORT</td>
<td>Info</td>
<td>G. Kaur</td>
<td>5 min</td>
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<tr>
<td>11.</td>
<td>NEXT MEETING &amp; ADJOURNMENT</td>
<td>Info</td>
<td>E. Ting</td>
<td>1 min</td>
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Next meeting: October 8, 2019, 3:30–5:30 p.m., DTN, room 240
### Vancouver Community College
#### EDUCATION COUNCIL

#### MEETING MINUTES - DRAFT
June 11, 2019, 3:30-5:30pm, Room 240 DTN

<table>
<thead>
<tr>
<th>Item</th>
<th>Topic</th>
<th>Discussion</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Call to Order</td>
<td>The meeting was informally called to order at 3:30 p.m. due to lack of quorum, and formally called to order at 3:50 p.m.</td>
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<tr>
<td>2.</td>
<td>Acknowledgement</td>
<td>E. Ting acknowledged that the meeting is being held on the traditional unceded territory of the Skwxwú7mesh Úxwumixw (Squamish), x̱məq̓aθəy̓əm (Musqueam) and Tsleil-Waututh peoples.</td>
</tr>
<tr>
<td>3.</td>
<td>Adopt Agenda</td>
<td><strong>Motion:</strong> Moved by T. Rowlatt and seconded THAT Education Council adopt the June 11, 2019 agenda as amended. Item 7avi) Program Update: Professional Cook 1 Certificate (EAL Cohort) was removed. All in favour. <strong>Motion carried.</strong></td>
</tr>
<tr>
<td>4.</td>
<td>Approve Past Minutes</td>
<td><strong>Motion:</strong> Moved by J. Demeulmeester and seconded THAT Education Council approve the May 14, 2019 minutes as presented. All in favour. <strong>Motion carried.</strong></td>
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<tr>
<td>5.</td>
<td>Enquiries &amp; Correspondence</td>
<td>There were none.</td>
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<td>6.</td>
<td>Business Arising</td>
<td><strong>a) mLearning EAL App</strong></td>
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<td>R. Warick presented the mLearning EAL pilot project, funded by IRCC and provided in partnership with US-based tech company Cell-Ed. The program delivers English lessons on mobile devices to those on VCC’s LINC program waitlist. About 185 learners at CLB levels 2-5 were recruited for phase 1; the goal for phase 2 phase is to recruit 350 learners at levels CLB 6-8 and to expand recruitment beyond VCC’s waitlist. Students can connect with Cell-Ed coaches, who provide motivation and support, but do not act as EAL instructors. About six coaches are contracted through Continuing Studies.</td>
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<td>There was a discussion about the demand and funding for LINC programs, as well as mLearning curriculum development and evaluation. R. Warick reported that content for phase 1 was provided by Cell-Ed and reviewed by a contracted curriculum developer. Content for phase 2 will be developed with VCC for the Canadian context. T. Rowlatt encouraged collaboration with VCC’s EAL department in evaluating the project.</td>
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<td><strong>b) Academic Schedule</strong></td>
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<td><strong>Motion:</strong> Moved by D. McMullen and seconded THAT Education Council recommend the Board of Governors approve the 2020/21 Academic Schedule. K. McNaughton presented the Academic Schedule for 2020/21. All in favour. <strong>Motion carried.</strong></td>
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<td><strong>c) K-12 BC High School Curriculum Changes</strong></td>
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|      |       | D. Seremba presented the changes, approved by the Ministry at the end of last year, for information. Several course names have changed, and some courses have been discontinued. Admission requirements and course pre-requisites on the website and in International Education’s...
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<th>Item</th>
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<td>7.</td>
<td>Committee Reports</td>
<td>Marketing materials will be updated. There was a discussion about English course equivalencies and the process to implement the changes.</td>
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<td></td>
<td>a) Curriculum Standing Committee</td>
<td>Motion: Moved by T. Rowlatt and seconded THAT Education Council approve, in the form presented at this meeting, revisions to the Canadian Business Management Post-Degree Diploma program content guide and three courses, including the new course MGMT 1019 Preparation for the Canadian Workplace.</td>
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<td>i) Program Update: Canadian Business Management Post-Degree Diploma</td>
<td>J. Rivera presented the proposed revisions including changes to course scheduling to align the first year with the Business and Project Management Post-Degree Diploma program. In order to better prepare international students for their practicum, the new course MGMT 1019 Preparation for the Canadian Workplace was created. Credits for the practicum (MGMT 2020) were reduced as a result of adding credits for MGMT 1019 and increasing credits for MGMT 2019. Based on feedback from Curriculum Committee, the department made revisions in collaboration with Instructional Associates from the CTLR.</td>
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<td>T. Rowlatt noted L. Apouchine’s significant concerns, shared by D. McMullen, about the timing of the proposal, due to the amount of work required by the Registrar’s Office by the effective date of September 2019. All in favour. <strong>Motion carried.</strong></td>
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<td>ii) Program Update: Access to Practical Nursing Diploma</td>
<td>Motion: Moved by T. Rowlatt and seconded THAT Education Council approve, in the form presented at this meeting, revisions to the admission requirements for the Access to Practical Nursing Diploma program.</td>
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<td>J. Gilbert presented the proposed update to the admission requirements to include information for internationally educated nurses (IENs) to apply to the program. The rationale is that IENs often have a higher level of experience and education than the Health Care Assistants for which this program is designed. All in favour. <strong>Motion carried.</strong></td>
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<td>iii) Course Update: NURS 3264 Nursing Clinical Practice 6 Care of the Acutely Ill Adult - Lab and Clinical</td>
<td>Motion: Moved by T. Rowlatt and seconded THAT Education Council approve, in the form presented at this meeting, revisions to NURS 3264 Nursing Clinical Practice 6: Care of the Acutely Ill Adult.</td>
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<td>T. Rowlatt presented the proposed changes to the evaluation plan aimed at ensuring students demonstrate theoretical knowledge through examinations, instead of passing based on a clinical</td>
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<td>assignment. Testing proficiency is important since students need to pass a standardized examination after graduation to be licensed. All in favour. <strong>Motion carried.</strong></td>
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| iv) | New Course: SIGN 1110 Advanced ASL | **Motion:** Moved by T. Rowlatt and seconded THAT Education Council approve, in the form presented at this meeting, the new course SIGN 1110 Advanced ASL.  
B. Carmichael presented the proposal for this course, which is designed as a pilot for teaching ASL online. During the pilot phase, the course has no tuition or credits. Since Douglas College does not offer a 2019 intake into its Interpreting Diploma program, this course also allows students to maintain their ASL skill set while waiting to apply for the next intake. Discussions are ongoing regarding the future of the Interpreting Diploma program. All in favour. **Motion carried.** |
| v) | Program Update: Professional Cook 2 Advanced Certificate | **Motion:** Moved by T. Rowlatt and seconded THAT Education Council approve, in the form presented at this meeting, revisions to the admission requirements for the Professional Cook 2 Advanced Certificate.  
The Culinary Arts department proposed removing the requirement for immunizations and TB skin tests; the same change was approved by Education Council for the Professional Cook 1 Plus Certificate and the Culinary Arts Diploma in May 2019. All in favour. **Motion carried.** |
| vi) | Program Update: Professional Cook 1 Certificate (EAL Cohort) | Item removed from agenda. |
| vii) | Program Update: Computer Systems Technology Diploma | **Motion:** Moved by T. Rowlatt and seconded THAT Education Council approve, in the form presented at this meeting, revisions to the Computer Systems Technology Diploma program and courses.  
Recently hired Computer Technology Programs Department Head R. Nezami presented the proposed revisions to bring the curriculum up to date with the current state of technology and the local labour market, before the first program offering in September.  
T. Rowlatt acknowledged concerns expressed at Curriculum Committee about the challenge for the Registrar’s Office due to the timing of the changes. Committee’s vote on this proposal was split.  
There was a discussion about the lack of specificity in some evaluation plans and about the timing for hiring instructors. All in favour. **Motion carried.** |
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<tr>
<td>viii)</td>
<td>Course Deactivations: CSTP 1102, 2203, 1107, 2206, 2103, 2207, 2105</td>
<td><strong>Motion:</strong> Moved by T. Rowlatt and seconded THAT Education Council approve the deactivation of seven courses as part of the revisions to the Computer Systems Technology Diploma program: CSTP 1102, 1107, 2103, 2105, 2203, 2206, and 2207. All in favour. <strong>Motion carried.</strong></td>
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</table>
| ix) | New Program: Electronics Repair Technology Diploma | **Motion:** Moved by T. Rowlatt and seconded THAT Education Council provisionally approve, in the form presented at this meeting, the curriculum for the Electronics Repair Technology Diploma program, and recommend that the Board approve the program and credential.  

B. Griffiths presented the new program slated for January 2020, with a new department yet to be established. The two-year program, which will run in the Samsung lab, was developed in collaboration with Best Buy and is designed to train students for the growing consumer electronics repair industry. Students can exit after the first year with a certificate.  

T. Rowlatt reported that Curriculum Committee had some concerns about the alignment between learning outcomes and evaluation plans. Committee recommended to Education Council that this program enter the provisional approval process. This approach provides additional support for the new department and allows some flexibility for adjustments during the first offering. B. Griffiths supported this approach. All in favour. **Motion carried.** |
| b) | Policy Standing Committee | **T. Rowlatt presented the proposed revisions arising from the QAPA process. The procedures now clearly state that external review committees as part of program renewals are selected by the VP Academic, based on recommendations from the Steering Committee, which is in line with current practice. J. Demeulemeester added that the revisions are being presented to Education Council for information, and C.3.2 will be posted for community feedback.** |
| i) | C.3.2 Program Review and Renewal | **Motion:** Moved by J. Demeulemeester and seconded THAT Education Council approve C.1.4 Assignment of Credits to Courses policy and procedures.  

L. Apouchtine presented the main revisions. The general rule is that one credit should equate to 45 hours of total learning time, both inside and outside of class. Four broad types of instruction were identified. Previous differentiations between degree and non-degree ratios were removed and the ratio simplified to 15:1 for lecture, seminar or online delivery. The policy sets out minimum numbers of hours per credit and allows instructors to modify up to 10% of the total course hours without a change to the course outline. All in favour. **Motion carried.** |
| ii) | C.1.4 Assignment of Credits to Courses | **Motion:** Moved by J. Demeulemeester and seconded THAT Education Council approve C.1.4 Assignment of Credits to Courses policy and procedures.  

L. Apouchtine presented the main revisions. The general rule is that one credit should equate to 45 hours of total learning time, both inside and outside of class. Four broad types of instruction were identified. Previous differentiations between degree and non-degree ratios were removed and the ratio simplified to 15:1 for lecture, seminar or online delivery. The policy sets out minimum numbers of hours per credit and allows instructors to modify up to 10% of the total course hours without a change to the course outline. All in favour. **Motion carried.** |
<p>| c) | Appeals Oversight Committee | No report. A. Candela sent his regrets. |</p>
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<th>Item</th>
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<tbody>
<tr>
<td>4.</td>
<td>Quality Assurance Committee</td>
<td>T. Rowlatt reported on committee’s work to make the annual program review process more user friendly. The statistics report sent to department heads was revised and separated from the report form departments are asked to fill out. Departments will have the option to combine reports for related programs.</td>
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<tr>
<td>8.</td>
<td>Research Report</td>
<td>E. Ting attended the RIPE/BCARIN conference in Kelowna and is requesting federal funding on behalf of VCC to host a similar event later this year. REB received its first complaint regarding a project that was not reviewed, prompting a conversation between REB and faculty about which projects require research ethics review.</td>
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<tr>
<td>9.</td>
<td>Chair Report</td>
<td>E. Ting attended the Academic Governance Council meeting on May 22, where the challenges of recruiting and retaining student members were discussed.</td>
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<td>10.</td>
<td>Student Report</td>
<td>S. Sullivan reported that SUVCC is working on student engagement in view of the September elections. SUVCC is also undergoing staffing changes.</td>
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<td>11.</td>
<td>Next meeting</td>
<td>September 10, 2019 3:30-5:30pm room 5025 BWY-A</td>
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<td>12.</td>
<td>Adjournment</td>
<td>The meeting was adjourned at 4:46 p.m.</td>
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**ATTENDEES:**
- Elle Ting
- Kathryn McNaughton
- Natasha Mandryk
- Todd Rowlatt
- Dave McMullen
- Shawna Broekhuizen
- Jo-Ellen Zakoor
- David Wells
- Heidi Parisotto

**REGRETS:**
- Andrew Candela
- Denise Beerwald
- Nona Coles
- Gurpreet Kaur
- Karen Crossett
- Robert Kunka
- Paul Yeung

**GUESTS:**
- Rachel Warick
- Collin Gill
- Sydney Sullivan
- Joel Rivera
- Reza Nezami
- Denis Seremba
- Julie Gilbert
- Brett Griffiths
- Brenda Carmichael
- Les Apouchtine

**RECORDING SECRETARY:** Mya Willie
INFORMATION NOTE

DATE: August 29, 2019

PREPARED FOR: Education Council

ISSUE: VR/AR Design and Development Diploma with Vancouver Film School

BACKGROUND:

Virtual Reality/Augmented Reality (VR/AR) Design and Development Diploma is a new joint educational offering with the Vancouver Film School (VFS). Students complete foundational courses at VCC, VR/AR courses at VFS, then an extended Practicum at VCC. VCC is the credential granting institution. The Concept Paper has been approved by Senior Executive and will be presented to the Board of Governors at the Sept or Oct meeting.

DISCUSSION:

The VR/AR Design and Development Diploma represents a unique opportunity for joint programming with VFS, a well-established private institution. This is new territory for VCC so ongoing consultation was essential to inform the Concept Paper and will continue as the program develops. The opportunity for VCC and VFS is to combine knowledge and resources at each institution to offer a credential that could not be offered otherwise. VR/AR is a rapidly growing technology with diverse career opportunities. It is expected graduates will be in demand, particularly in Vancouver’s tech sector.

The diploma is a Virtual Reality and Augmented Reality immersive technologies program with three main outcomes: 1) development of skills with VR/AR applications; 2) creation of immersive experiences for multiple contexts (e.g. biomedical, health care, entertainment, education, technology, etc.); and 3) a portfolio of VR/AR work for a variety of sectors.

This is a cohort-based program that can be completed in 16 months (four terms) with a maximum of 30 students per cohort. The proposed structure is as follows:

- Term 1 at VCC (four courses, 12 credits in foundational courses including computer science, programming, and communication)
- Terms 2 and 3 at VFS (42 credits in VR/AR applications)
- Term 4 at VCC (18 credit Practicum, supervised by VCC Faculty)

Three of the four courses in Term 1 will be in the University Transfer department, with two of those courses already running successfully. The extended Practicum is 540 hours, or about 35 hours/week, equivalent to full-time work in the sector. Students will meet with their Faculty supervisor regularly throughout the term and be evaluated at the end of the placement. The faculty member who teaches students in one of the foundational programming courses in Term 1 will also supervise students during their Practicum.

Curriculum Development funding was allocated this year to develop this program. Jacqueline Shehadeh, the faculty lead on this project, completed the Concept Paper and Business Case, and is currently
working on the PCG, curriculum, and course outlines in consultation with other departments and stakeholders. In addition to the curriculum work, development of the program with the Registrar’s Office, International Education, Student Services, Finance and other service departments at both institutions is ongoing. We anticipate the program will be open to International Students however some details still need to be worked through. Other issues such as tuition and student support also need time for discussion and careful consideration.

Given the nature of this public-private partnership, the Ministry was also consulted and indicated their support of proceeding with development with VFS, a well-established private institution. The recent announcement of Capilano University and VFS’s degree pathway partnership further reinforces Ministry support of this kind of partnership.

Although a lot of consultation has taken place to this point, we anticipate more questions may arise as development work continues.

PREPARED BY:

Shirley Lew
Acting Dean, School of Arts & Sciences

Jacqueline Shehadeh
Department Head, Science
VR/AR Design and Development Diploma – Concept Paper

Name of Program:
VR/AR Design and Development Diploma

School/Centre:
Arts & Sciences

Credential Level:
Diploma

Anticipated Start Date:
September 2020

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

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jacqueline Shehadeh</td>
<td><a href="mailto:jshehadeh@vcc.ca">jshehadeh@vcc.ca</a></td>
<td>7293</td>
</tr>
</tbody>
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PART 1: CONCEPT

Purpose and Context

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

This new Virtual Reality (VR) and Augmented Reality (AR) program is a progressive immersive technologies curriculum. The program has three core goals and objectives. First, students will explore and analyze virtual and augmented reality applications and enhance their art, design, programming and storytelling skills. Second, students will develop immersive experiences for applications in the bio-medical, health care, civic, tech, education, and entertainment industries. Third, students will develop and create a portfolio, including client-based work, of VR and/or AR applications for a variety of different industries.

The list of occupations which graduates will be prepared for include Visual Effects Supervisor, 3D Artist, Level Designer, Unreal Software Engineer, Game Engineer, User Experience Designer, User Interface Designer, Information Architect, User Experience Engineer, Concept Artist, Producer, VR/AR Developer, Mixed Reality (MR) Developer, Graphic Designer, Virtual Experience Designer, Prototyper, Computer Vision Manager, Interaction Designer, Technical Animator
Upon completion of this diploma the successful student will have reliably demonstrated the ability to:

- Utilize critical thinking, research methods to develop authentic, believable, and compelling VR/AR/MR experiences in service to industrial applications.
- Apply project management processes (e.g. research, conceptualization, planning, control, execution, refinement) to solve visual and experiential problems.
- Create digital assets, scripts, animations, and designs for VR/AR/MR.
- Demonstrate an understanding of human physiology, psychology, and usability factors pertaining to VR/AR/MR experiences.
- Demonstrate an understanding of the principles of animation, body mechanics, and authentic performance.
- Demonstrate proficiency in lighting, surfacing, texturing, and modeling to create visually appealing, immersive environments.
- Demonstrate an understanding of how to use production tools, programming, and engines to convey desired story themes.
- Demonstrate an understanding of non-linear audio for immersive experiences in theory and in practice.
- Demonstrate the ability to critically assess artistic and technical challenges and apply appropriate problem solving techniques.
- Utilize principles of user experience design to develop projects that maximize user experience.
- Render production quality scenes and demonstrate rendering techniques in various platforms.
- Craft immersive experiences using cinematic, composition, and design principles.
- Set and achieve industry aligned performance goals.
- Demonstrate consistent and reliable production practices.
- Produce a professional quality VR/AR/MR grad project.

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

VCC’s vision is “The first choice for innovative, experiential learning, for life.” By addressing the change in technology and incorporating VR/AR into the college, we are following the VCC vision. This diploma program will allow VCC to stay relevant and competitive, to be innovative and creative, and to feed the growing need for talent in Vancouver. VCC values diversity, excellence, and student success; this program will be the only one of its kind in the province. Additionally, when students succeed in this program, they will be able to enter the workforce immediately as the conversations we have had with our industry partners indicate that the shortage of skilled talent is slowing their output.

There are multiple key success drivers which this program will meet including:
1. Educational Quality - The courses planned for this program will allow students to learn the material and gain experience in the industry as the last term will be a practicum where students will work on a real project with industry partners.

2. Financial Stability and Sustainability - This program will increase domestic and international enrollments. Marketing from both VCC and VFS will allow for the promotion of this program. Additionally, students could potentially create VR applications for our own in house programs, thus decreasing costs associated with science labs, health sciences, or trades.

3. Reputation Management - Creating this VR/AR program will help build a strong brand identity that VCC is responsive to technology growth and that VCC will remain relevant and current in the face of changing technology. Additionally, we have had industry partners already tell us that they would hire "all" the students after their practicum if the students were successful.

4. Business Development - This is the first joint program with Vancouver Film School, but there are other opportunities which are blossoming. This business development will allow a stream of students to flow between VCC and VFS, and will increase our enrollment numbers. Additionally, this program will increase the number of technology industry partners VCC has as we will create relationships with VR businesses for our students to complete their practicums.

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

This program will use two existing courses from the Science Department for the first term of the program which will run from September to December. These two courses are SCIE 1110 (Professional Communication) and CMPT 1010 (Introduction to Computer Programming). Because this new diploma will use currently running courses, there will be increased knowledge/marketing of the Science department from both domestic and international students, and will allow for additional seats to be filled in classes which will already be running. Furthermore, if the use of VR is incorporated into other disciplines (e.g. Science, Nursing, or any trades), students may be able to create immersive content for the VR headsets within these departments to enhance student learning and experiences from other departments. Finally, students may also be interested in taking the Associate of Science Degree with a specialization in Computing or the new Computer Systems Technology Diploma offered in the School of Trades, Technology, and Design.

Needs Assessment

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

The Vancouver tech industry is exploding. More than 75,000 individuals now work for the city’s technology companies; this figure has risen so fast that the sector’s employees now outnumber everyone in the mining, oil, gas, and forestry industries across the whole of B.C. combined. According to Indeed.com, one of Canada’s most widely used job-seeking websites, the need for tech employees in Vancouver is up 25 percent since April 2018 - a
trend that has been consistent year over year since 2012. The largest number of ads asked for software engineers, full stack developers, and front end developers. Web developers, back end developers, and development operations engineers also made the top 10, as did software engineering managers, and systems administrators. Most striking, however, is that as the tech industry continues to expand and call for more positions, Vancouver is meeting that demand. A new Indeed.com report indicates that the talent gap between job seekers and job openings in the sector has not increased in recent years - and for some positions that mismatch has significantly narrowed. As the technology industry continues to expand in the city and across the world, over 83,400 tech-related jobs openings are expected in the city by 2027 - a number that will more than double the amount of permanent positions which exist today.

Looking specifically at VR/AR, Dan Burgar, the President of VRAR Association Vancouver, has been quoted saying that “Vancouver is at the centre of a booming VR/AR ecosystem that is only getting bigger. As an industry we need to keep the momentum going and part of that is developing top talent. The VR/AR program at VFS will help create the next wave of innovators for the future.” A global news report stated that the talent pool for VR/AR is not limitless. Vancouver is facing unparalleled growth in the VR/AR industry and the B.C. Tech Association has estimated there will be 35,000 new jobs to fill by 2021. It’s unsurprising given that Vancouver is the epicenter of virtual and augmented reality innovation. The city is Canada’s provincial-wide Digital Technology Supercluster, and it’s also home to Microsoft Vancouver and The Cube, a 6,000 square foot co-working space dedicated to virtual, augmented and mixed reality development.

Ultimately, this proposed program will increase the talent pool sorely needed in Vancouver’s industry.

The data from this section was taken from the articles below.

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

As the technology industry has skyrocketed, the VR/AR industry has followed suit. In the last year, the number of VR companies rocketed from 15 to over 230 organizations. The BC Tech Association has estimated that there will be 35,000 new jobs to fill in the VR/AR industry by 2021.

We have heard from multiple companies that they are anticipating the completion of the first intake currently running at VFS. This was during the BC Tech Summit and during the VR/AR Hub Launch earlier this year. Students who successfully complete the diploma program are guaranteed to have access to industry and job opportunities. The VFS has partnered with the Launch Academy and the VR/AR Association in order to allow students to have complete access to the VR/AR community in Vancouver.


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

VFS currently has 8 students (4 domestic and 4 international) registered in the program having only had six months to advertise nationally and internationally. The current fees for the 8 month program are $22,000 for domestic students and $33,000 for international students. There are students who are interested in a 2020 start date for the current VFS program, and many others who are interested but do not have the required pre-requisites to enrol in the program. This partnership with VCC and VFS will give students the required pre-requisite knowledge to complete the program successfully and will give students an opportunity to work with industry partners for their capstone project.

For many students, the access to job opportunities within their field immediately after graduation is a huge draw because after students complete some diplomas, they are unable to work in their field without further education. International students who get a post-graduate work permit and work in their field will have a fast-track to permanent residency compared to those not working in their field.

Competitive Analysis

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

There are no local institutions with a 2 year VR/AR diploma. The only institution which has any AR/VR courses is BCIT, which has a 4 course “Applied Virtual Reality and Augmented
Reality” statement of completion within the School of Computing and Academic Studies. https://www.bcit.ca/study/programs/0650000000

Lethbridge College in Alberta has a one year certificate program which is most similar to what is being proposed. https://lethbridgecollege.ca/programs/virtual-and-augmented-reality-certificate

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

No.

Student Profile

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

The program entrance requirements will be the same as those for the University Transfer Sciences. Students will be 18 years of age or older and be able to demonstrate the following: successful completion of a high school diploma or GED equivalent, English 12 with a C+ or equivalent, and Pre-calculus 12 with a B or equivalent. Students will have basic PC computing skills, and the program language of instruction is in English.

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

Locally, VFS has partnered with the VRAR Association as well as Launch Academy both of which have been helping market the program to their networks. This will help market to domestic students. VFS has a network of international business development specialists and partner schools around the world who are helping recruit international students. The registrar's office has met with VFS, International Education has been consulted, and marketing will be involved once the program has been approved.

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

The technology sector (and STEM in general) typically attracts more male than female students. Additionally, the current instructors at VFS are all male as no females applied for the position. The current instructors at VCC who are teaching/able to teach the first term courses are male. Accommodations will be made for students with disabilities once students have met with disability services, and any systemic barriers will be dealt with according to
VCC policies. Specifically, two seats will be saved for Indigenous students for the program, and if there is a waitlist, Indigenous students will be moved to first place.

Quality

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

This program is accredited by the Private Training Institutions Branch (PTIB) of the Ministry of Advanced Education. VFS is partnered with the Launch Academy and the VRAR Association.

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

VFS does have an advisory board for their 8 month VR/AR program, and this advisory board would advise the VCC and VFS program. The curriculum was designed with a subject matter expert who is a senior designer at Microsoft Hololens; there was input from many of her team members as well as various VR/AR professionals who are on the advisory board. We are also working with the VRAR Association and Launch Academy in finding mentors, projects and getting feedback on the curriculum to keep it as current and relevant as possible. Finally, we have met with the Emerging Media Lab at UBC to discuss potential projects for the final term.

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

Current faculty from the Science and Humanities department will be able to teach the two courses already running (SCIE 1110 and CMPT 1010). One of the new first term courses may/will need a new faculty member, while another course which will be created has a current faculty member in the CST department has the knowledge to teach the course. However, hiring criteria will be developed for these courses ensuring the correct faculty can teach the courses. VFS will help recruit instructors for this, as they already have faculty with industry experience and degrees teaching the material (thus, it would be relatively easy to get term instructors for the courses).

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

Students will be working on real-world, client-led projects as part of the curriculum. The final term will be a full-time practicum (18 credits; 540 hours) where students have an opportunity to work in industry for the term and create their own projects. Students will be able to work with mentors from the industry (which VFS already has secured) or faculty at VCC on a weekly basis to ensure they are on track. At the end of the term, students will
need to display their work at an event hosted by VCC and attended by the industry partners, VFS, and PAC.

Admission, Delivery, and Design

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

The expected length of the program is 16 months. Each September will have an intake at VCC, so Term 1 students and Term 4 students will overlap. There can be a maximum of 30 students per cohort (based on the numbers from VFS). The numbers at VCC will be dependent on the number of computers in our computer lab which can be used for VR.

Term 1 at VCC (12 credits, September to December):

- CMPT 1010
- SCIE 1110
- Introduction to Maya
- Introduction to Gaming Engines

Terms 2 and 3 at VFS (42 credits, January April and May to August)

Term 4 at VCC (18 credits, Industry Practicum, September to December)

Because VR/AR technology develops so rapidly, there will be a maximum completion time of 24 months for the program. This is to ensure that we are sending students out to their practicum with the most current knowledge and representing VCC positively.

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

As long as students are able to meet the program entrance requirements (English 12 with a C+ or equivalent, everything else will be taught within the program. Students enrolled in Adult Basic Education at VCC can enrol in the program after completing the program pre-requisites. Additionally, students from the University Transfer program or the new CST program would be able to enter the program. Furthermore, students who have taken the VR/AR program would be able to enrol in the CST program or enrol in University Transfer courses. Finally, students may be able to use some of these computing credits towards the Associate of Science Degree.

18. Will the structure of the program allow for full-time, part-time, evening, weekend, online, mixed-mode delivery methods, or a combination of any of these? (Identify each as appropriate).
There are no plans for online or mixed mode delivery. The structure of the program is full-time. The first four months will be at VCC, the next 8 months will be at VFS, the last four months will be at VCC. Depending on the location and use of the computer labs, there may be evening classes.

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

Potentially, students could skip the first 4 months of the 16 month program if they already have a Computing Science or Gaming background (PLAR). Domestic students are more likely to do this than international students, as international students would want to complete the entire program to then apply for a Work Visa. Both domestic and international students will likely want to complete the practicum even if they skip the first four months because that would be the industry experience they require prior to entering the workforce. Additionally, students will know that if they perform well during the practicum, they are likely to get hired in the industry immediately after their practicum.

In order to enter the 4th term practicum, students will have to have completed the 8 month VFS portion to ensure that when they enter the industry as VCC students, they will be strong students who have the ability to succeed in creating VR/AR content. If students are unable to complete the practicum in the term immediately after the completion of the 3rd term, they will need to start it as soon as possible to ensure completion of the practicum within the timeframe of the program.

Therefore, it will likely be a single entry program.

Operational Needs

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

With running a new program, there will be costs for faculty, support staff, international supports, library support, and a program coordinator. There are three scenarios where 100% of the students are international, 100% of the students are domestic, and there is a 50/50 mix of international/domestic students. The attached business case has described 5 options for computer use in which this program can run. A brief summary of the five options
are below, but more detailed information including the pros and cons of each can be found in the business case.

1. Using the 24 computers from the new CST program but installing GPUs appropriate for VR and installing the Maya software. We would use these computers 8h/week. In this case, the cohort maximum would be 24.

2. Using the 24 computers from the new CST program for Introduction to Gaming for 4h/week, and using the 18 computers from the CAD/BIM department for Introduction to Maya for 4h/week. In this case, the cohort maximum would be 18.

3. Some computer labs at Broadway need to be upgraded with new computers. Option 3 would be to pay the difference between those computers which would be purchased and computers suitable for VR. This would allow for 34 computers to be upgraded (e.g. in room B2212), and therefore the cohort maximum would be 30 (the current limit for VFS). This is the preferred option as there won’t be any inter-departmental conflicts with room use, and is the most fiscally responsible option.

4. Having a joint capital request with the English as an Additional Language department for their audio lab. This new computer lab which could be used as an audio lab and a VR lab would be shared between the two departments.

5. Building a brand new VR-ready computer lab with 34 computers.

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

The resources needed to develop the program have already been allocated via Curriculum Development funding. The Memorandum of Understanding has already been created and signed. I am currently managing the project, creating the curriculum, creating the Program Content Guide, and creating the course outlines for the two new courses and practicum. Other departments such as finance, registrar’s office, marketing and International Education will need time to do their work, and all documents must go through the legal process; however, that is not curriculum development.

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

VFS is already running the 8 month program, and therefore, they have the majority of the hardware which is required for the students to use in the program. Additionally, marketing and facilities for that portion of the program is already in place. During the fourth term, students will be doing a full-time practicum in industry where the hardware will already be located. During the sessions where students will be meeting with their mentor/faculty member, we can purchase a small number of headsets for students to load their content and allow the mentor/faculty member to view and comment on their work. For the last term project where industry partners will be in attendance, we will be able to use the event space
in Broadway Building B, and therefore will not have to rent an outside venue to showcase students work.

Phase In/Phase Out Plan

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

There is no Phase In or Phase Out plan as this is a new program.

PART 2: INITIAL BUSINESS CASE

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

What is the source of funding for this program?

Please see attached business case. The source of funding for this program would be from tuition fees. The potential of asking companies to supply hardware or to sponsor the program is also possible (although this has not yet been explored).

Attach Initial Business Case
Costing for VRAR Diploma Program To Submit.xlsx
VRAR Salary and Operating Costs To Submit.xlsx

PART 3: ADDITIONAL INFORMATION

Provide any additional information if necessary.
Attach documents
Costing for VRAR Diploma Program To Submit.xlsx
VRAR Salary and Operating Costs To Submit.xlsx
Reviewer Comments
Shirley Lew (slew) (Tue, 06 Aug 2019 15:11:38 GMT): Jackie has done extensive consultation on this diploma. It establishes an important partnership with VFS and new model of program delivery that could expand.
# 2020 Meeting Schedule for Education Council and Standing Committees

## Education Council
Meets on the **second Tuesday** of each month from 3:30-5:30.

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## Policy Committee
Meets on the **second Wednesday** of each month from 2:30-4:30.

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## Curriculum Committee
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## Quality Assurance Committee
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## Appeals Oversight Committee
Meets five times a year on the **first Thursday** of the month from 2:00-3:30.

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DECISION NOTE

PREPARED FOR: Education Council

DATE: September 10, 2019

ISSUE: Deactivation of LPN Perioperative Program Advanced Certificate and 3 courses

BACKGROUND:
The Practical Nursing department is proposing the deactivation of the LPN Perioperative Program Advanced Certificate and its three courses:

1. NURS 1130 Introduction to Perioperative Theory
2. NURS 1131 LPN Perioperative Techniques
3. NURS 1132 LPN Perioperative Preceptorship

The LPN Perioperative Program Advanced Certificate was proposed in 2018, and the curriculum was developed and approved by Education Council. However, the Ministry did not approve funding or the implementation of the program, and it has been waiting for Board of Governors approval. As the Ministry will not be approving this program, the program and courses can be deactivated.

DISCUSSION:
Curriculum Committee had no concerns.

RECOMMENDATION:
THAT Education Council approve the deactivation of the LPN Perioperative Program Advanced Certificate and three courses: NURS 1130, NURS 1131 and NURS 1132.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: August 22, 2019
Program Change Request

New Program Proposal

Date Submitted: 01/03/18 3:21 pm

Viewing: LPN Perioperative Program Advanced Certificate

Last edit: 07/30/19 1:13 pm
Changes proposed by: trowlatt

Program Name:
LPN Perioperative Program Advanced Certificate

Credential Level: Advanced Certificate

Effective Date: October 2017

School/Centre: Health Sciences

Department: Practical Nursing (5004)

Contact(s)

In Workflow
1. 5004 Leader
2. SHS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Ministry Review
6. Board of Directors
7. Registrar

Approval Path
1. 01/03/18 3:22 pm Todd Rowlatt (trowlatt): Approved for 5004 Leader
2. 01/03/18 3:22 pm Todd Rowlatt (trowlatt): Approved for SHS Dean
3. 01/03/18 3:23 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair
4. 01/03/18 3:23 pm Todd Rowlatt (trowlatt): Approved for EDCO Chair
5. 07/30/19 1:10 pm Darija Rabadzija (drabadjiza): Approved for Ministry Review
6. 07/30/19 1:10 pm Darija Rabadzija (drabadjiza): Approved for Registration
Program Content Guide

Goal

The Licensed Practical Nurse (LPN) Perioperative Program (LPNPP) is an advanced certificate program designed to provide LPNs with the knowledge, skills, judgements and attitudes to perform the full range of perioperative competencies as per the College of Licensed Practical Nurses of British Columbia (CLPNBC), the Standards of Practice and Competencies for Perioperative LPNs, and the Canadian Council of Practical Nurse Regulators (CCPNR).

The program supports a learning experience that is integrated, professional, collaborative, and culturally sensitive with the goal of preparing graduates to care for individuals and families at multiple life stages who are experiencing surgery. Graduates will be prepared to work in a variety of perioperative settings in partnership with the interprofessional health care team.
Admission Requirements

Recommendation for program registration by current employer.

The selection process by the employer is to include: 1) a shadow shift in the Operating Room (OR) and the applicant’s reflection of this experience; and 2) an aptitude assessment.

Proof of current registration with CLPNBC.

Current acute care medical/surgical experience, with a minimum of 2-3 years (or 900 hours) within the past two years as verified by present employer.

Official transcripts for Practical Nurse education. Diploma in Practical Nursing preferred.

Grade 12 English with a B

AND

English Language Proficiency [link](http://www.vcc.ca/applying/registration-services/english-language-proficiency-requirements/)

Upon acceptance into the program, applicants must provide proof of:

Criminal Record Check: In accordance to the Criminal Records Review Act, all individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the Ministry of Public Safety and the Solicitor General. *Applicants to the program will be responsible for any costs incurred in the Criminal Record Check.*

Current CPR Level C: Please note that in the Vancouver Community College School of Health Sciences, CPR certification expires one year from the date of issue. Current status is required for all clinical and practicum experiences.

Negative TB skin test. If the skin test is positive, proof of a negative TB chest x-ray is required.

The VCC School of Health Sciences Immunization Record [link](http://www.vcc.ca/media/vancouver-community-college/content-assets/documents/programs/immunization-letter-and-form-2015.pdf) must be completed, including: Pertussis/Diphtheria/Tetanus; Polio; Measles, Mumps, and Rubella; Hepatitis B; Chicken Pox; Influenza (required on an annual basis)

Respiratory Protection

Regulations stipulate that a properly fitted respiratory mask must be used when providing care to patients with suspected, known, or probable cases of acute respiratory infections. The respiratory mask must be a N95 respirator that is individually fitted by a trained and certified person. This individual mask fitting should be done just prior to beginning your program and is good for one year and must be performed annually. The original certificate must be presented to the Practical Nursing Department during the first week of classes.

Prior Learning Assessment & Recognition (PLAR)

None
Program Duration & Maximum Time for Completion

This program will be offered over the equivalent of five to six months, approximately twenty-two to twenty-three weeks. The first course will be offered over eight weeks. The second course will be offered over approximately six weeks. The third course follows a preceptorship model and will be offered over approximately eight weeks.

Program Learning Outcomes

Upon successful completion of this program the student will be able to:
Demonstrate professional accountability by practicing according to the Scope of Practice as established by the College of Licensed Practical Nurses of BC (CLPNBC) and the Standards of Practice and Competencies for Perioperative Licensed Practical Nurses as established by Canadian Council for Practical Nurses Regulators (CCPNR).
Apply evidenced-informed knowledge, skills and competencies required to meet the needs of the perioperative patient.
Utilize the nursing process when caring for the perioperative patient.
Collaborate with the interdisciplinary team in planning and prioritizing in the perioperative environment.
Advocate for patients and their families during the perioperative experience.
Demonstrate leadership in perioperative practice in the best interests of the patient.
Combine critical thinking, clinical judgment, therapeutic communication and psychomotor skills in the provision of patient centered care in the perioperative environment.
Modify practice based on self-reflection.
Integrate “surgical conscience” into their perioperative practice.
Demonstrate a caring, supportive relationship with the perioperative patient.
Contribute to a professional work environment by communicating effectively and establishing and maintaining respectful workplace relationships.
Analyze the impact of current health care trends on facility policy and the delivery of health care in the perioperative setting.

Instructional Strategies, Design, and Delivery Mode

Online, classroom and lab activities such as case studies, concept-based learning scenarios, simulation and clinical experience are provided to facilitate knowledge translation and to build clinical competence. Technology is used in balance with human connectedness. Through mentoring and collaboration, learners prepare to become valued contributors and future leaders in health care.
Evaluation of Student Learning

Students’ progress in the classroom, nursing lab and clinical setting will be evaluated. Theoretical concepts may be evaluated through multiple choice exams, case studies and written assignments. Assessment of clinical practice will be based on mid-term and final evaluations.

The passing grade for all theory components of the courses is 75%. The clinical / lab passing grade is Satisfactory.

Students are eligible to write one comprehensive supplemental exam for the duration of the program. To be eligible to write a supplemental exam their grade must be within 4% of the passing grade i.e. Grades between 70-74% are eligible to write a supplemental. No supplemental exam is allowed for a grade of lower than 70%.

Each course must be successfully completed prior to start of the next course.

Recommended Characteristics of Students

Caring attitude
Highly motivated, self-directed and organized
Excellent communication skills
Positive self-care
Assertive interpersonal skills that contribute to a positive work environment
Ability to adapt to rapidly changing patient situations
Flexibility in assuming diverse responsibilities in an ever-changing environment
Good physical stamina:
Tolerance for standing for prolonged periods of time
Good manual dexterity
Good visual and auditory acuity
Computer skills:
Competence related to email, word processing, internet searching, downloading, uploading documents, video, etc.
Health Authority computer related skills (order entry, e-charting, accessing and analyzing diagnostic and lab values)
Ability to provide individualized, patient centered, collaborative care
Ability to incorporate nursing theory, knowledge and research into clinical practice
Commitment to life-long learning through continued education and self-reflection
Commitment to practice based on the standards established by the College of Licensed Practical Nurses of British Columbia (CLPNBC), the Canadian Council for Practical Nurse Regulators (CCPNR) Standards of Practice and Competencies for the Perioperative Licensed Practical Nurse

Courses

Course List

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
</table>

https://curriculum.vcc.ca/courseleaf/approve/
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>Minimum Pass (75%)</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></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></td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td></td>
<td>0.00</td>
</tr>
<tr>
<td>S</td>
<td></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>

<table>
<thead>
<tr>
<th>Course Standings</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
</tr>
<tr>
<td>EX</td>
</tr>
<tr>
<td>TC</td>
</tr>
</tbody>
</table>
Grade Point Average (GPA)

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

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

Rationale and Consultations

Provide a rationale for this proposal.

Vancouver Coastal Health approached Vancouver Community College (VCC) to partner in the offering of a perioperative program for Licensed Practical Nurses. One-time funding through the Ministry of Advanced Education for Health Education Pilot Programs was applied for and has been obtained, providing the opportunity to develop, implement and evaluate this pilot program. Future funding to be determined following the evaluation of the pilot.

This LPN Perioperative Program will be offered in partnership between Vancouver Community College and Health Authorities in the province of British Columbia. The initial pilot project will be offered in partnership with Vancouver Coastal Health Authority (VCHA), Fraser Health Authority (FHA), Interior Health Authority (IHA) and Providence Health.

Currently, there are no programs in B.C. to educate LPN’s for work in the perioperative setting. Currently the B.C. Health Authorities send employees to other provinces for this education. The students of this VCC LPN Perioperative Program would be recommended for admission by individual health authorities. Clinical placements for the program would be provided by the Health Authorities as noted in the received letters of support.

The LPN Perioperative Program will provide graduates with the opportunity to gain the specific knowledge and competencies required to nurse in perioperative areas; providing care for patients before, during and after surgery. The program will prepare experienced LPNs to work in perioperative areas within their scope of practice as defined by the current Health Professions Act of British Columbia Nurses (Licensed Practical) Regulation, Scope of Practice for Licensed Practical Nurses (CLPNBC), and Standards of Practice and Competencies for Perioperative Licensed Practical Nurses.

Are there any expected costs to this proposal.
This program has received the Health Education Programs - One Time funding from the Ministry of Advanced Education to cover the costs of developing curriculum and offering a pilot program. Following the evaluation of the pilot, further funding to offer this program will be pursued.

### Consultations

<table>
<thead>
<tr>
<th>Consulted Area</th>
<th>Consultation Comments</th>
</tr>
</thead>
</table>
| Faculty/Department              | PN Department faculty meetings:  
March 3, 2016 – informed of submission of program proposal. Faculty receptive to addition of this program  
May 5, 2016 – update on proposal submission, still awaiting official approval.  
Sept 1, 2016 – All present faculty advised of successful proposal. Very positive reception by faculty. Meeting minutes circulated to all faculty members. To date, four members have expressed interest in curriculum development and delivery of this program.  
Perioperative Instructional team: As guided by CID, the following meetings were held for review of existing curriculum, timeline planning, determining delivery methods, curriculum mapping.  
Aug 23/16; Aug 29/16; Sept 15/16; Sept 21/16; Sept 30/16; Nov 21/16; |
| Department Support Staff        | Nov 21, 2016 for involvement in transferring of online content as required.                                                                                                                                                                                                                                                                             |
| Assessment Centre               | Rachel Warick, Supervisor Assessment Centre informed of program offering by email Nov. 24, 2016. Assessment Centre will review program admission requirements when completed for potential program and student support.                                                                                                                                                                                                 |

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[https://curriculum.vcc.ca/courseleaf/approve/](https://curriculum.vcc.ca/courseleaf/approve/)
<table>
<thead>
<tr>
<th>Consultated Area</th>
<th>Consultation Comments</th>
</tr>
</thead>
</table>
| cid                            | Feb. 2016 and ongoing, for proposal, curriculum development support  
Planning session: Sept. 2, 2016  
Scope of Practice, Guidelines/Competencies: Sept. 21, 2016  
Curriculum mapping: Sept. 30, 2016  
Oct. 13, 2016 re MOODLE support  
Course Blueprinting: Nov. 25, 2016  
MOODLE support: Nov. 22 |
| Library                        | Informed of program offering by email Nov. 24, 2016. Library has requested all textbooks once determined so that they can add to library resources.                                                                                       |
| Registrar's Office             | Meetings held with Raymond Kaan and Denis Seremba on Sept 23/16 and Oct 27/16 regarding program Admission Requirements                                                                                                                                                  |
| Marketing & Communications     | Contacted for discussion re: communication of program to public on Nov 30, Dec 2.                                                                                                                                                                                                      |
| Finance                        | Consulted during proposal and concept paper process                                                                                                                                                                                                                                    |
| Information Technology (IT)    | Elmer Wansink telephone meeting on Nov. 30, 2016.                                                                                                                                                                                                                                      |
| Institutional Research (IR)    | To be consulted on development of program evaluation plan for pilot and FTE Enrollment Planning. Meeting set for January 25, 2017  

<table>
<thead>
<tr>
<th>Consultated Area</th>
<th>Consultation Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>PAC/CEG</td>
<td>Health Authority representatives consulted for initial program proposal submission to Ministry of Advanced Education, letters of support received. BC Nurses Union – to be consulted re future funding: date to be determined. Health Authorities (Fraser Health; Providence Health; Vancouver Coastal Health; Interior Health) and Chief Nursing Advisor, B.C. Ministry of Health: teleconference held on Nov. 21, 2017 NB. Consultation with Health Authorities will be ongoing</td>
</tr>
<tr>
<td>Affiliation, Articulation, and/or Accreditation Bodies</td>
<td>College of Licensed Practical Nurses of BC Aug. 31/16 Providence Health – Sept. 29, 2016 Vancouver Coastal Health: – Oct 18, 2016</td>
</tr>
</tbody>
</table>

**Additional Information**

Provide any additional information if necessary.

Supporting documentation:

**Marketing Information**

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

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

Marketing Description

What you will learn
Course Change Request

Course Deactivation Proposal

Date Submitted: 08/13/19 9:44 am

Viewing: NURS 1130: Intro LPN Perioperative Theory

Course Name: Introduction to Perioperative Theory
Effective Date: August 2019
School/Centre: Health Sciences
Department: LPN Perioperative Program Adv Cert (5020)
Contact(s)

Banner Course Name: Intro LPN Perioperative Theory
Subject Code: NURS - Nursing
Course Number: 1130
Year of Study: 1st Year Post-secondary
Credits: 6

Course Description:

In Workflow
1. 5020 Leader
2. SHS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 08/13/19 10:00 am
   Darija Rabadzija (drabadzija): Approved for 5020 Leader
2. 08/13/19 10:01 am
   Darija Rabadzija (drabadzija): Approved for SHS Dean

History
1. Jul 31, 2018 by Todd Rowlatt (trowlatt)

A deleted record cannot be edited
This course is comprised of five online modules, which provide the foundation for perioperative nursing. The student will understand the Scope of Practice of the LPN in this nursing specialty. The concepts learned in these modules are fundamental for the remainder of the program. Knowledge constructed in this course will be integrated into the theory and clinical experience of subsequent courses. This is part of the LPN Perioperative Advanced Certificate program.

Course Pre-Requisites (if applicable):

Admission to the LPN Perioperative Program

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Explain the role of the perioperative nurse within the interprofessional team.</td>
</tr>
<tr>
<td>#2</td>
<td>Identify the principles of perioperative safety.</td>
</tr>
<tr>
<td>#3</td>
<td>Explain the role of the LPN in preoperative care.</td>
</tr>
<tr>
<td>#4</td>
<td>Identify the role of the LPN in caring for the patient during the delivery of anaesthesia.</td>
</tr>
<tr>
<td>#5</td>
<td>Explain the preparation required prior to the start of a surgical procedure.</td>
</tr>
<tr>
<td>#6</td>
<td>Explain the preparation and care of the patient during the intraoperative phase.</td>
</tr>
</tbody>
</table>

Instructional Strategies:

Online delivery to include: Case studies, group activities, discussion forums, practice quizzes, study questions, readings

Evaluation and Grading

Grading System: Percentages

75%

Passing grade:

Evaluation Plan:

https://curriculum.vcc.ca/courseleaf/approve/
### Course Topics:

- Role of the Perioperative Nurse: Individualized Patient-centered Care; Communication; Professionalism;
- Collaboration & Teamwork/ Decision-Making; Scrub and Circulating Roles (differentiating RN and LPN roles; outlining roles of other health care providers)
- Perioperative Safety: Electrical Safety (Electrosurgical Unit (ESU) and tourniquets); Routine Precautions;
- Occupational Safety; Laser Safety; Fire Safety; Latex Allergies; Patient Safety
- Preoperative Care: Patient Check-in Procedure; Role during Anesthesia; Role in Emergency Situations
- Intraoperative Care – Part 1: Aseptic Technique; Sterilization and Disinfection; Surgical Instruments; Surgical Scrub Technique; Gowning and Gloving; Surgical Counts
- Intraoperative Care – Part 2: Positioning; Skin Preparation; Draping; Wound Healing; Surgical Incisions; Sutures and Needles; Intraoperative Staplers

### Rationale and Consultations

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

A deleted record cannot be edited

**Course Deactivation Proposal**

Date Submitted: 08/13/19 10:24 am

**Viewing:** NURS 1131: LPN Perioperative Techniques

Last approved: 07/31/18 4:46 am

Last edit: 08/13/19 10:24 am

Changes proposed by: drabadzija

Programs referencing this course

104: LPN Perioperative Program Advanced Certificate

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**Course Name:** LPN Perioperative Techniques

**Effective Date:** August 2019

**School/Centre:** Health Sciences

**Department:** LPN Perioperative Program Adv Cert (5020)

**Contact(s)**

Banner Course Name: LPN Perioperative Techniques

**Subject Code:** NURS - Nursing

**Course Number:** 1131

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

**Credits:** 10

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**Course Description:**

https://curriculum.vcc.ca/courseleaf/approve/
This course relates to the care of patients undergoing operative procedures within a broad range of surgical specialties. Learning will take place online, in lab and in perioperative clinical settings. The learner will discuss the physical, psychological, sociocultural and spiritual needs of patients as they relate to disease processes and the planned surgical intervention. Within each module, the learner will review basic anatomy and physiology as a basis for understanding the key steps and overall objective of a surgical procedure. The learner will gain an understanding of the processes of commonly performed operative procedures including standard care plans that outline the preparation of the environment, key steps in the operative procedure and immediate post-operative care requirements. In a simulated lab and perioperative clinical environment, the learner will begin to integrate theory to practice and will have the opportunity to practice with perioperative equipment.

This is part of the LPN Perioperative Advanced Certificate program.

Course Pre-Requisites (if applicable):

Satisfactory completion of NURS 1130 Introduction to Perioperative Theory

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

| CLO #1 | Explain the psychosocial needs of patients undergoing surgery. |
| CLO #2 | Demonstrate patient positioning according to specific surgical procedure. |
| CLO #3 | Demonstrate appropriate skin preparation and draping according to specific surgical procedure. |
| CLO #4 | Describe the requirements of a surgical count and instrumentation. |
| CLO #5 | Determine appropriate equipment and supplies for specific surgeries. |
| CLO #6 | Identify the care and management of surgical specimens. |
| CLO #7 | Explain special nursing considerations related to specific patient needs as well as the surgical procedure. |
| CLO #8 | Discuss ethical and legal issues related to perioperative nursing. |
| CLO #9 | Discuss professional practice issues related to perioperative nursing. |
Instructional Strategies:

Online activities including: case studies, group activities, discussion forums, practice quizzes, study questions, readings; lab activities and clinical experience; critical reflection

**Evaluation and Grading**

Grading System: Satisfactory/Unsatisfactory  
Passing grade:
Satisfactory in field and lab 75%  
in theory

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes/Tests</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Assignments</td>
<td>25</td>
<td>Research Paper</td>
</tr>
<tr>
<td>Other</td>
<td>20</td>
<td>Discussion Forum as per rubric</td>
</tr>
<tr>
<td>Field Experience</td>
<td></td>
<td>Satisfactory clinical competency assessments as per rubrics</td>
</tr>
<tr>
<td>Lab Work</td>
<td></td>
<td>Satisfactory skills checkouts and integration as per rubrics</td>
</tr>
<tr>
<td>Exam</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

Lecture, Seminar, Online  

100

Lab, Clinical, Shop, Kitchen, Studio, Simulation  

140

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Course Topics:

- Preoperative care
- Intraoperative care
- Perioperative safety
- Ethical and legal issues
- Risk management
- Nursing leadership in the context of perioperative nursing practice.
- Special considerations of specific populations i.e. pediatric patient
- LPN role during anesthesia: Psychosocial needs of patients; Patient positioning; Incision & skin preparation; Draping; Surgical counts & instrumentation; Equipment and supplies; Specimen care; Special nursing considerations

Rationale and Consultations

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

Consultations

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer
Comments

Darija Rabadjija (drabadzija) (08/13/19 10:26 am): LPN Perioperative Program Advanced Certificate is being deactivated since Ministry funding was withdrawn.
Course Change Request

A deleted record cannot be edited

Course Deactivation Proposal

Date Submitted: 08/13/19 10:25 am

Viewing: **NURS 1132 : LPN Periop. Preceptorship**

Last approved: 08/02/18 4:48 am

Last edit: 08/13/19 10:25 am

Changes proposed by: drabadzija

Programs

referencing this

course

**104: LPN Perioperative Program Advanced Certificate**

**Course Name:**

LPN Perioperative Preceptorship

**Effective Date:**

August 2019

**School/Centre:**

Health Sciences

**Department:**

LPN Perioperative Program Adv Cert (5020)

**Contact(s)**

**Banner Course Name:**

LPN Periop. Preceptorship

**Subject Code:**

NURS - Nursing

**Course Number:**

1132

**Year of Study:**

1st Year Post-secondary

**Credits:**

10

Course Description:

In Workflow

1. 5020 Leader
2. SHS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

**Approval Path**

1. 08/13/19 10:25 am

Darija Rabadjija (drabadzija):

Approved for 5020 Leader

2. 08/13/19 10:27 am

Darija Rabadjija (drabadzija):

Approved for SHS Dean

**History**

1. Aug 2, 2018 by Todd Rowlatt (trowlatt)
Under the direct supervision of a preceptor the learner will provide patient care in the perioperative setting. In the roles of scrub and circulating nurse, the learner will assist in a variety of surgical procedures encompassing numerous specialties. Learners will gain experience and confidence to practice independently providing safe, competent and effective patient care.

This is part of the LPN Perioperative Advanced Certificate program.

Course Pre-Requisites (if applicable):

Successful Completion of:
NURS 1130 Introduction to Perioperative Theory and NURS 1131 LPN Perioperative Techniques

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CLO #1</strong></td>
<td>Demonstrate professional accountability by practicing according to the Scope of Practice as established by the College of Licensed Practical Nurses of BC (CLPNBC) and Standards of Practice and Competencies for Perioperative Licensed Practical Nurses as established by Canadian Council for Practical Nurses Regulators (CCPNR).</td>
</tr>
<tr>
<td><strong>CLO #2</strong></td>
<td>Apply the evidenced based knowledge, skill and competence required to meet the needs of the perioperative patient.</td>
</tr>
<tr>
<td><strong>CLO #3</strong></td>
<td>Utilize the nursing process when caring for the perioperative patient.</td>
</tr>
<tr>
<td><strong>CLO #4</strong></td>
<td>Collaborate with the interdisciplinary team in planning and prioritizing in the perioperative environment.</td>
</tr>
<tr>
<td><strong>CLO #5</strong></td>
<td>Advocate for patients and their families during the perioperative experience.</td>
</tr>
<tr>
<td><strong>CLO #6</strong></td>
<td>Demonstrate leadership in perioperative practice in the best interests of the patient.</td>
</tr>
<tr>
<td><strong>CLO #7</strong></td>
<td>Combine critical thinking, clinical judgment, therapeutic communication and psychomotor skills in the provision of patient centered care in the perioperative environment.</td>
</tr>
<tr>
<td><strong>CLO #8</strong></td>
<td>Modify practice based on self-reflection.</td>
</tr>
<tr>
<td><strong>CLO #9</strong></td>
<td>Integrate “surgical conscience” into their perioperative practice.</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #10</td>
<td>Demonstrate a caring, supportive relationship with the perioperative patient.</td>
</tr>
<tr>
<td>CLO #11</td>
<td>Contribute to a professional work environment by communicating effectively, establishing and maintaining respectful workplace relationships.</td>
</tr>
<tr>
<td>CLO #12</td>
<td>Analyze the impact of current health care trends on facility policy and the delivery of health care in the perioperative setting.</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Journal including self-reflections, collaborative learning plan, assigned readings, research portfolio, skills and role tracking tool, clinical experiences, online activities, pre/post conference

**Evaluation and Grading**

Grading System: Satisfactory/Unsatisfactory

Passing grade: "S" Satisfactory: All components of the evaluation plan must be met

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td></td>
<td>Satisfactory final Evaluation as per rubric (Self, preceptor and instructor evaluations)</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td>Satisfactory Journal - as per rubric</td>
</tr>
<tr>
<td>Portfolio</td>
<td></td>
<td>Satisfactory research portfolio as per rubric</td>
</tr>
<tr>
<td>Practicum</td>
<td></td>
<td>Satisfactory skills and role tracking rubrics</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

Lecture, Seminar, Online
0

Lab, Clinical, Shop, Kitchen, Studio, Simulation
Course Topics

**Course Topics:**

- Care of Patients Undergoing General Surgery (hernia, breast, gastrointestinal, biliary)
- Care of Patients Undergoing Gynecology & Obstetrical Surgery
- Care of Patients Undergoing Urology Surgery
- Care of Patients Undergoing Plastic Surgery
- Care of Patients Undergoing ENT/ Neck/ Ophthalmology Surgery
- Care of Pediatric Patients Undergoing Surgery & Professional Practice
- Care of Patients Undergoing Orthopedic Surgery
- Care of Patients Undergoing Vascular & Thoracic Surgery
- LPN role in cardiac arrest & emergency situations
- Care of Patients Undergoing Neurosurgery
- Risk Management
- Ethical and Legal Issues
  - Leadership
  - Professional Practice Issues

**Rationale and Consultations**

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

Consultations

**Additional Information**

Provide any additional information if necessary.

Supporting documentation:
DECISION NOTE

PREPARED FOR: Education Council

DATE: September 10, 2019

ISSUE: Deactivation of HOSP 4260 Strategic Planning

BACKGROUND:
HOSP 4260 Strategic Planning is proposed for deactivation.

HOSP 4260 was incorrectly included in the Hospitality Management Degree program list of courses instead of GNED 4260 Sustainability in Business. That correction has been made, and HOSP 4260 can be deactivated as it is no longer part of any active program.

DISCUSSION:
Curriculum Committee had no concerns.

RECOMMENDATION:
THAT Education Council approve the deactivation of HOSP 4260 Strategic Planning.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: August 22, 2019
Course Deactivation Proposal

Viewing: HOSP 4260 : Strategic Planning

Programs referencing this course

54: Bachelor of Hospitality Management

Course Name:

Effective Date:

School/Centre: Hospitality, Food Studies & Applied Business

Department: Hospitality Management App Deg (5702)

Contact(s)

Banner Course Name:

Strategic Planning

Subject Code: HOSP - Hospitality

Course Number: 4260

Year of Study

Credits: 3

Course Description:
This course will enhance students’ understanding of the strategic planning process and its application to the hospitality industry. This course presents an overview of various strategic management tools, including business case development, strategic management plans, diamond e-framework, environmental analysis, strategy and organization, strategic choice and implementing strategy.

Instructional strategies in this course include a combination of presentations, discussions, reflective writing, case studies, and individual and group work. A variety of interactive and collaborative activities will be used. Students are expected to actively participate in the learning process.
Course Inventory Management

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

Instructional Strategies:

**Evaluation and Grading**

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

Evaluation Plan:

**Hours by Learning Environment Type**

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics
DECISION NOTE

PREPARED FOR: Education Council

DATE: September 10, 2019

ISSUE: New courses in Biology: BIOL 2106, BIOL 2204, and BIOL 2216

BACKGROUND:
The UT Sciences department is proposing three new courses in Biology: BIOL 2106 Invertebrate Zoology, BIOL 2204 Plant Biology, and BIOL 2216 Comparative Vertebrate Zoology. All three are second-year courses and will support the launch of an Associate of Science degree. All three will be put into the transfer system as well, to support student mobility.

DISCUSSION:
Jacqueline Shehadeh, Department Leader of UT Sciences, presented the proposal, and explained that we have the resources to launch these courses before the start of the Associate’s degree.

There was one small correction needed to an evaluation plan, but otherwise the Committee had no concerns.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, three new Biology Courses: BIOL 2106 Invertebrate Zoology, BIOL 2204 Plant Biology, and BIOL 2216 Comparative Vertebrate Zoology.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee
DATE: July 4, 2019
Course Change Request

New Course Proposal

Date Submitted: 05/31/19 9:59 am

Viewing: BIOL 2106: Invertebrate Zoology

Last edit: 05/31/19 9:59 am

Changes proposed by: ygracheva

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jacqueline Shehadeh</td>
<td><a href="mailto:jshehadeh@vcc.ca">jshehadeh@vcc.ca</a></td>
<td>604-871-7000, 7293</td>
</tr>
</tbody>
</table>

Banner Course Name: Invertebrate Zoology

Subject Code: BIOL - Biology

Course Number: 2106

In Workflow

1. 2018 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 05/31/19 11:00 am
   Jacqueline Shehadeh
   (jshehadeh): Approved for 2018 Leader

2. 06/02/19 7:49 pm
   David Wells
   (dwells): Approved for SAS Dean

3. 06/19/19 12:00 pm
   Todd Rowlatt
   (trowlatt): Approved for Curriculum Committee Chair
Course Description:
An introductory survey of the invertebrates including their origins and evolution, classification, anatomy of systems, and ecological relationships.

Course Pre-Requisites (if applicable):

BIOL 1100 and BIOL 1200 both with a C+

Course Co-requisites (if applicable):

N/A

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #1</td>
<td>Describe distinguishing features of the major animal taxa including Porifera, Cnidaria, Platyhelminthes, Nemertea, Mollusca, Annelida, Lophophorates, Arthropoda, Echinodermata, Hemichordates, and Invertebrate Chordates</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Explain evolutionary connections between major animal taxa</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Compare and contrast the major taxa in their different environmental exchange systems, reproduction, dispersal, mechanisms of avoiding predation, and receiving and integrating internal/external information</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Write a scientific lab report and search the scientific literature</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Proficiently use microscopes and other lab equipment</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Demonstrate proper dissection techniques</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Use a dichotomous key to identify animals</td>
</tr>
</tbody>
</table>

Instructional Strategies:
This course will be a combination of lectures, discussion, and research in a classroom and laboratory setting.
Evaluation and Grading

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

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
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<tbody>
<tr>
<td>Lab Work</td>
<td>30</td>
<td>comprehensive lab exam, assignments, quizzes</td>
</tr>
<tr>
<td>Assignments</td>
<td>15</td>
<td>presentations and/or papers from diverse topics in invertebrate zoology</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>15</td>
<td>assesses first third of course material</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>15</td>
<td>assesses second third of course material</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
<td>comprehensive final exam</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online

60

Lab, Clinical, Shop, Kitchen, Studio, Simulation

60

Practicum

Self Paced / Individual Learning

Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major animal phyla and general body forms</td>
</tr>
</tbody>
</table>
Course Topics:

Animal Organization including
- Body symmetry, embryonic germ layers, and body cavities
- Body wall, skeletal systems, and locomotion
- Feeding and digestive systems
- Circulatory systems and gas exchange
- Excretory and osmoregulatory systems
- Nervous systems
- Reproduction

Life histories and ontogeny

Phylogenetic context and character evolution

Rationale and Consultations

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

No

Provide a rationale for this proposal:

This course will be added to the current list of science courses offered at VCC, and can be used for the University Transfer Science Certificate, the Associate of Science Degree, and the Associate of Arts Degrees

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

The additional costs resulting from this proposal would be the specimens required to run the labs

Consultations

Additional Information

Provide any additional information if necessary.

Supporting documentation:
Course Change Request

New Course Proposal

Date Submitted: 05/31/19 9:57 am

Viewing: BIOL 2204 : Plant Biology

Last edit: 05/31/19 11:08 am

Changes proposed by: ygracheva

Courses

Programs referencing this course

47: First-year University Transfer Environmental Studies Certificate

Course Name:

Plant Biology

Effective Date: September 2020

School/Centre: Arts & Sciences

Department: UT Sciences (2018)

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jacqueline Shehadeh</td>
<td><a href="mailto:jshehadeh@vcc.ca">jshehadeh@vcc.ca</a></td>
<td>604-871-7000, 7293</td>
</tr>
</tbody>
</table>

Banner Course Name:

Plant Biology

Subject Code: BIOL - Biology

Course Number: 2204

In Workflow

1. 2018 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 05/31/19 11:12 am
   Jacqueline Shehadeh (jshehadeh): Approved for 2018 Leader
2. 06/02/19 7:50 pm
   David Wells (dwell): Approved for SAS Dean
3. 06/19/19 12:00 pm
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

https://curriculum.vcc.ca/courseleaf/approve/
Course Description:
This course examines the classification, systematics, structure and function, evolutionary origins, adaptational trends, and ecological roles of plants.

Course Pre-Requisites (if applicable):
BIOL 1100 and BIOL 1200 both with a C+

Course Co-requisites (if applicable):
N/A

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Describe evolution in plants</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Describe the roles of plants in ecological systems</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Compare and contrast major plant groups</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Analyze the structural characteristics of plant cells, tissues, and organs</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Explain the function and process of plant life mechanisms (e.g. photosynthesis/transport of water)</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Use a dichotomous key to identify unknown plants</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Evaluate scientific journals and hypotheses regarding evolution or ecological systems in plants</td>
</tr>
<tr>
<td>CLO #8</td>
<td>Carry out field activities and laboratory activities using appropriate scientific methodology to investigate plants</td>
</tr>
</tbody>
</table>

Instructional Strategies:
This course will be a combination of lectures, discussion, and research in a classroom and laboratory setting.

Evaluation and Grading
Mandatory activities:

- Lab Work (30%)
- Assignments (15%)
- Midterm Exam (15%)
- Midterm Exam (15%)
- Final Exam (25%)

Course Topics:

- Evolutionary origin of plants, speciation, mutation, natural selection, and adaptation
- Hardy-Weinberg principle
- Plant ecology including nutrient cycling, competition, adaptations for dispersal, biodiversity, extinction, and conservation
- Plant cells (structure, function, growth, and division)
- Plant body (cell and tissue types, shoots and roots, primary structure and development, secondary growth)
**Course Topics:**

- Major plant groups including nonvascular plants, seedless vascular plants, gymnosperms, and angiosperms emphasizing phylogenetic relationships and morphological characteristics.
- Energy metabolism in plants including the multiple pathways of photosynthesis and cellular respiration.
- Transport of water, minerals, and sugars through the plant body.
- Plant nutrition (and alternate nutritional modes), growth, and development.
- Plant reproduction including sexual and asexual.
- Recombinant DNA technology, genomics, and plant biotechnology.

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**Rationale and Consultations**

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

No

Provide a rationale for this proposal:

This course will be added to the current list of science courses offered at VCC, and can be used for the University Transfer Science Certificate, the Associate of Science Degree, and the Associate of Arts Degrees.

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

The additional costs resulting from this proposal would be the specimens required to run the labs.

**Consultations**

<table>
<thead>
<tr>
<th>Consulted Areas</th>
<th>Consultation Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty/Department</td>
<td>email sent on March 7, 2018</td>
</tr>
<tr>
<td>Centre for Teaching, Learning, and Research (CTLR)</td>
<td>email sent on May 14, 2019</td>
</tr>
<tr>
<td>Registrar’s Office</td>
<td>email sent on May 14, 2019</td>
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<tr>
<td>Library</td>
<td>email sent on May 14, 2019</td>
</tr>
<tr>
<td>Learning Centre</td>
<td>email sent on May 14, 2019</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>email sent on May 14, 2019</td>
</tr>
</tbody>
</table>
### Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments
New Course Proposal

Date Submitted: 05/31/19 10:01 am

Viewing: BIOL 2216: Comparative Vertebrate Zoology

Last edit: 06/19/19 11:59 am
Changes proposed by: ygracheva

Course Name: Comparative Vertebrate Zoology
Effective Date: September 2020
School/Centre: Arts & Sciences
Department: UT Sciences (2018)
Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
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<tr>
<td>Jacqueline Shehadeh</td>
<td><a href="mailto:jshehadeh@vcc.ca">jshehadeh@vcc.ca</a></td>
<td>604-871-7000, ext 7293</td>
</tr>
</tbody>
</table>

Banner Course Name: Comparative Vertebrate Zoology
Subject Code: BIOL - Biology
Course Number: 2216

Approval Path
1. 05/31/19 11:12 am
   Jacqueline Shehadeh (jshehadeh): Approved for 2018 Leader
2. 06/02/19 7:51 pm
   David Wells (dwells): Approved for SAS Dean
3. 06/19/19 12:00 pm
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair
Year of Study: 2nd Year Post-secondary  
Credits: 4

Course Description:  
This course will look at the evolution, classification, development, structure, and function of vertebrates. Adaptations and organ systems are studied through comparative anatomy of fish, amphibians, reptiles, birds, and mammals. Students will use microscopes in the lab to look at different tissues, and dissect structures to look at the anatomy and function of organ systems.

Course Pre-Requisites (if applicable):

BIOL 1100 and BIOL 1200 both with a C+

Course Co-requisites (if applicable):

N/A

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Describe early embryology common to all vertebrates, anatomical planes, and directional terminology</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Explain major evolutionary breakthroughs (e.g. evolution of flight, colonization of land)</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Compare the structure and function of different taxa and relate that to their environment</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Explain the stages of early embryology in chordates up to metamerism and influence of the yolk</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Draw and label the common embryonic body plan in chordates and the derivatives of embryonic tissue</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Describe the development and function of a shark's anatomy, how they achieve propulsion, how they achieve support and stability when swimming</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Compare shark anatomy with that of other taxa, how they achieve propulsion, support, and stability</td>
</tr>
<tr>
<td>CLO #8</td>
<td>Explain the development, structure, function, growth, remodeling of the integument, cartilage, bone, skull, axial and appendicular skeleton, brain, spinal cord, meninges, heart and aortic arches, kidney, digestive tracts, olfaction, vision, hearing, infrared detection, and echolocation in different vertebrate taxa</td>
</tr>
</tbody>
</table>

https://curriculum.vcc.ca/courseleaf/approve/
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #9</td>
<td>Describe the structure and function of muscles for the eyes, jaw, body wall, and flight</td>
</tr>
<tr>
<td>CLO #10</td>
<td>Compare and contrast respiration in fish, amphibians, sauropsids, and mammals</td>
</tr>
<tr>
<td>CLO #11</td>
<td>Compare and contrast vocalization in birds and mammals</td>
</tr>
<tr>
<td>CLO #12</td>
<td>Draw the phylogenetic tree for vertebrates and discuss their history including major breakthroughs</td>
</tr>
<tr>
<td>CLO #13</td>
<td>Write a scientific lab report and search the scientific literature</td>
</tr>
<tr>
<td>CLO #14</td>
<td>Proficiently use microscopes and other lab equipment</td>
</tr>
<tr>
<td>CLO #15</td>
<td>Demonstrate proper dissection techniques</td>
</tr>
</tbody>
</table>

Instructional Strategies:
This course will be a combination of lectures, discussion, and research in a classroom and laboratory setting.

Evaluation and Grading

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

Evaluation Plan:

<table>
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<th>Type</th>
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<td>Assignments</td>
<td>15</td>
<td>presentations and/or papers from diverse topics in Zoology</td>
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<td>Midterm Exam</td>
<td>15</td>
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<td>comprehensive final exam</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online

60
Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum
Self Paced / Individual Learning

Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Embryology</td>
</tr>
<tr>
<td>Shark Anatomy</td>
</tr>
<tr>
<td>History and Evolution of Vertebrates</td>
</tr>
<tr>
<td>Comparison of Systems including:</td>
</tr>
<tr>
<td>- Integumentary (epidermis and dermis)</td>
</tr>
<tr>
<td>- Skeletal (skull, vertebrae, appendicular)</td>
</tr>
<tr>
<td>- Muscular</td>
</tr>
<tr>
<td>- Digestive</td>
</tr>
<tr>
<td>- Excretory</td>
</tr>
<tr>
<td>- Reproductive</td>
</tr>
<tr>
<td>- Nervous</td>
</tr>
<tr>
<td>- Circulatory</td>
</tr>
<tr>
<td>- Respiratory</td>
</tr>
<tr>
<td>- Sensory (olfaction, vision, infrared detection, audition, echolocation)</td>
</tr>
</tbody>
</table>

Rationale and Consultations

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

No

Provide a rationale for this proposal:
This course will be added to the current list of science courses offered at VCC, and can be used for the University Transfer Science Certificate, the Associate of Science Degree, and the Associate of Arts Degrees.

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

The additional costs resulting from this proposal would be the specimens required to run the labs.

Consultations

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<td>Faculty/Department</td>
<td>March 7, 2018 via email</td>
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<tr>
<td>Centre for Teaching, Learning, and Research (CTLR)</td>
<td>May 14, 2019 via email</td>
</tr>
<tr>
<td>Student Services</td>
<td>May 14, 2019 via email</td>
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<tr>
<td>Library</td>
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<td>Learning Centre</td>
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<tr>
<td>Indigenous Education &amp; Community Engagement (IECE)</td>
<td>May 14, 2019 via email</td>
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<tr>
<td>Counselling</td>
<td>May 14, 2019 via email</td>
</tr>
<tr>
<td>Advising &amp; Recruitment</td>
<td>May 14, 2019 via email</td>
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<td>Centre for Teaching, Learning, and Research (CTLR)</td>
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<tr>
<td>Registrar’s Office</td>
<td>May 14, 2019 via email</td>
</tr>
<tr>
<td>Other Department(s)</td>
<td>March 7, 2018</td>
</tr>
<tr>
<td>Department Support Staff</td>
<td>March 7, 2018</td>
</tr>
</tbody>
</table>

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer
Comments
DECISION NOTE

PREPARED FOR: Education Council

DATE: September 10, 2019

ISSUE: New courses in Computing: CMPT 2225, CMPT 2276, and CMPT 2295

BACKGROUND:
The UT Sciences department is proposing three new courses in Computing: CMPT 2225 Data Structures and Programming, CMPT 2276 Intro to Software Engineering, and CMPT 2295 Intro to Computer Architecture. All three are second-year courses and will support the launch of an Associate of Science and Associate of Arts degrees. All three will be put into the transfer system as well, to support student mobility.

DISCUSSION:
Jacqueline Shehadeh, Department Leader of UT Sciences, presented the proposal. She brought a few additional changes based on feedback from Reza Nezami, the Computer Technology Programs department leader.

There were several changes requested by the Committee:

- Updates to course outcomes in CMPT 2276 to clarify and remove one outcome written more like an assessment
- Hours were corrected in CMPT 2225 and 2295
- Addition of minimum grades for all pre-requisites
- A discussion about whether a calculus course should be included as a pre-requisite. The discussion continued after the meeting between the Committee Chair, J. Shehadeh, the course developer, and Natasha Mandryk, a mathematics instructor on the Committee. It was agreed that a calculus course was not needed.

All the changes have been made.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, three new Computing courses: CMPT 2225 Data Structures and Programming, CMPT 2276 Intro to Software Engineering, and CMPT 2295 Intro to Computer Architecture.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee
DATE: July 4, 2019
Course Change Request

New Course Proposal

Date Submitted: 05/31/19 1:42 pm

Viewing: CMPT 2225 : Data Structures & Programming

Last edit: 06/19/19 11:38 am
Changes proposed by: ygracheva

Course Name: Data Structures and Programming
Effective Date: September 2020
School/Centre: Arts & Sciences
Department: UT Computing Science&Software (2023)
Contact(s)

In Workflow
1. 2023 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 06/02/19 12:49 pm
   Jacqueline Shehadeh (jshehadeh): Approved for 2023 Leader
2. 06/02/19 7:52 pm
   David Wells (dwells): Approved for SAS Dean
3. 06/19/19 1:08 pm
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jacqueline Shehadeh</td>
<td><a href="mailto:jshehadeh@vcc.ca">jshehadeh@vcc.ca</a></td>
<td>604-871-7000, 7293</td>
</tr>
</tbody>
</table>

Banner Course Name: Data Structures & Programming
Subject Code: CMPT - Computers
Course Number: 2225
Course Description:
This course introduces students to data structures and algorithms, including their design, analysis, and implementation. Topics include object-oriented design and object-oriented programming with a study of inheritance, encapsulation and polymorphism, techniques for searching and sorting, time and space efficiency of algorithms, and practical data structures, including arrays, linked lists, stacks, queues, trees, heaps, priority queues, hash tables, and graphs. Programs are written in C++.

Course Pre-Requisites (if applicable):
CMPT 1020 with a C and MATH 1120 with a C

Course Co-requisites (if applicable):
N/A

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO</th>
<th>Upon successful completion of this course, students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #1</td>
<td>Apply object-oriented design principles with focus on data abstraction and information hiding</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Identify fundamental data structures and algorithms</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Analyze time and memory efficiency of algorithms</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Choose appropriate data structures and algorithms for specified applications</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Write programs for different types of searching and sorting algorithms</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Implement stacks, queues, and priority queues in C++</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Write programs using Standard Template Library (STL)</td>
</tr>
<tr>
<td>CLO #8</td>
<td>Apply STL containers, iterators, and algorithms in C++ programs</td>
</tr>
<tr>
<td>CLO #9</td>
<td>Develop programs using data structures such as trees, heaps, hash tables, and graphs</td>
</tr>
</tbody>
</table>

Instructional Strategies:
**Evaluation and Grading**

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

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>25</td>
<td>In class assignments and take home assignments</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20</td>
<td>Midterm #1</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20</td>
<td>Midterm #2</td>
</tr>
<tr>
<td>Final Exam</td>
<td>35</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

Lecture, Seminar, Online  
45

Lab, Clinical, Shop, Kitchen, Studio, Simulation  
15

Practicum

Self Paced / Individual Learning

**Course Topics**

Course Topics:
Course Topics:

- Object-oriented design principles (polymorphism, encapsulation, and inheritance)
- Recursion
- Sorting algorithms
- Searching algorithms
- Algorithm efficiency
- Stacks, queues, and linked lists
- Standard Template Library (STL)
- Maps
- Sets
- Trees
- Binary search trees
- Priority queues and heaps
- Hash tables
- Graphs

Rationale and Consultations

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

No

Provide a rationale for this proposal:
This course will be added to the current list of science courses offered at VCC, and can be used for the University Transfer Science Certificate, the Associate of Science Degree, and the Associate of Arts Degrees.

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

- There are no additional costs as a result of this proposal

Consultations

Additional Information

Provide any additional information if necessary.
Course Change Request

New Course Proposal

Date Submitted: 05/31/19 1:43 pm

Viewing: CMPT 2276 : Intro to Software Engineering

Last edit: 06/19/19 12:01 pm
Changes proposed by: ygracheva

Course Name:
Introduction to Software Engineering

Effective Date: September 2020

School/Centre: Arts & Sciences

Department: UT Computing Science & Software (2023)

Contact(s)

In Workflow
1. 2023 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 06/02/19 1:00 pm
   Jacqueline Shehadeh (jshehadeh): Approved for 2023 Leader
2. 06/02/19 7:52 pm
   David Wells (dwells): Approved for SAS Dean
3. 06/19/19 1:08 pm
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

<table>
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<th>Phone/Ext.</th>
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</thead>
<tbody>
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<td>604-871-7000, 7293</td>
</tr>
</tbody>
</table>

Banner Course Name: Intro to Software Engineering

Subject Code: CMPT - Computers

Course Number 2276
Course Description:
This course provides an overview of software engineering practices used for development and management of information systems. Students are introduced to a variety of software development processes and major phases included in a software development lifecycle such as planning, requirements analysis, system design, implementation, testing, documentation, and maintenance. Different modeling tools and documentation skills are also discussed in this course. An introduction to project management issues and tools is also provided to give students a clear understanding about different roles and responsibilities of the members of a software development team. Students also apply these skills on a case study to complete a team project.

Course Pre-Requisites (if applicable):

MATH 1120 with a C and CMPT 2225 with a C

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

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

| CLO #1 | Define information systems terms as used in current practice |
| CLO #2 | Explain the functions of systems analysis and design, and the roles and responsibilities of systems analysts and project managers |
| CLO #3 | Use analysis methodologies including data flow diagrams, entity-relationship diagrams, structure charts, data dictionaries, UML and various process definition methods |
| CLO #4 | Describe the major phases and activities involved in the information system development process, and the corresponding outcomes and deliverables |
| CLO #5 | Apply the systems development process in exercises and case studies, within an organizational context, using relevant techniques and methods |
Instructional Strategies:
 Lectures and computer labs (and assignments)

**Evaluation and Grading**

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

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>15</td>
<td>Three assignments of 5% each</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>20</td>
<td>Midterm</td>
</tr>
<tr>
<td>Project</td>
<td>30</td>
<td>Group Project</td>
</tr>
<tr>
<td>Final Exam</td>
<td>35</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

Lecture, Seminar, Online
45

Lab, Clinical, Shop, Kitchen, Studio, Simulation
15

Practicum

Self Paced / Individual Learning

**Course Topics**

| Course Topics: |
Course Topics:

- Introduction to Software Engineering
- Software Quality Measures
- Members of Software Development Team
- Software Development Process
- Software Development Lifecycle
- Tools and Techniques for Process Modeling
- Development Strategies
- Planning and Managing a Project
- Feasibility Study
- Tracking Progress
- Effort Estimation
- Risk Management
- Fact-Finding Techniques
- Capturing Requirements
- Structured vs. Object-Oriented Analysis
- Requirement Modeling Tools
- Requirement Documentation
- User Interface Design
- Data Modeling and Design
- Designing the Architecture
- Object-Oriented Design and UML Design Tools
- Systems Implementation and Testing Process
- Programming Standards, Procedures, and Guidelines
- Structured vs. Object-Oriented Implementation Issues
- Programming and Scripting Languages
- Programming Environments and Development Tools
- Software Faults and Failures and Testing Issues
- Quality Assurance: Unit, Integration, and System Testing
- Documentation
- Maintenance Techniques and Tools

Rationale and Consultations

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

Yes

Is this the primary proposal?
# Course Change Request

## New Course Proposal

Date Submitted: 05/31/19 1:41 pm

**Viewing:** CMPT 2295 : Intro to Computer Architecture

Last edit: 06/19/19 1:07 pm

Changes proposed by: ygracheva

### Course Name:
- Introduction to Computer Architecture

### Effective Date:
- September 2020

### School/Centre:
- Arts & Sciences

### Department:
- UT Computing Science & Software (2023)

### Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
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<tr>
<td>Jacqueline Shehadeh</td>
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<td>604-871-7000, 7293</td>
</tr>
</tbody>
</table>

### In Workflow

1. 2023 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

### Approval Path

1. 06/02/19 1:05 pm
   - Jacqueline Shehadeh (jshehadeh): Approved for 2023 Leader
2. 06/02/19 7:53 pm
   - David Wells (dwells): Approved for SAS Dean
3. 06/19/19 1:08 pm
   - Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Banner Course Name:
- Intro to Computer Architecture

Subject Code:
- CMPT - Computers

Course Number:
- 2295
Course Description:
This course introduces students to computer system design and architecture and low-level programming. This course covers fundamental aspects of computer system design and the relationship between the computer architecture (hardware) and computer programs (software). Topics include number representations, digital systems, building blocks in a computer, CPU organization, bus structures, addressing modes, memory managements, computer interfacing, low-level-programming and system software. Students will be able to apply principles and concepts to improve program efficiency and runtime. Programs will be written in C and x86-64 assembly languages.

Course Pre-Requisites (if applicable):
CMPT 1020 with a C and MATH 1120 with a C

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #1</td>
<td>Describe numbers of various bases and arithmetic operations</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Define fixed point and floating point numbers</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Explain the building blocks of computers</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Describe how various components of a modern computer function and cooperate</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Evaluate various trade-offs in computer system design</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Design and implement programs in machine and assembly languages</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Describe the fundamental principles of CPU and control unit design</td>
</tr>
<tr>
<td>CLO #8</td>
<td>Demonstrate an understanding of the relationship between the machine language and the computer hardware in the context of functionality and complexity</td>
</tr>
<tr>
<td>CLO #9</td>
<td>Describe how various computer components interact in order to exchange information</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #10</th>
<th>Describe the complexity and speed of various architectural components</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #11</td>
<td>Describe hardware and software techniques for input and output device interfacing</td>
</tr>
<tr>
<td>CLO #12</td>
<td>Describe how I/O systems work</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Lectures and computer labs (and assignments)

Evaluation and Grading

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

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>20</td>
<td>In class and take home assignments</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>35</td>
<td>2 Midterms; 17.5% each</td>
</tr>
<tr>
<td>Lab Work</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>35</td>
<td></td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen, Studio, Simulation

15

Practicum

Self Paced / Individual Learning

Course Topics:

Course Topics:
Course Topics:

- Information Representation in Computers
- Number Systems
- Signed and Unsigned Integers
- Bit Level Manipulation
- Floating Point Numbers
- Machine Level Programming
- CPU Structure
- CPU Registers
- Arithmetic and Logical Operations
- Bus Systems
- Control Structures
- Stack Structure
- Calling Conventions: Passing Control and Data
- Memory Organization
- Memory Technology
- Memory Layout
- Virtual Memory and Address Translation
- Exceptional control flow
- Interrupts
- I/O programming and interfacing
- Multi-tasking
- Parallel Computing

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

CMPT 2225

Additional Information
DECISION NOTE

PREPARED FOR: Education Council

DATE: September 10, 2019

ISSUE: New courses in LINC: ELSK 0346, ELSK 0347, ELSK 0446 and ELSK 0447

BACKGROUND:
The LINC department is proposing four new courses:
• ELSK 0346 Improve Your Pronunciation Beginner Focus A
• ELSK 0347 Improve Your Pronunciation Beginner Focus B
• ELSK 0446 Improve Your Grammar Beginner Focus A
• ELSK 0447 Improve Your Grammar Beginner Focus B

These courses are for students at the LINC 3 and 4 level if they need additional time for the study of pronunciation and grammar. Many of the sounds and patterns in English do not exist in students’ first languages, and they need to learn how to “hear” English before learning to produce it.

EAL Pathways teaches similar courses for pronunciation and grammar at the intermediate and advanced levels, but they do not teach many students at the beginner level. Therefore, LINC will be offering this level. Jan Theny, Department Head of LINC, worked with EAL Pathways, and the beginner classes are very similar in structure.

DISCUSSION:
Ms. Theny presented the proposal. She explained that these courses are not covered by the LINC contract, but that the courses will be tuition-reimbursable through the AUG funding, just like EAL Pathways courses.

After discussion, Curriculum Committee changed the subject code used from SETL (an older code used by ELSA prior to the LINC department) to ELSK (English Language Skills), which is the code used by the EAL Pathways intermediate and advanced level pronunciation and grammar courses. The Registrar’s Office was consulted for new course numbers. Those changes have been made.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, four new courses: ELSK 0346, ELSK 0347, ELSK 0446 and ELSK 0447.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: August 22, 2019
Course Change Request

New Course Proposal

Date Submitted: 07/16/19 4:27 pm

Viewing: ELSK 0346: Pronunciation A - Beginner

Last edit: 08/22/19 9:16 am

Changes proposed by: jtheny

Course Name:

Improve Your Pronunciation Beginner Focus A

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: LINC (3350)

Contact(s)

Name E-mail Phone/Ext.
Janet Theny jtheny@vcc.ca 7266

Banner Course Name:

Pronunciation A - Beginner

Subject Code: ELSK - English Language Skills

Course Number 0346

Year of Study ESL Course

Credits: 0

In Workflow

1. 3350 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 07/16/19 4:49 pm
   Janet Theny (jtheny): Approved for 3350 Leader

2. 07/23/19 10:35 am
   Shirley Lew (slew): Approved for SAS Dean

3. 08/22/19 10:57 am
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

https://curriculum.vcc.ca/courseleaf/approve/
Course Description:
Improve Your Pronunciation Beginner Focus A helps the student to become a good language learner and teaches ways to improve pronunciation, fluency, delivery and listening skills. Students will: make a learning journal; give oral presentations; understand the meaning in English sounds and practice real speech forms and features; they will begin to study sounds in English; practice stress, rhythm, intonation in English; contrast stress, rhythm, intonation sound system of English with learner language. Course delivery involves language and content appropriate to CLB levels 3 and 4.

Course Pre-Requisites (if applicable):

CLB 2 Listening
CLB 2 Speaking

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #1</td>
<td>Use a variety of techniques and strategies to improve pronunciation, fluency, and delivery in beginner level English</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Demonstrate improved beginner level listening and comprehension through study of sound features of authentic English speech with special attention to stress, rhythm, intonation.</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Identify and produce elements of stress, rhythm, intonation sound system in beginner level English.</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Ongoing needs analysis and feedback; recorded speech sample contribution and analysis; pair, group and whole class discussion; use of audio lab; Moodle; case studies; videos, lectures, and demonstrations.

Evaluation and Grading
Grading System: Satisfactory/Unsatisfactory
Passing grade: 60%
### Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio</td>
<td>48</td>
<td>4 Oral Journal Entries and Transcriptions</td>
</tr>
<tr>
<td>Assignments</td>
<td>24</td>
<td>3 Recorded Oral Presentations with self analysis by rubric and transcriptions</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>15</td>
<td>Authentic Speech Analysis; Supra-Segmentals (stress, rhythm, intonation)</td>
</tr>
<tr>
<td>Participation</td>
<td>13</td>
<td>Active Class Involvement</td>
</tr>
</tbody>
</table>

#### Hours by Learning Environment Type

- Lecture, Seminar, Online: 40
- Lab, Clinical, Shop, Kitchen, Studio, Simulation
- Practicum
- Self Paced / Individual Learning

#### Course Topics:

1. Long and short vowels
2. Vowels + R
3. Consonants with long and short vowels
4. Variable sounds of some consonants
5. Relationship of sounds and spelling
6. Consonants; distinct speech sounds and gestures, i.e. voiced and voiceless, affricative etc.
7. Word endings present and past tense

#### Rationale and Consultations

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

Is this the primary proposal?

Yes

Provide a rationale for this proposal:

This course is aimed at students in the LINC 3 and 4 level classes. There are currently classes for students in the 5-7 range. Students sometimes need additional time for the study of pronunciation, especially at the beginner level. At the beginner level many of the sounds and patterns in English do not exist in their own language and they first need to learn how to 'hear' English and then learn how to produce it.

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

Consultations

<table>
<thead>
<tr>
<th>Consulted Areas</th>
<th>Consultation Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centre for Teaching, Learning, and Research (CTLR)</td>
<td>Met with Garth Manning and Francesco Barillaro on May 13th and June 3rd.</td>
</tr>
<tr>
<td>Registrar's Office</td>
<td>Courses were okayed by Denis Seremba on June 2nd, 2019.</td>
</tr>
<tr>
<td>Faculty/Department</td>
<td>Faculty were informed and approved of the courses on May 1 and June 3, 2019.</td>
</tr>
<tr>
<td>Department Support Staff</td>
<td>Support Staff have been informed and have given the okay.</td>
</tr>
<tr>
<td>Other Department(s)</td>
<td>Consulted with Pathways/EAL Department Leaders numerous times. Nora Ready on December 2018, Ken McMorris April 2019, Carrie Leggat May 14, 2019 and group of EAL Department Leaders and Instructors on June 3, 2019.</td>
</tr>
<tr>
<td>Consulted Areas</td>
<td>Consultation Comments</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Information Technology (IT)</td>
<td>Elmer Wansink was concerned that the audio lab in LINC is very old and should not have additional use. Also, he noted that there is no IT support on weekends during the summer. Our course would not be extensively using the audio lab, if they use it at all. Students will be expected to use their own devices, or classroom I-Pads for recording or accessing websites. Also, we would not be running the courses on weekends in the summer.</td>
</tr>
<tr>
<td>Finance</td>
<td>Finance was notified on June 27th but has not responded</td>
</tr>
<tr>
<td>Advising &amp; Recruitment</td>
<td>Wendy LaFrance of Advising was notified on June 27th but has not responded</td>
</tr>
<tr>
<td>Assessment Centre</td>
<td>Patricia Mori of Assessments responded on July 12 with three questions regarding whether students could be both LINC and non LINC, (yes) What they would receive on completion of a course (a report card) and who would carry out assessments (CLBPT either VCC or Western, or ongoing assessments on report cards.)</td>
</tr>
<tr>
<td>Marketing &amp; Communications</td>
<td>Amanda Hardy has okayed the courses AS OF June 28th</td>
</tr>
<tr>
<td>Library</td>
<td>Kristina Oldenburg responded on July 11 and okayed the courses from the library perspective. She offered to add copies of introductory pronunciation books and also to reserve books for the courses.</td>
</tr>
<tr>
<td>Marketing &amp; Communications</td>
<td>Amanda Hardy of Marketing and Communications has approved the courses.</td>
</tr>
<tr>
<td>Safety &amp; Security</td>
<td>Safety and Security were notified on June 27th but have not responded</td>
</tr>
<tr>
<td>Student Services</td>
<td>Student Success was notified on June 27th but has not responded.</td>
</tr>
<tr>
<td>Other</td>
<td>Met with Katie Land on Pearson Publishing on June 18th to discuss on-line text book for grammar class. Also met with Keith Dunsmuir in the bookstore about making the group purchase and selling codes to access on-line.</td>
</tr>
<tr>
<td>Consulted Areas</td>
<td>Consultation Comments</td>
</tr>
<tr>
<td>---------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Other</td>
<td>Surveyed students on May 14th for interest in the courses and of the 132 students surveyed, 87% were interested.</td>
</tr>
<tr>
<td>Assessment Centre</td>
<td>July 12, Jane Wakabayashi Lee offered some suggestions (included) for the course topics.</td>
</tr>
<tr>
<td>Learning Centre</td>
<td>Emily Simpson said the courses look great. She asked three questions. 1. What textbooks would be used for the pronunciation course. Answer: We have not chosen a text yet, it is likely that instructors will select pages from various texts already owned by the LINC Department. When the curriculum is more developed, we will have a better idea on textbooks. 2. Will students at this level be up to using an online text? Including the digital literacy needed? Answer: Yes, we will take time model accessing and using the on-line text for students. We will teach the skills necessary. Also, the YMCA is planning to run digital literacy classes for our students. 3. What enrollment is anticipated and how many cohorts a year will run. Answer: Right now we want to run one IYG and one IYP in January 2020. After that, we would like to run one of each class per semester. If successful, we may want to run classes in the summer. Currently there would be 6 cohorts per year with 22 students in each class.</td>
</tr>
</tbody>
</table>

**Additional Information**

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments
Course Change Request

New Course Proposal

Date Submitted: 07/16/19 4:28 pm

Viewing: ELSK 0347 : Pronunciation B - Beginner

Last edit: 08/22/19 9:16 am

Changes proposed by: jtheny

Course Name:

Improve Your Pronunciation Beginner Focus B

Effective Date: April 2020

School/Centre: Arts & Sciences

Department: LINC (3350)

Contact(s)

In Workflow

1. 3350 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 07/16/19 4:49 pm
   Janet Theny (jtheny): Approved for 3350 Leader
2. 07/23/19 10:36 am
   Shirley Lew (slew): Approved for SAS Dean
3. 08/22/19 10:57 am
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janet Theny</td>
<td><a href="mailto:jtheny@vcc.ca">jtheny@vcc.ca</a></td>
<td>7266</td>
</tr>
</tbody>
</table>

Banner Course Name:
Pronunciation B - Beginner

Subject Code: ELSK - English Language Skills

Course Number: 0347

Year of Study: ESL Course

Credits: 0

https://curriculum.vcc.ca/courseleaf/approve/
Course Description:

Improve Your Pronunciation Beginner Focus B helps the student to become a good language learner and teaches ways to improve pronunciation, fluency, delivery and listening skills. The student will make an oral journal; give oral presentations; learn about sound study and practice real speech forms and features such as consonants and vowels in English; contrasted with the learner language. Course delivery involves language and content appropriate to CLB levels 3 and 4.

Course Pre-Requisites (if applicable):

CLB 2 Listening
CLB 2 Speaking

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Outcome Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #1</td>
<td>Use a variety of techniques and strategies to improve pronunciation, fluency, and delivery in beginner level English.</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Demonstrate improved beginner level listening comprehension through analysis of phonological features of authentic English speech with special attention to segmentals (consonants and vowels).</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Identify and produce elements of the segmental (consonants and vowels) sound system in beginner level English.</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Ongoing needs analysis and feedback; recorded speech sample contribution and analysis; pair, group and whole class discussion; use of; audio lab; Moodle; case studies; videos, lectures, demonstrations.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory
Passing grade: 60%
### Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio</td>
<td>48%</td>
<td>4 Oral Journal Entries and Transcriptions</td>
</tr>
<tr>
<td>Assignments</td>
<td>24%</td>
<td>3 Recorded Oral Presentations with self-analysis by rubric and/or transcriptions</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>15%</td>
<td>Authentic Speech Analysis; Segmentals (consonants and vowels)</td>
</tr>
<tr>
<td>Participation</td>
<td>13%</td>
<td>Active Involvement in Class</td>
</tr>
</tbody>
</table>

### Hours by Learning Environment Type

- **Lecture, Seminar, Online**
  - 40% of the total hours

- **Lab, Clinical, Shop, Kitchen, Studio, Simulation**

- **Practicum**

- **Self Paced / Individual Learning**

### Course Topics

1. Consonants with long and short vowels
2. Variable sounds of some consonants
3. Relationship of sound and spelling
4. Syllables
5. Word Stress
6. Sentence Stress, stress and key words
7. Thought groups and intonation
8. Linking
Course Change Request

New Course Proposal

Date Submitted: 07/16/19 4:29 pm

Viewing: ELSK 0446 : Grammar A - Beginner

Last edit: 08/22/19 9:11 am
Changes proposed by: jtheny

Course Name:
Improve Your Grammar Beginner Focus A

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: LINC (3350)

Contact(s)

Name E-mail Phone/Ext.
Jan Theny jtheny@vcc.ca 7266

Banner Course Name:
Grammar A - Beginner

Subject Code: ELSK - English Language Skills

Course Number 0446

Year of Study ESL Course

Credits: 0

Approval Path
1. 07/16/19 4:49 pm
Janet Theny (jtheny): Approved for 3350 Leader

2. 07/23/19 10:37 am
Shirley Lew (slew): Approved for SAS Dean

3. 08/22/19 10:57 am
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

In Workflow
1. 3350 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner
Course Description:
This course focuses on beginner level grammatical structures to improve students' spoken and written English. Key components of the course are the presentation and beginning of analysis of grammatical form, meaning and usage. Students are given opportunities for grammar practice and production.

Course Pre-Requisites (if applicable):

CLB 2 Listening
CLB 2 Speaking
CLB 2 Reading
CLB 2 Writing

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

| CLO #1 | Use a variety of techniques and strategies to improve oral and written beginner level grammar.
| CLO #2 | Recognize Beginner grammatical structures, such as using the verb to be, using be and have, using present and present progressive, simple past, nouns and pronouns and count and non-count nouns

Instructional Strategies:
Lecture, self-study, group work and ongoing feedback

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade: 60%

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
</table>

https://curriculum.vcc.ca/courseleaf/approve/
<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>35</td>
<td>Instructor and Self Analysis of Grammar on 4 Oral Samples</td>
</tr>
<tr>
<td>Assignments</td>
<td>35</td>
<td>Instructor and Self Analysis of Grammar on 4 Written Submissions</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>20</td>
<td>Quizzes</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td>Active Class Involvement</td>
</tr>
</tbody>
</table>

**Course Topics**

1. Strategies and techniques specific to improvements in spoken and written beginner level grammar
2. Basic sentence patterns with the verb "be"
3. Frequency adverbs with "be"
4. Questions with what, who, where, when, why and what time
5. Nouns: singular and plural, count and non-count
6. Making comparisons

**Rationale and Consultations**

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

Yes

Is this the primary proposal?
Primary Proposal

**Additional Information**

Provide any additional information if necessary.

These classes would run in the late afternoon, when other classes have either dismissed, or not started.

Supporting documentation:

Reviewer Comments
Course Change Request

New Course Proposal

Date Submitted: 07/16/19 4:30 pm

Viewing: ELSK 0447: Grammar B - Beginner

Last edit: 08/22/19 9:11 am

Changes proposed by: jtheny

Course Name:
Improve Your Grammar Beginner Focus B

Effective Date: April 2020

School/Centre: Arts & Sciences

Department: LINC (3350)

Contact(s)

In Workflow
1. 3350 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 07/16/19 4:49 pm
   Janet Theny (jtheny): Approved for 3350 Leader
2. 07/23/19 10:40 am
   Shirley Lew (slew): Approved for SAS Dean
3. 08/22/19 10:57 am
   Todd Rowlett (trowlett): Approved for Curriculum Committee Chair

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</tr>
</tbody>
</table>

Banner Course Name:
Grammar B - Beginner

Subject Code: ELSK - English Language Skills

Course Number 0447

Year of Study ESL Course

Credits: 0

https://curriculum.vcc.ca/courseleaf/approve/
Course Description:
This course focuses on beginner grammatical structures to improve students' spoken and written English. Key components of the course are the presentation and the beginning of analysis of grammatical form, meaning and usage. Students are given opportunities for grammar practice and production.

Course Pre-Requisites (if applicable):
- CLB 2 Listening
- CLB 2 Speaking
- CLB 2 Reading
- CLB 2 Writing

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Use a variety of techniques and strategies to improve oral and written beginner level grammar.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Recognize Beginner grammatical structures, such as expressing past time; the use of time clauses; present progressive vs past progressive, simple past vs past progressive; future time and making comparisons</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Lecture, self-study, group work, and ongoing feedback

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory
Passing grade: 60%

Evaluation Plan:

<table>
<thead>
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**Hours by Learning Environment Type**

Lecture, Seminar, Online

40

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

**Course Topics**

1. Strategies and techniques specific to improvements in spoken and written beginner level grammar
2. Expressing past time
3. Questions with what, who, where, when, why and what time
4. Regular and irregular verbs
5. Time clauses
6. The present, present progressive and the past progressive
7. Questions with present vs. present progressive
8. Simple past vs. past progressive
9. Expressing future time
10. Verb summary: present, past and future
11. Making comparisons

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

Yes

Is this the primary proposal?

No

Primary Proposal

This course is aimed at students in the LINC 3 and 4 level classes. There are currently classes for students in the 5-7 range. Students sometimes need additional time for the study of grammar in oral and written English. Their classes provide some grammar but not enough for a student who does not have the background information or wants to focus more on grammar. The students were surveyed and of 132, 115 students said the would sign up for a grammar course

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments
DECISION NOTE

PREPARED FOR: Education Council

DATE: September 10, 2019

ISSUE: Revisions to Fashion Merchandising Certificate and 8 courses

BACKGROUND: The Fashion department is proposing significant revisions to the Fashion Merchandising Certificate program and its eight courses. Fashion is a fast-paced field, and the Merchandising Certificate has not been updated in many years. These are interim revisions; the program is scheduling for Renewal in a year and a half. Credits were revised down slightly to better align with the credit policy, but hours were not changed.

DISCUSSION: Sarah Murray, Program Coordinator for Fashion, presented the proposal. The Committee asked if there were any transfer agreements in place; there are not, but this is something that will be reviewed during the program’s renewal.

The Committee requested a few changes:

- The addition of computing skills to the Recommended Characteristics
- Removing high school graduation as a requirement but keeping Grade 12 English

Those changes have been made.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, the revisions to the Fashion Merchandising Certificate program and eight (8) courses.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: July 4, 2019
Program Change Request

Date Submitted: 05/08/19 1:11 pm

Viewing: Fashion Merchandising Associate Certificate

Last approved: 12/18/17 8:37 am
Last edit: 07/29/19 2:30 pm
Changes proposed by: smurray

Program Name: Fashion Merchandising Associate Certificate
Credential Level: Certificate
Effective Date: January 2020
School/Centre: Continuing Studies
Department: Fashion Merchandising (6197)
Contact(s)

Approval Path
1. 05/13/19 11:15 am Andrea Korens (akorens): Approved for 6197 Leader
2. 05/13/19 11:23 am Claire Sauve (csauve): Approved for Senior PC
3. 05/13/19 11:25 am gmcivor: Approved for CCS Dean
4. 05/13/19 3:08 pm Todd Rowlatt (trowlatt): Rollback to Senior PC for Curriculum Committee Chair
5. 05/23/19 10:21 am Claire Sauve (csauve): Rollback to 6197 Leader for Senior PC
6. 05/24/19 10:10 am Andrea Korens (akorens): Approved for 6197 Leader
Program Content Guide

Goal

The Fashion Merchandising Certificate program is for those who want to When you select a career in fashion merchandising, you enter the dynamic and fast-paced fashion industry, or take the next step in their fashion merchandising career. worlds of retail and wholesale marketing. The program provides an introduction to the business and operations of fashion with a mind to the future in an ever-evolving industry. Learning from industry-experienced instructors, students integrate theoretical knowledge and practical skills in business fundamentals and fashion theory.

Merchandisers are “people-persons” who have an eye for colour, a flair for fashion, and an aptitude for management. On completion of the Fashion Merchandising Associate Certificate Program, graduates will be able to undertake different occupations. Examples include wholesale representatives, buyer, fashion consultant, promotional events coordinator, and retail manager.
Admission Requirements

Grade 12 English or equivalent.
Grade 12 or equivalent (waived for mature students), ability to speak, read and write English clearly and correctly.

Prior Learning Assessment & Recognition (PLAR)

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

No PLAR at this time

Program Duration & Maximum Time for Completion

Participants must may take two courses per term and complete the program within three years. ever one year.

Program Learning Outcomes

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

Navigate a variety of real-world business environments
Demonstrate familiarity with fashion merchandising industry standards
Communicate effectively among various stakeholders in diverse areas of the industry
Connect merchandise to the consumer
Identify and apply trends to target markets
Discover and define an aesthetic viewpoint

Instructional Strategies, Design, and Delivery Mode

This comprehensive core program is offered on a part-time evening basis. The certificate program takes a multi-dimensional approach in educating students for careers in the fashion industry by combining studies in business fundamentals with fashion theory. Curriculum is delivered from both a theoretical and practical perspective, depending on subject content.

Courses can be taken on their own, or can be used towards the completion of the Fashion Merchandising Certificate. Courses can be taken in any order.

Students will learn to project accurate forecasts for profits in sales and to utilize the varied techniques of visual merchandising that will attract the consumer. Please note that all courses may not be offered each term due to minimum enrollment requirements and the availability of instructors. Students are required to purchase texts and some supplies. Individuals registered in the program should be prepared to dedicate approximately three hours per week per course to their studies outside of class time. Each course averages 36 hours in length, usually in 3-hour blocks.
Evaluation of Student Learning

Evaluation of learning progress is determined by individual instructors and includes theory examinations and assessment of practical assignments and group projects.

**Students are required to have 80% attendance in order to pass a course.**

Recommended Characteristics of Students

**Imagination and creative talent**
**A good sense of colour and aesthetics**
**An identifiable personal style**
**Excellent time management and organizational skills**
**Good communication skills both written and verbal**
**Good computer skills and working knowledge of social media**
**The ability to work well with a wide variety of people**
**The ability to synthesize information and develop innovative ideas**

Evaluation of learning progress is determined by individual instructors and includes theory examinations and assessment of practical assignments and group projects.

Credential Upon successful completion of this program, and once an application for graduation has been submitted to the Registrar’s Office, the graduate will receive a Vancouver Community College Fashion Merchandising Associate Certificate.

Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FASH 1176</td>
<td>Merchandising Fashion</td>
<td>2.5</td>
</tr>
<tr>
<td>FASH 1408</td>
<td>Fashion Styling</td>
<td>2.5</td>
</tr>
<tr>
<td>FASH 1405</td>
<td>Fashion Marketing and Promotion</td>
<td>2.5</td>
</tr>
<tr>
<td>FASH 1401</td>
<td>Fashion Retail Management</td>
<td>2.5</td>
</tr>
<tr>
<td>FASH 1402</td>
<td>Fashion Buying</td>
<td>2.5</td>
</tr>
<tr>
<td>FASH 1204</td>
<td>Fashion Forecasting</td>
<td>2.5</td>
</tr>
<tr>
<td>FASH 2201</td>
<td>Textiles</td>
<td>2.5</td>
</tr>
<tr>
<td>FASH 1301</td>
<td>History of Fashion</td>
<td>2.5</td>
</tr>
</tbody>
</table>

Total Credits 20

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

Transcript of Achievement

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

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

https://curriculum.vcc.ca/courseleaf/approve/
### Grading Standard

**Transcript of Achievement**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Description</th>
<th>Grade Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
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<tr>
<td>A-</td>
<td>85-89</td>
<td></td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>80-84</td>
<td></td>
<td>3.33</td>
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<td>B</td>
<td>75-79</td>
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<td>3.00</td>
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<td>B-</td>
<td>70-74</td>
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<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>65-69</td>
<td>Minimum-Pass</td>
<td>2.33</td>
</tr>
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<td>C</td>
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<td>C-</td>
<td>55-59</td>
<td></td>
<td>1.67</td>
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<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</td>
<td>Satisfactory—student has met and mastered a clearly defined body of skills to required standards</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td>greater</td>
<td></td>
<td></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>
<tr>
<td>R</td>
<td></td>
<td>Audit—No Credits</td>
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<tr>
<td>EX</td>
<td></td>
<td>Exempt—Credit Granted</td>
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</tr>
<tr>
<td>TC</td>
<td></td>
<td>Transfer Credit</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Provide a rationale for this proposal.

Fashion is a fast paced, ever-evolving industry; the merchandising program required a reassessment after its original creation to match the current needs of the industry and our students.

Are there any expected costs to this proposal.

No.

Consultations

<table>
<thead>
<tr>
<th>Consultated Area</th>
<th>Consultation Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty/Department</td>
<td>Worked in conjunction with instructors to develop the blueprints for the courses.</td>
</tr>
</tbody>
</table>
### Additional Information

Provide any additional information if necessary.

Supporting documentation:

### Marketing Information

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

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

This program is for:

**Marketing Description**

*Learn business fundamentals and fashion theory for a career as a buyer, fashion consultant, wholesale representative, or retail manager.*
What you will learn

Fashion forecasting
Colours, fabrics, styles, trends
Fashion sales promotion
Public relations and advertising
Events promotion
Market research and planning
Consumer demand and behaviour
Business fundamentals
Professional presentations
Fashion displays and visual merchandising
Retail structure and planning
Store location and layout
Fashion styling
Mass production concepts
Fashion history and theory
Designers and influencers
Retail buying and pricing
Planning and projecting
Mathematical equations
Textile laws and regulations
Effective communication

What to expect

One year of part-time evening classes
Theory examinations
Practical assignments
Group work

Reviewer
Comments

Todd Rowlatt (trowlatt) (05/13/19 3:08 pm): Rollback: additional consultation needed on credits
Claire Sauve (csauve) (05/23/19 10:21 am): Rollback: edits as discussed
Course Change Request

Date Submitted: 05/08/19 1:15 pm

Viewing: FASH 1176: Merchandising Fashion

Last edit: 06/03/19 4:33 pm

Changes proposed by: smurray

Programs referencing this course
43: Fashion Merchandising Certificate

Course Name: Merchandising Fashion

Effective Date: January 2020

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Merchandising (6197)

Contact(s)

In Workflow
1. 6197 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Approval Path
1. 05/13/19 11:15 am Andrea Korens (akorens): Approved for 6197 Leader
2. 05/13/19 11:23 am Claire Sauve (csauve): Approved for Senior PC
3. 05/13/19 11:26 am gmcivor: Approved for CCS Dean
4. 05/13/19 3:09 pm Todd Rowlatt (trowla): Rollback to Senior PC for Curriculum Committee Chair
5. 05/23/19 10:21 am Claire Sauve (csauve): Rollback to 6197 Leader for Senior PC
6. 05/24/19 9:46 am Andrea Korens
From initial concept to consumer demand, students will explore the merchandising process. Topics include: trends, top designers, social influences on fashion, the necessity of higher-priced apparel, and the timing of fashion. The purpose of this course is to provide this course is ideal for those who are looking for a broad introduction to career in the field of fashion merchandising (design, manufacturing, and an overview of the process from product creation to sale. retail) or for those who want to advance their careers in the fashion industry. Students will explore trends, top designers, social influences on fashion, the intersections necessity of merchandising with product development, wholesale, retail higher-priced apparel, and e-commerce. the timing of fashion.
PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #1</td>
<td>Present merchandise in a variety of retail environments including brick-and-mortar and e-commerce</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Demonstrate a big-picture understanding of the fashion industry, including how products are developed, marketed, and sold</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Engage in the product development process from the merchandising perspective</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Identify and discuss target markets</td>
</tr>
</tbody>
</table>

Instructional Strategies:

Instructors will employ a variety of instructional strategies such as lecture, discussion, case studies, etc.

Evaluation and Grading

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

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
<td>35</td>
<td>Visual merchandising project</td>
</tr>
<tr>
<td>Assignments</td>
<td>25</td>
<td>A variety of minor assignments</td>
</tr>
<tr>
<td>Type</td>
<td>Percentage</td>
<td>Brief description of assessment activity</td>
</tr>
<tr>
<td>--------------------</td>
<td>------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>Assignments</td>
<td>15</td>
<td>Fashion diary assignment</td>
</tr>
<tr>
<td>Assignments</td>
<td>15</td>
<td>Research assignment</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td>Participation/Professionalism</td>
</tr>
</tbody>
</table>

**Course Topics**

**Course Topics:**

- Fashion calendar, capitals, and designers
- The role of the fashion merchandiser
- Apparel production process
- Product development methods and strategies
- Product delivery calendar
- Target markets and consumer behaviour, motivations, and values
- Sizing and merchandise categories
- Visual presentation methods
- Visual merchandising plan
- Sales and promotional calendar
- Sales markdown strategies
- Online merchandising concepts
- Sustainability in relation to merchandising

---

**Hours by Learning Environment Type**

Lecture, Seminar, Online  
36

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning
Course Change Request

Date Submitted: 06/03/19 4:59 pm

Viewing: **FASH 1204 : Fashion Forecasting**

Last approved: 05/31/19 4:10 am

Last edit: 06/03/19 4:59 pm

Changes proposed by: trowlatt

Programs referencing this course

43: Fashion Merchandising Certificate

---

Course Name: **Fashion Forecasting**

Effective Date: January 2020

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Merchandising (6197)

Contact(s)

---

In Workflow

1. 6197 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

---

Approval Path

1. 06/04/19 12:13 pm Andrea Korens (akorens): Approved for 6197 Leader
2. 06/04/19 1:00 pm Claire Sauve (csauve): Approved for Senior PC
3. 06/05/19 9:19 am Todd Rowlatt (trowlatt): Approved for CCS Dean
4. 06/19/19 12:10 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

---

History

1. May 31, 2019 by Todd Rowlatt (trowlatt)
Banner Course Name: Fashion Forecasting

Subject Code: FASH - Fashion

Course Number: 1204

Year of Study: 1st Year Post-secondary

Credits: 2.5

Course Description:

This course supports students in cultivating observational skills with a critical eye. Students will apply awareness to the job of the fashion forecaster and society to foresee trends. The fashion forecasting process. How to differentiate between a trend and a fad, how to predict new fashion colours, popular fabrics, new styles, and upcoming trends. This is an important and essential course for the fashion designer, merchandiser, retailer, and the consumer. The structure of this class will consist of lectures, group discussions, projects, guest speakers, and presentations. All members of the class are expected to participate on a regular basis.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

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

- **CLO #1**: Apply the forecasting process
- **CLO #2**: Describe and differentiate between fashion cycles
Upon successful completion of this course, students will be able to:

- **CLO #3** Observe current trends in fashion and other industries and how they impact fashion
- **CLO #4** Apply presentation skills
- **CLO #5** Engage in real-world research for use in forecasting

**Instructional Strategies:**
Instructors will employ a variety of instructional strategies such as lecture, discussion, and field trips.

**Evaluation and Grading**

<table>
<thead>
<tr>
<th>Grading System:</th>
<th>Letter Grade (A-F)</th>
<th>Passing grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>D</td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation Plan:**

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
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<tbody>
<tr>
<td>Project</td>
<td>30</td>
<td>Fashion forecast</td>
</tr>
<tr>
<td>Project</td>
<td>20</td>
<td>Forecasting process</td>
</tr>
<tr>
<td>Assignments</td>
<td>20</td>
<td>Observations</td>
</tr>
<tr>
<td>Assignments</td>
<td>10</td>
<td>Colour forecasting</td>
</tr>
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<td>Assignments</td>
<td>10</td>
<td>A variety of minor assignments (2-3)</td>
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<td>Participation</td>
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<td>Participation/Professionalism</td>
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**Hours by Learning Environment Type**

- Lecture, Seminar, Online: 36
- Lab, Clinical, Shop, Kitchen, Studio, Simulation
- Practicum
- Self Paced / Individual Learning
## Course Topics

<table>
<thead>
<tr>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trend life cycles</td>
</tr>
<tr>
<td>Trend movement and adoption</td>
</tr>
<tr>
<td>Colour theory and cycles</td>
</tr>
<tr>
<td>Colour trends</td>
</tr>
<tr>
<td>Forecasting process</td>
</tr>
<tr>
<td>Research methods</td>
</tr>
<tr>
<td>Trend observation</td>
</tr>
<tr>
<td>Trend identification</td>
</tr>
<tr>
<td>Lifestyle trends</td>
</tr>
<tr>
<td>Cultural and historical influences on trends</td>
</tr>
<tr>
<td>Cultural lens and trends</td>
</tr>
</tbody>
</table>

## Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal
Fashion Merchandising Certificate

Provide a rationale for this proposal:

Are there any Additional Information

Provide any additional information if necessary.

Supporting documentation:

https://curriculum.vcc.ca/courseleaf/approve/
Course Change Request

Date Submitted: 05/08/19 1:15 pm

Viewing: **FASH 1301 : History of Fashion**

Last edit: 06/03/19 4:34 pm

Changes proposed by: smurray

Programs referencing this course: **43: Fashion Merchandising Certificate**

Course Name: **History of Fashion**

Effective Date: January 2020

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Merchandising (6197)

Contact(s)

---

In Workflow

1. 6197 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Approval Path

1. 05/13/19 11:15 am Andrea Korens (akorens): Approved for 6197 Leader
2. 05/13/19 11:25 am Claire Sauve (csauve): Approved for Senior PC
3. 05/13/19 12:05 pm gmcivor: Approved for CCS Dean
4. 05/13/19 3:09 pm Todd Rowlatt (trowla): Rollback to Senior PC for Curriculum Committee Chair
5. 05/23/19 10:22 am Claire Sauve (csauve): Rollback to 6197 Leader for Senior PC
6. 05/24/19 10:00 am Andrea Korens
Course Description:

In this course, students critically explore the influence of world events, politics, technology, culture and other factors on fashion. The development of fashion by exploring the evolution of western fashion from early Europe to the 20th century. Students explore western fashion through the ages and consider today’s fashion through a historical lens. The course promotes research and provides design inspiration for students, who will exhibit their personal interests through the completion of an individual design project or reproduction garment.

Course Pre-Requisites (if applicable):
Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #1</td>
<td>Discuss western fashion in the context of various historical periods, considering the influence of world events and available technology</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Discuss variations in clothing and fashion in different cultural contexts</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Develop an awareness of cultural and historical influences in fashion</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Critically examine narrative of fashion in relation to culture and status</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Draw inspiration from fashion history</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Accurately apply the language of fashion</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Instructors will employ a variety of instructional strategies such as lecture, demonstrations, discussion, observation, guest speakers, etc.

Evaluation and Grading

Grading System: Letter Grade (A-F)  

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
<td>30</td>
<td>Research project</td>
</tr>
<tr>
<td>Assignments</td>
<td>25</td>
<td>A variety of minor assignments</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>15</td>
<td>Weekly reflective journal</td>
</tr>
</tbody>
</table>
### Course Topics:

- **Pre-19th century era clothing**
- **19th century era clothing**
- **20th century era clothing**
- **Technology's impact on fashion**
- **Trade and warfare's impact on clothing development**
- **World events' impact on the production and distribution of clothing**
- **Internet and social media's impact on fashion**
- **Fashion marketing versus clothing necessity**
- **Culture appropriation**
- **Folklore and Indigenous fashion**
- **Cultural symbolism, context and significance**

---

**Rationale and Consultations**

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

Date Submitted: 06/03/19 4:44 pm

Viewing: **FASH 1401: Fashion Retail Management**

Last approved: 05/31/19 4:10 am
Last edit: 06/03/19 4:44 pm
Changes proposed by: trowlatt

Programs referencing this course

43: Fashion Merchandising Certificate

Course Name: **Fashion Retail Management**

Effective Date: January 2020

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Merchandising (6197)

Contact(s)

In Workflow
1. 6197 Leader
   Andrea Korens (akorens): Approved for 6197 Leader
2. Senior PC
   Claire Sauve (csauve): Approved for Senior PC
3. CCS Dean
   Todd Rowla (trowla): Approved for CCS Dean
4. Curriculum Committee Chair
   Todd Rowla (trowla): Approved for Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Approval Path
1. 06/04/19 12:13 pm
   Andrea Korens (akorens): Approved for 6197 Leader
2. 06/04/19 1:00 pm
   Claire Sauve (csauve): Approved for Senior PC
3. 06/05/19 9:19 am
   Todd Rowla (trowlatt): Approved for CCS Dean
4. 06/19/19 12:10 pm
   Todd Rowla (trowlatt): Approved for Curriculum Committee Chair

History
1. May 31, 2019 by Todd Rowla (trowlatt)
Banner Course Name: Fashion Retail Management

Subject Code: FASH - Fashion

Course Number 1401

Year of Study 1st Year Post-secondary

Credits: 2.5

Course Description:

In this course, students are introduced to the current retail landscape and the components of a successful retail business. Students learn the individual elements of launching a store, considering a variety of retail environments. Focusing directly on the strategic issues facing Canadian fashion retailers, this course covers the challenges faced by retailers, describe alternate ways to classify the retail structure, outline steps involved in strategic retail planning, explain the strategic dimensions of the location decision, and determine store layout and merchandise presentation.

Course Learning Outcomes (CLO):

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

CLO #1 Develop a plan and layout for an online store

CLO #2 Develop a plan and layout for a brick-and-mortar store

CLO #3 Analyze an existing store's visual merchandising and store design

PLAR (Prior Learning Assessment & Recognition)

No
Upon successful completion of this course, students will be able to:

CLO #4  Apply strategies for managing customer relationships
CLO #5  Apply strategies for employee management
CLO #6  Discuss strategies to maintain a competitive advantage in a retail environment

Instructional Strategies:

Instructors will employ a variety of instructional strategies such as lecture, discussion, case studies, guest speakers, and demonstration.

**Evaluation and Grading**

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

**Evaluation Plan:**

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
<td>30</td>
<td>Develop a concept for a brick-and-mortar store</td>
</tr>
<tr>
<td>Assignments</td>
<td>25</td>
<td>Minor assignments including group projects and case studies</td>
</tr>
<tr>
<td>Project</td>
<td>20</td>
<td>Design an online store</td>
</tr>
<tr>
<td>Assignments</td>
<td>15</td>
<td>Analyzing visual display and merchandising</td>
</tr>
<tr>
<td>Participation</td>
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<td>Participation/Professionalism</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

Lecture, Seminar, Online

36

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum
Course Topics:

- Customer relationship management
- Store design and layout (online and brick-and-mortar)
- Components to opening a store
- Pricing
- POS systems, inventory and logistics
- E-commerce and omni-channel
- Human resource management
- Locations
- Retail strategies and selling techniques
- Traditional modes of exchange/trade
- Customer buying behaviour
- Sustainability in relation to store operations

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal
- Fashion Merchandising Certificate

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer
Comments
Course Change Request

Date Submitted: 06/03/19 4:42 pm

Viewing: **FASH 1402 : Fashion Retail-Buying**

Last approved: 05/31/19 4:10 am

Last edit: 06/03/19 4:41 pm

Changes proposed by: trowlatt

Programs referencing this course:

- 43: Fashion Merchandising Certificate

Course Name: **Fashion Buying**

Effective Date: January 2020

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Merchandising (6197)

Contact(s)

In Workflow

1. 6197 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Approval Path

1. 06/04/19 12:15 pm
   Andrea Korens (akorens): Approved for 6197 Leader
2. 06/04/19 1:01 pm
   Claire Sauve (csauve): Approved for Senior PC
3. 06/05/19 9:19 am
   Todd Rowlatt (trowlatt): Approved for CCS Dean
4. 06/19/19 12:10 pm
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. May 31, 2019 by Todd Rowlatt (trowlatt)
Course Description:

In this course, students learn to effectively manage the planning and buying of appropriate merchandise for a fashion retail business. This course emphasizes the coordination of the buyer’s varied responsibilities, buying terminology, mathematical equations for retail buying math, buying, plan projections, projections and stock planning, and domestic and foreign resources.

Course Learning Outcomes (CLO):

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

- **CLO #1** Apply buying terminology
- **CLO #2** Communicate rationale for buying decisions
- **CLO #3** Identify appropriate merchandise as it relates to the retailers' target market
- **CLO #4** Recognize consumer purchase patterns that influence retail buying

Banner Course Name: Fashion Retail Buying

Subject Code: FASH - Fashion

Course Number: 1402

Year of Study: 1st Year Post-secondary

Credits: 2.5

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Apply buying terminology</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Communicate rationale for buying decisions</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Identify appropriate merchandise as it relates to the retailers' target market</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Recognize consumer purchase patterns that influence retail buying</td>
</tr>
</tbody>
</table>

Name | E-mail | Phone/Ext.
--- | --- | ---
Sarah Murray | smurray@vcc.ca | 8668
Andrea Korens | akorens@vcc.ca | 8661
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #5</th>
<th>Execute a six-month merchandising plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #6</td>
<td>Navigate the various elements of the fashion calendar</td>
</tr>
</tbody>
</table>

Instructional Strategies:

Instructors will employ a variety of instructional strategies such as lecture, case studies, field trips, guest speakers, and discussion.

**Evaluation and Grading**

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

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
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<tbody>
<tr>
<td>Project</td>
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<td>6 month merchandising plan project</td>
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<tr>
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<td>30</td>
<td>A variety of small assignments including a fashion calendar</td>
</tr>
<tr>
<td>Assignments</td>
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<td>Minor merchandising plan assignments</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td>Participation/Professionalism</td>
</tr>
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</table>

**Hours by Learning Environment Type**

<table>
<thead>
<tr>
<th>Lecture, Seminar, Online</th>
<th>36</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab, Clinical, Shop, Kitchen, Studio, Simulation</td>
<td></td>
</tr>
</tbody>
</table>

Practicum

Self Paced / Individual Learning
### Course Topics:

- Communication with buyers and vendors
- Relating product knowledge to a target market
- Budgeting and logistics
- Sales projections and inventory levels
- Analyzing seasonal calendars
- Selecting appropriate merchandise assortment
- Identifying fashion trends
- Negotiating contract details and terms and conditions
- Buyer's role in the retail hierarchy
- Analyzing data
- Executing research techniques
- Considering sustainability

### Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal
Fashion Merchandising Certificate

### Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer

Comments
Course Change Request

Date Submitted: 05/08/19 1:14 pm

Viewing: **FASH 1405 : Fashion Marketing & Promotion**

Last edit: 06/03/19 4:34 pm
Changes proposed by: smurray

Programs referencing this course

43: Fashion Merchandising Certificate

Course Name: **Fashion Marketing and Promotion**

Effective Date: January 2020

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Merchandising (6197)

Contact(s)

In Workflow
1. 6197 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Approval Path
1. 05/13/19 11:15 am Andrea Korens (akorens): Approved for 6197 Leader
2. 05/13/19 11:24 am Claire Sauve (csauve): Approved for Senior PC
3. 05/13/19 11:27 am gmcivor: Approved for CCS Dean
4. 05/13/19 3:09 pm Todd Rowlatt (trowla): Rollback to Senior PC for Curriculum Committee Chair
5. 05/23/19 10:23 am Claire Sauve (csauve): Rollback to 6197 Leader for Senior PC
6. 05/24/19 9:55 am Andrea Korens
Marketing is a study of the means of communication between theory and practical application of fashion sales promotion, public relations, special event promotion, and other activities used to influence the fashion brand and the consumer. In this course, students will learn the theory and practical applications of influencing the sale of merchandise. Market planning, environmental influences, research, information systems, and consumer behaviour are examined in the context of the ever-changing fashion industry. Emphasis is on the creative organization of professional-quality presentations including evaluating, writing, and editing of copy for advertising and promotion, display presentation, internal communications, and direct mail for a variety of market levels.
Course Learning Outcomes (CLO):

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

- **CLO #1** Apply a variety of marketing techniques to a fashion context
- **CLO #2** Research a target market
- **CLO #3** Develop a marketing plan
- **CLO #4** Discuss strategies to develop a competitive advantage
- **CLO #5** Apply presentation skills to communicate marketing strategies to stakeholders

Instructional Strategies:

*Instructors will employ a variety of instructional strategies such as lecture, discussion, guest speakers, case studies, simulation, etc.*

**Evaluation and Grading**

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

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
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https://curriculum.vcc.ca/courseleaf/approve/
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<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>30</td>
<td>A variety of assignments such as competitive analysis, target market, online marketing, event planning, and media relations</td>
</tr>
<tr>
<td>Project</td>
<td>30</td>
<td>Marketing plan and presentation</td>
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<tr>
<td>Assignments</td>
<td>20</td>
<td>A variety of minor assignments such as branding, sales promotion, and advertising</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
<td>Client interaction assessment</td>
</tr>
<tr>
<td>Participation</td>
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<td>Participation/professionalism</td>
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</table>

### Hours by Learning Environment Type

- **Lecture, Seminar, Online**: 36 hours
- **Lab, Clinical, Shop, Kitchen, Studio, Simulation**
- **Practicum**
- **Self Paced / Individual Learning**

### Course Topics

- **Course Topics:**
  - Principles of fashion marketing
  - Target markets
  - Competitive advantage
  - Ethical issues of consumerism
  - Branding
  - Media relations and advertising
  - Online and social media marketing techniques
Course Topics:

<table>
<thead>
<tr>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sales promotion</td>
</tr>
<tr>
<td>Alternative marketing strategies</td>
</tr>
<tr>
<td>Retail buyer marketing strategies</td>
</tr>
<tr>
<td>Budgeting and timelines</td>
</tr>
</tbody>
</table>

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Fashion Merchandising Certificate

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Todd Rowlatt (trowlatt) (05/13/19 3:09 pm): Rollback: additional consultation needed on credits

Claire Sauve (csauve) (05/23/19 10:23 am): Rollback: edits as discussed
Course Change Request

Date Submitted: 06/03/19 4:39 pm

Viewing: **FASH 1408 : Fashion Styling**

Last approved: 05/31/19 4:10 am

Last edit: 06/03/19 4:39 pm

Changes proposed by: trowlatt

Programs referencing this course

- **43: Fashion Merchandising Certificate**

Course Name:

**Fashion Styling**

Effective Date: January 2020

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Merchandising (6197)

Contact(s)

In Workflow

1. 6197 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Approval Path

1. 06/04/19 12:14 pm Andrea Korens (akorens): Approved for 6197 Leader
2. 06/04/19 1:01 pm Claire Sauve (csauve): Approved for Senior PC
3. 06/05/19 9:19 am Todd Rowlatt (trowlatt): Approved for CCS Dean
4. 06/19/19 12:10 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. May 31, 2019 by Todd Rowlatt (trowlatt)
Banner Course: Fashion Styling

Subject Code: FASH - Fashion
Course Number: 1408
Year of Study: 1st Year Post-secondary
Credits: 2.5

Course Description:

In the purpose of this course, students will learn and apply practical and creative skills, as well as the operational elements, used in the styling profession. The purpose of this course is to develop students' skills in the analysis and evaluation of fashion merchandise. The course builds upon the knowledge of textiles and introduces new concepts in mass production environments. The course is designed to provide students with the skills necessary to perform effectively as retail marketers and buyers or fashion product managers in a manufacturing/marketing environment.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

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

| CLO #1 | Explain the role of a stylist as part of the creative team |
| CLO #2 | Style a model for a photo shoot |
| CLO #3 | Edit clothing for the purpose of storytelling |
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #4</th>
<th>Apply professionalism as a stylist</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #5</td>
<td>Curate a wardrobe for a client</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Use styling techniques in a variety of settings</td>
</tr>
</tbody>
</table>

Instructional Strategies:

Instructors will employ a variety of instructional strategies such as lecture, facilitated group discussion, guest speakers, demonstration and simulation.

Evaluation and Grading

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

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
<td>30</td>
<td>Photoshoot project</td>
</tr>
<tr>
<td>Project</td>
<td>20</td>
<td>Capsule personal shopper project</td>
</tr>
<tr>
<td>Project</td>
<td>10</td>
<td>Mini amateur photoshoot project</td>
</tr>
<tr>
<td>Assignments</td>
<td>10</td>
<td>Branding and business plan assignment</td>
</tr>
<tr>
<td>Assignments</td>
<td>10</td>
<td>Styling for a commercial venture</td>
</tr>
<tr>
<td>Assignments</td>
<td>10</td>
<td>Storytelling/journal assignment</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td>Participation/professionalism</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online

36

Lab, Clinical, Shop, Kitchen,
Studio, Simulation
Practicum

Self Paced / Individual Learning

Course Topics

<table>
<thead>
<tr>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Portfolio development</td>
</tr>
<tr>
<td>Professional branding and promotions</td>
</tr>
<tr>
<td>Business communications</td>
</tr>
<tr>
<td>Communicating a vision and mood boards</td>
</tr>
<tr>
<td>Creative team responsibilities</td>
</tr>
<tr>
<td>The stylist kit</td>
</tr>
<tr>
<td>Client interactions</td>
</tr>
<tr>
<td>Wardrobe proposals</td>
</tr>
<tr>
<td>Styling techniques and visual storytelling</td>
</tr>
<tr>
<td>Sourcing and care of garments</td>
</tr>
<tr>
<td>Writing clothing credits</td>
</tr>
<tr>
<td>Personal ethics</td>
</tr>
</tbody>
</table>

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Fashion Merchandising Certificate

Additional Information

Provide any additional information if necessary.

Supporting documentation:
Course Change Request

Date Submitted: 06/03/19 4:37 pm

Viewing: FASH 2201: Textiles

Last approved: 05/31/19 4:10 am

Last edit: 06/03/19 4:37 pm

Changes proposed by: trowlatt

Programs referencing this course
43: Fashion Merchandising Certificate

Course Name:
Textiles

Effective Date: January 2020

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Fashion Merchandising (6197)

Contact(s)

In Workflow
1. 6197 Leader
   Andrea Korens (akorens): Approved for 6197 Leader
2. Senior PC
   Claire Sauve (csauve): Approved for Senior PC
3. CCS Dean
   Todd Rowla (trowla): Approved for CCS Dean
4. Curriculum Committee Chair
   Todd Rowla (trowla): Approved for Curriculum Committee Chair

Approval Path
1. 06/04/19 12:12 pm
   Andrea Korens (akorens): Approved for 6197 Leader
2. 06/04/19 1:01 pm
   Claire Sauve (csauve): Approved for Senior PC
3. 06/05/19 9:19 am
   Todd Rowla (trowla): Approved for CCS Dean
4. 06/19/19 12:10 pm
   Todd Rowla (trowla): Approved for Curriculum Committee Chair

History
1. May 31, 2019 by Todd Rowla (trowlatt)
Course Description:
Details the selection of suitable fabrics for specific designs and for the production of realistic designs for specific fabrics. The purpose of this course is to introduce students to components, properties, production, application, and care of a variety of apparel natural and man-made fibres and fabrics. Students apply and demonstrate their understanding of these concepts through practical applications. The course will also examine innovations and ethical issues in the textile industry. Textile laws and regulations are covered.

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Describe textile production from fibre to finished fabric</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Discuss the properties of various fibres and fabrics</td>
</tr>
</tbody>
</table>

PLAR (Prior Learning Assessment & Recognition)
No
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #3</th>
<th>Apply fabric knowledge to the product development process</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #4</td>
<td>Discuss applications of textile laws and regulations</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Discuss ethical and environmental issues in the industry</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Demonstrate an appreciation of the cultural significance of textiles</td>
</tr>
</tbody>
</table>

**Instructional Strategies:**

Instructors will employ a variety of instructional strategies such as lecture, discussion, and demonstrations.

**Evaluation and Grading**

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

**Evaluation Plan:**

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>35</td>
<td>Fibre and fabric identification (5-10 assignments)</td>
</tr>
<tr>
<td>Assignments</td>
<td>25</td>
<td>Reflections on ethical &amp; cultural issues (2-3 assignments)</td>
</tr>
<tr>
<td>Assignments</td>
<td>10</td>
<td>Product development assignment</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>10</td>
<td>5-10 quizzes</td>
</tr>
<tr>
<td>Assignments</td>
<td>5</td>
<td>Textile terminology assignment</td>
</tr>
<tr>
<td>Assignments</td>
<td>5</td>
<td>Labeling assignment</td>
</tr>
<tr>
<td>Assignments</td>
<td>10</td>
<td>Participation/Professionalism</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

Lecture, Seminar, Online  
36
Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum
Self Paced / Individual Learning

Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textile manufacturing process</td>
</tr>
<tr>
<td>Fibre sources, collection and manufacturing</td>
</tr>
<tr>
<td>Fibre properties</td>
</tr>
<tr>
<td>Fabric structures</td>
</tr>
<tr>
<td>Fabric properties and production methods</td>
</tr>
<tr>
<td>Fabric dyeing and printing</td>
</tr>
<tr>
<td>Fabric aesthetic and performance</td>
</tr>
<tr>
<td>Fabric technologies</td>
</tr>
<tr>
<td>Product development process</td>
</tr>
<tr>
<td>Fabric regulations and care</td>
</tr>
<tr>
<td>Sustainability</td>
</tr>
<tr>
<td>Textiles and cultural identities</td>
</tr>
</tbody>
</table>

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal
Fashion Merchandising Certificate

Provide a rationale for this proposal:
DECISION NOTE

PREPARED FOR: Education Council

DATE: September 10, 2019

ISSUE: Revisions to Makeup Artistry Certificate and 8 courses

BACKGROUND:
The Makeup department is proposing revisions to the Makeup Artistry Certificate and all eight courses in the program. The revisions update a program launched in 2010 that has not seen much development since then. A needs assessment was recently completed that included a student survey and discussions with the Program Advisory Committee. The revisions proposed make the program consistent with current industry practice. The biggest change was an increase in hours, a need students had identified to allow more time for practice.

This program is scheduled for a full renewal in 2020/21. Its current design is not in alignment with the Credentials policy. The program only requires 11 credits to graduate, much less than the 18 credit minimum in our policy. The department is very aware and will fix the issue in the renewal, but needs to update the program immediately to improve the student experience.

DISCUSSION:
Justin Ewart, Program Coordinator for Makeup, presented the proposal. The Committee understood the department’s desire to make changes prior to the renewal, and believes it is a reasonable approach.

The Committee asked for a few changes:
• Remove a grade for attendance from all courses. An 80% attendance requirement is already in the PCG. The 10% attendance grade will be redistributed to other assessments.
• Identify an evaluation plan for the portfolio elements of MKUP 1104

The Committee also discussed whether the minimum age of 18 was needed. Mr. Ewart thought it was an important element to ensure students have the maturity to work with people’s bodies. He is also exploring a future bodypainting course that would include full-body makeup application. The Committee agreed with this rationale.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, the revisions to the Makeup Artistry Certificate program and eight (8) courses.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee
DATE: July 4, 2019
Program Change Request

Date Submitted: 05/27/19 2:58 pm

Viewing: Makeup Artistry Certificate

Last approved: 12/20/17 6:09 am

Last edit: 08/06/19 3:59 pm

Changes proposed by: csauve

Program Name: Makeup Artistry Certificate
Credential Level: Certificate
Effective Date: January 2020
School/Centre: Continuing Studies
Department: Makeup Artistry (6198)
Contact(s)

In Workflow
1. 6198 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair

Approval Path
1. 05/27/19 3:32 pm Justin Ewart (jewart): Approved for 6198 Leader
2. 05/27/19 3:37 pm Claire Sauve (csauve): Approved for Senior PC
3. 05/28/19 8:36 am gmcivor: Approved for CCS Dean
4. 08/06/19 3:59 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History
1. Dec 20, 2017 by clmig-jwehrheim

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justin Ewart</td>
<td><a href="mailto:jewart@vcc.ca">jewart@vcc.ca</a></td>
<td>8417</td>
</tr>
</tbody>
</table>

https://curriculum.vcc.ca/courseleaf/approve/
Program Content Guide

Goal

The Makeup Artistry Certificate is designed for individuals planning to enter the **makeup industry**, makeup, film, photography, theatre, fashion, and bridal industries. Taught by industry experts, the program emphasizes the development of technical and professional skills with the goal of fostering individual growth and creativity. Students who complete this program will develop the skills, confidence, and experience required to provide makeup artistry services and conduct business in all **beauty and retail** areas of the **field**.

**Offered part-time on evenings and weekends, this program allows students to work and maintain other commitments while achieving fundamental makeup training.**

Admission Requirements

**ABE Intermediate or**

**Grade 10 English or** equivalent

Applicants should be 18 years of age or older and be a graduate of secondary school or equivalent.

Applicants who do not meet the program admission requirements may be admitted following a successful interview with the Department leader or representative.

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

Part-time for **one year and a half** to two years. **Maximum time for completion is three years.**
Program Learning Outcomes

Upon successful completion of the program, students will have developed the ability to:

- Perform appropriate selection of compatible products for all skin type profiling types and apply compatible products for all skin types and needs.
- Use selective makeup basic tools (including the airbrush) to apply various makeup styles based on client needs.
- Identify and replicate the characteristics of makeup styles of various historical periods.
- Implement the corrective techniques for contouring various face shapes to improve balance and proportion.
- Use the colour wheel to select a colour palette that complements the subject.
- Conduct makeup consultations and draw face charts detailing makeup selection, colours, and product placement for a variety looks.
- Apply eye makeup styles appropriate to each client’s eye shape.
- Create makeup design for seasonal trends and specialty areas such as bridal and events, fashion shows, editorial shoots, and character makeup, theatrical characters, and special effects.
- Produce and maintain a resume and photo portfolio of makeup artistry skills for the cosmetic and makeup artist industries.
- Identify and implement appropriate and successful sales strategies for cosmetic services and products.
- Understand the various roles and responsibilities of a in the cosmetic and makeup artist industries.

Instructional Strategies, Design, and Delivery Mode

The Makeup Artistry Certificate curriculum is designed to provide students with practical and experiential learning through theory and hands-on application.

Courses are delivered through a combination of instructional activities including but not limited to, lectures, group activities, demonstrations, practice applications and photo-shoots.

Program participants should expect a mix of activities including: Lectures/in-class theory Group activities Applying makeup on classmates Individual and group projects In-class quizzes and tests
Evaluation of Student Learning

Student learning: Evaluation of the course is evaluated in determined by the instructor and may include a variety of ways including but not limited to, combination of practical assignments, participation, quizzes and tests, projects, and practical theory and/or practical exams.

80% attendance is mandatory to successfully complete each course.

Students must achieve a minimum an overall passing grade of B- (68%) to successfully complete each course. 70%

Breakdown of the final grade: Assignments 20% Performance Demo 10% Tests 20% Participation 10% Final Project 30% Attendance 10%

Recommended Characteristics of Students

Sincere interest in administering personal services
Able to integrate the skills learned across makeup artistry disciplines Ability to administer personal service to clients Willingness and ability to reflect on their own practice Able to move from concept development (idea/vision) to implementation (applying idea/vision to model) Effectively analyze and critique the practice and theory of makeup artistry Ability to conduct research and apply findings to specific projects Interpersonal Effective oral and written communication skills required for providing customer service

Good hand-eye coordination
Manual dexterity and creative ability
Normal colour vision and an eye for colour

Good depth perception Willingness and ability to perceive line and form reflect on their own practice

Ability to stand for long periods of time conduct research and apply findings to specific projects

Self-motivated and responsible

Basic writing skills

Interest in makeup, art, fashion, creativity or design

Strong presentation skills Comfortable planning and working independently Able to adapt to changing situations and formulate contingency plans

Courses

Plan of Study Grid

<table>
<thead>
<tr>
<th>Term-One</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKUP-1101 Makeup Artistry Fundamentals 1,2</td>
<td>1</td>
</tr>
<tr>
<td>-</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term-Two</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MKUP-1102 Bridal and Event Makeup-2</td>
<td>1</td>
</tr>
<tr>
<td>-</td>
<td>0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term-Three</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MKUP-1103 Fashion and Photography Makeup-2</td>
<td>1</td>
</tr>
</tbody>
</table>
ELECTIVE COURSES: A minimum of one elective course is required. Students have the option of completing all three.*

- **MKUP 1105**  Airbrush Makeup 3  
- **MKUP 1106**  Character Makeup 4  
- **MKUP 1107**  Introduction Film and Television Makeup 4

**Course List**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKUP 1101</td>
<td>Makeup Artistry Fundamentals 1,2</td>
<td>2</td>
</tr>
<tr>
<td>MKUP 1102</td>
<td>Bridal and Event Makeup 2</td>
<td>2</td>
</tr>
<tr>
<td>MKUP 1103</td>
<td>Fashion and Photography Makeup 2</td>
<td>2</td>
</tr>
<tr>
<td>MKUP 1104</td>
<td>Career and Freelance Development</td>
<td>1</td>
</tr>
</tbody>
</table>

Two of the following electives: 4

- **MKUP 1105**  Airbrush Makeup 1,2  
- **MKUP 1106**  Character Makeup 1,2  
- **MKUP 1107**  Introduction Film and Television Makeup 1,2  
- **MKUP 1109**  Hairstyling for Makeup Artists 1,2

Total Credits 11

*Students who have taken the four core courses previously and wish to receive a certificate are required to complete one or all of the elective courses.

1 Requirement: Makeup kit must be purchased for the first day of class.

2 Additional supplies may be required for class. Approximate cost is between $50-$100.

3 Requirement: A kit, including compressor and airbrush, must be purchased for the first day of class. Students have the option of adding makeup palettes and colour mix for an additional cost. Additional supplies approximate cost $50-$100.

4 Requirement: A course kit must be purchased for the first day of class. Additional supplies approximate cost $50-$100.

The scheduling of classes and number of hours of instruction delivered will be affected by the occurrence of statutory holidays and other events as deemed necessary by the College.

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

**Transcript of Achievement**

The evaluation of learning outcomes for each student is prepared by the instructor and reported to Continuing Studies the Student Records Department at the completion of semesters. The transcript typically shows a letter grade for each course.

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

- A, B, or C: 3.0
- D: 2.0
- F: 0.0

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# Transcript of Achievement

<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>85-90</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>Minimum Pass</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>64-67</td>
<td></td>
<td>2.33</td>
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<tr>
<td>C</td>
<td>60-63</td>
<td></td>
<td>2.00</td>
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<tr>
<td>C-</td>
<td>55-59</td>
<td></td>
<td>1.67</td>
</tr>
<tr>
<td>D</td>
<td>50-54</td>
<td></td>
<td>1.00</td>
</tr>
<tr>
<td>F</td>
<td>0-49</td>
<td></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

<table>
<thead>
<tr>
<th>Course Standing</th>
<th>Description</th>
<th>Grade Point Equivalency</th>
</tr>
</thead>
<tbody>
<tr>
<td>R</td>
<td>Audit. No Credit</td>
<td>N/A</td>
</tr>
<tr>
<td>EX</td>
<td>Exempt. Credit Granted</td>
<td>N/A</td>
</tr>
<tr>
<td>TC</td>
<td>Transfer Credit</td>
<td>N/A</td>
</tr>
</tbody>
</table>

## Grade Point Average (GPA)

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

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

## Rationale and Consultations

https://curriculum.vcc.ca/courseleaf/approve/
Provide a rationale for this proposal.

The Makeup Artistry program was developed in 2007 as a series of non-credit courses. The Makeup Artistry Certificate program was launched in 2010, and while the Makeup industry has changed considerably, the program has remained largely unchanged since then.

The department received CD funding to review and revise the curriculum in 2018/19. A needs analysis was completed throughout 2018 and recommendations were put forward for short-term and long-term consideration.

In the short term, the recommendations are primarily around revisions to curriculum: update all courses, lengthen all courses, replace Theatrical Makeup with Character Makeup, increase required electives to two, make Character Makeup a prerequisite for Film and TV Makeup, and create additional elective courses. These curriculum changes come as a result of the recommendations.

Due to the changes, there is now an increase in the number of hours and corresponding credits. However, the total number of credits does not comply with the policy C.1.3 Granting of Credentials.

This program is scheduled for Program Renewal in 2020/21, as per policy C.3.2 Program Review and Renewal. Continuing Studies is reluctant to make any changes to the credential level at this time as it would have a negative impact on recruitment in the local market and on continuity for existing students. (It is noteworthy that there is much competition in this training space, as there are 8 private institutions in Vancouver offering makeup training programs. VCC is the only public institution offering such training.)

Are there any expected costs to this proposal.

Consultations

<table>
<thead>
<tr>
<th>Consulted Area</th>
<th>Consultation Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities</td>
<td>The courses currently run in the evenings in the Salon and Spa. A meeting is scheduled between CS, the Makeup department and the meeting with the Hair and Esthetics Department and the School of Trades to discuss room use going forward.</td>
</tr>
<tr>
<td>Finance</td>
<td>The course hours have increased; CS is working in consultation with Finance on updated costing.</td>
</tr>
<tr>
<td>Consultated Area</td>
<td>Consultation Comments</td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Marketing &amp; Communications</td>
<td>The CS Marketing Liaison and the department are working with Marketing on a plan to emphasize the revised program in the upcoming CS catalogue.</td>
</tr>
<tr>
<td>Centre for Teaching, Learning, and Research (CTLR)</td>
<td>The revisions have been sent to an IA for feedback.</td>
</tr>
<tr>
<td>Registrar's Office</td>
<td>Consultations have taken place with the CS registrar and the RO regarding credit changes and course numbers. Since this is a revision and not a full redesign, it is suggested to use the existing course numbers.</td>
</tr>
<tr>
<td>Faculty/Department</td>
<td>The department solicited feedback from program instructors regarding courses and program. Through questionnaires, and review of the current curriculum. Consistent feedback from the instructors was that the courses were not long enough to teach the existing course content, and there was not enough time for students to practice. Instructor feedback has been incorporated into the curriculum.</td>
</tr>
<tr>
<td>PAC/CEG</td>
<td>The PAC was consulted via focus groups / course review meetings. The PAC suggested changes in outcomes, topics, and course content to reflect current industry. Those feedback has been incorporated.</td>
</tr>
</tbody>
</table>

**Additional Information**

Provide any additional information if necessary.

Supporting documentation:

**Marketing Information**

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

These fields are used by Marketing to help populate some of the information about your program on the website. If you have suggestions or edits to these sections, contact webmaster@vcc.ca.
<table>
<thead>
<tr>
<th>This program is for:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing Description</td>
<td></td>
</tr>
</tbody>
</table>

**Develop top makeup artistry skills while building a portfolio for the professional film, photography, theatre, fashion, and bridal industries.**

**What you will learn**

**What to expect**

<table>
<thead>
<tr>
<th>Reviewer</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments</td>
<td></td>
</tr>
</tbody>
</table>

Key: 63
Course Change Request

Date Submitted: 05/27/19 2:58 pm

Viewing: **MKUP 1101 : Makeup Artistry Fundamentals**

Last edit: 08/06/19 3:55 pm
Changes proposed by: csauve

Programs referencing this course:

- **63: Makeup Artistry Certificate**

---

**Course Name:**

**Makeup Artistry Fundamentals**

**Effective Date:** January 2020

**School/Centre:** Continuing Studies

**Is this a non-credit course?** No

**Department:** Makeup Artistry (6198)

**Contact(s)**

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justin Ewart</td>
<td><a href="mailto:jewart@vcc.ca">jewart@vcc.ca</a></td>
<td>8417</td>
</tr>
</tbody>
</table>

Banner Course Name: Makeup Artistry Fundamentals

**Approval Path**

1. 05/27/19 3:32 pm
   Justin Ewart (jewart): Approved for 6198 Leader
2. 05/27/19 3:37 pm
   Claire Sauve (csauve): Approved for Senior PC
3. 05/28/19 8:37 am
   gmcivor: Approved for CCS Dean
4. 08/06/19 3:59 pm
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair
Course Description:

This course prepares students to apply basic daytime makeup. Skills developed include: Students will learn how to identify undertones using the color wheel, and select suitable makeup for every complexion, determine complexion; identifying historical makeup styles; determining various face and eye shapes and use makeup to reshape and contour features accordingly, and select accordingly; recognizing skin types and selecting appropriate products for daily cleansing and daytime makeup wear. Requirement: Makeup kit (prices are subject to change without prior notice) must be purchased prior to start date for $800 (credit card only).

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Select appropriate compatible products and tools for makeup applications for all skin types and needs</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Identify the characteristics of various historical decades and styles of make-up</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Implement corrective makeup techniques for the correct method of contouring various face shapes to improve balance and proportion</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

**CLO #4** Select a color palette that compliments individuals using the color wheel

**CLO #5** Demonstrate safe hygiene practices while working with products and clients

**CLO #6** Apply appropriate basic makeup suitable to various clients

**CLO #7** Recognize and identify basic bone and muscle structure of the face

Instructional Strategies:

A variety of instructional strategies are used including lectures/in-class theory, group activities, applying makeup on classmates, individual assignment, in-class quizzes/tests and practical exams.

**Evaluation and Grading**

Grading System: Letter Grade (A-F)  
Passing grade: B- (68%)

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>20 10%</td>
<td>A variety of assignments: research of facial anatomy, face charts, colour wheels</td>
</tr>
<tr>
<td>Lab Work</td>
<td>20 30%</td>
<td>Daily makeup applications</td>
</tr>
<tr>
<td>Exam Project</td>
<td>30 20%</td>
<td>Final practical application (in-class practical exam)</td>
</tr>
<tr>
<td>Quizzes/Tests Other</td>
<td>15 10%</td>
<td>Written test(s)</td>
</tr>
<tr>
<td>Participation Quizzes/Tests</td>
<td>15 20%</td>
<td>Active participation based on a rubric</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

Lecture, Seminar, Online  
18 30%

Lab, Clinical, Shop, Kitchen, Studio, Simulation
Practicum

Self Paced / Individual Learning

Course Topics

<table>
<thead>
<tr>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hygiene and safety</td>
</tr>
<tr>
<td>Product Knowledge</td>
</tr>
<tr>
<td><strong>Colour</strong> Theory</td>
</tr>
<tr>
<td>History of Makeup</td>
</tr>
<tr>
<td>Skin analysis</td>
</tr>
<tr>
<td>Foundation selection</td>
</tr>
<tr>
<td>Face shapes</td>
</tr>
<tr>
<td>Eye shapes</td>
</tr>
<tr>
<td><strong>Basic facial anatomy</strong></td>
</tr>
</tbody>
</table>

**Rationale and Consultations**

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

Yes

Is this the primary proposal?

No

Primary Proposal

Makeup Artistry PCG

**Additional Information**

Provide any additional information if necessary.
Course Change Request

Date Submitted: 05/27/19 2:58 pm

Viewing: **MKUP 1102: Bridal Evening and Event Bridal Makeup**

Last edit: 08/06/19 3:55 pm
Changes proposed by: csauve

Programs referencing this course

63: Makeup Artistry Certificate

Course Name: **Bridal and Event Makeup**

Effective Date: January 2020

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Makeup Artistry (6198)

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
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<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justin Ewart</td>
<td><a href="mailto:jewart@vcc.ca">jewart@vcc.ca</a></td>
<td>8417</td>
</tr>
</tbody>
</table>

Banner Course: **Bridal Evening and Event Bridal Makeup**

Approval Path

1. 05/27/19 3:32 pm Justin Ewart (jewart): Approved for 6198 Leader
2. 05/27/19 3:37 pm Claire Sauve (csauve): Approved for Senior PC
3. 05/28/19 8:39 am gmcivor: Approved for CCS Dean
4. 08/06/19 3:59 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair
Subject Code: MKUP - Make Up Artistry
Course Number 1102
Year of Study 1st Year Post-secondary
Credits: 2

Course Description:
This course prepares students to apply various types of makeup in bridal and event settings, using current trends. Students will gain confidence in their ability to conduct makeup consultations with clients skills including application of bridal/evening and men's makeup; conducting a makeup consultation and drawing face charts detailing product and colour selection. Students will develop advanced makeup consultation skills and apply basic hair styling techniques (i.e. curl, comb-outs, and applying select products). Prerequisite: Makeup Artistry Fundamentals (MKUP-1101).

Course Pre-Requisites (if applicable):

MKUP 1101

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
Yes

Details of PLAR:
PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, portfolio, demonstration, interview, or external evaluation. Interview

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #1</td>
<td>Apply various bridal evening and event bridal makeup styles, using basic tools to suit client needs</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Conduct a bridal or event makeup consultation and draw face charts detailing makeup selection, colors and product placement, for various evening and bridal looks</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Create draw-a-face charts chart, detailing makeup selection, colours and product placement, for various looks a classic bridal or evening look and apply on a model</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Apply makeup aligned with current bridal trends. Implement basic evening and bridal hair styling techniques to suit client needs e.g. curl, comb out and apply select products.</td>
</tr>
<tr>
<td>--------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Demonstrate appropriate professional etiquette</td>
</tr>
</tbody>
</table>

**Instructional Strategies:**

A variety of instructional strategies are used including lectures/in-class theory, group activities, applying makeup on classmates, individual assignment, in-class quizzes/tests and practical exams.

**Evaluation and Grading**

Grading System: Letter Grade (A-F)  
Passing grade: B- (68%) 66%

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>20%</td>
<td>A variety of assignments on bridal and events looks and trends</td>
</tr>
<tr>
<td>Exam Lab-Work</td>
<td>30%</td>
<td>Final practical applications (in-class practical exam)</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>15%</td>
<td>Written test(s)</td>
</tr>
<tr>
<td>Lab Work Project</td>
<td>20%</td>
<td>Daily makeup applications</td>
</tr>
<tr>
<td>Other</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>15%</td>
<td>Active participation based on a rubric</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

Lecture, Seminar, Online  
18 30

Lab, Clinical, Shop, Kitchen, Studio, Simulation  
18

Practicum
### Course Topics

<table>
<thead>
<tr>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Product knowledge for bridal and event makeup</strong></td>
</tr>
<tr>
<td><strong>Natural vs. Neutral makeup</strong></td>
</tr>
<tr>
<td><strong>Body makeup and shimmers</strong></td>
</tr>
<tr>
<td><strong>Makeup for men</strong></td>
</tr>
<tr>
<td><strong>Bridal makeup</strong></td>
</tr>
<tr>
<td><strong>styles</strong></td>
</tr>
<tr>
<td><strong>Current and cultural trends for bridal makeup</strong></td>
</tr>
<tr>
<td><strong>Event</strong> <strong>Evening makeup</strong></td>
</tr>
<tr>
<td><strong>styles</strong></td>
</tr>
<tr>
<td><strong>Professional etiquette</strong></td>
</tr>
<tr>
<td><strong>Basic hair styling techniques</strong></td>
</tr>
</tbody>
</table>

### Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Makeup Artistry PCG

### Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer

Comments
Course Change Request

Date Submitted: 05/27/19 2:59 pm

Viewing: **MKUP 1103 : Fashion and Photography Makeup**

Last edit: 08/06/19 3:56 pm
Changes proposed by: csauve

Programs referencing this course
- **63: Makeup Artistry Certificate**

**Course Name:**
- **Fashion and Photography Makeup**

Effective Date: January 2020

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Makeup Artistry (6198)

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justin Ewart</td>
<td><a href="mailto:jewart@vcc.ca">jewart@vcc.ca</a></td>
<td>8417</td>
</tr>
</tbody>
</table>

Banner Course Name: Fashion and Photography Makeup

Approval Path

1. 05/27/19 3:32 pm Justin Ewart (jewart): Approved for 6198 Leader
2. 05/27/19 3:38 pm Claire Sauve (csauve): Approved for Senior PC
3. 05/28/19 8:44 am gmcivor: Approved for CCS Dean
4. 08/06/19 3:59 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair
Subject Code: MKUP - Make Up Artistry
Course Number: 1103
Year of Study: 1st Year Post-secondary
Credits: 2

Course Description:

With a focus on iconic Exploration of advanced makeup through the decades application techniques and current fashion trends, this course prepares students design concepts for makeup application techniques for runway fashion shows, fashion shows, photo shoots, and editorial photo shoots. Students learn the effects of lighting on difference between makeup in both color for high-definition and black-and-white, traditional film shoots and they learn to conceptualize re-create looks from the various decades, apply drag makeup, and design creative, iconic, create makeup styles that are unusual, over the top, and print-ready makeup looks. print worthy. Airbrush techniques are introduced via an instructor demonstration. Prerequisites: Makeup Artistry Fundamentals (MKUP-1101) and Evening and Bridal Makeup (MKUP-1102).

Course Pre-Requisites (if applicable):

MKUP 1102

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

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

Interview

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Apply various make-up styles using basic tools to meet requirements of a fashion and/or photography client and assignments. client/assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Create a makeup design for various specialty areas e.g. fashion show, theatrical characters, and special-effects.</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

CLO #2  Describe the roles of and relationships among makeup artist, models, stylist, photographer and creative directors.

CLO #3  Demonstrate a basic understanding of light and its effects on makeup.

CLO #4  Recreate iconic makeup and fashion looks through the decades. Apply decade, drag and creative makeup

CLO #5  Conceptualize and design creative makeup looks for runway and editorial photo shoots.

Instructional Strategies:
A variety of instructional strategies are used including lectures/in-class theory, group activities, applying makeup on classmates, individual assignment, in-class quizzes/tests and practical exams.

Evaluation and Grading

Grading System: Letter Grade (A-F)  
B- (68%) 66%

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>20 10</td>
<td>A variety of assignments: creating face charts, photo reference book, designer collection.</td>
</tr>
<tr>
<td>Exam Lab Work</td>
<td>30</td>
<td>Practical application: in-class practical exam(s).</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>15 20</td>
<td>Written test(s)</td>
</tr>
<tr>
<td>Lab Work Project</td>
<td>20</td>
<td>Daily makeup application</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>15 10</td>
<td>Active participation based on a rubric</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online

18 30
Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

### Course Topics

<table>
<thead>
<tr>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basics of fashion runway makeup</strong></td>
</tr>
<tr>
<td><strong>Basic of photography makeup for black-and-white and colour</strong></td>
</tr>
<tr>
<td><strong>Effects of lighting</strong></td>
</tr>
<tr>
<td><strong>Type of photo shoots</strong></td>
</tr>
<tr>
<td><strong>Set etiquette</strong></td>
</tr>
<tr>
<td><strong>Fashion show and photography design</strong></td>
</tr>
<tr>
<td><strong>Iconic decades makeup</strong></td>
</tr>
<tr>
<td>Decade makeup 1970's to 1980's</td>
</tr>
<tr>
<td><strong>Drag makeup</strong></td>
</tr>
<tr>
<td><strong>Avant-garde and creative makeup</strong></td>
</tr>
<tr>
<td>Creative makeup</td>
</tr>
<tr>
<td>Decade makeup 1920's to 1940's</td>
</tr>
<tr>
<td>Decade makeup 1950's to 1960's</td>
</tr>
</tbody>
</table>

### Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal
Makeup Artist PCG

### Additional Information

---
Course Change Request

Date Submitted: 05/27/19 2:59 pm

Viewing: **MKUP 1104: Freelance & Career and Freelance Development**

Last edit: 08/06/19 3:54 pm
Changes proposed by: csauve

Programs referencing this course

63: Makeup Artistry Certificate

Course Name:

**Career and Freelance Development**

Effective Date: January 2020

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Makeup Artistry (6198)

Contact(s)

In Workflow

1. 6198 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Approval Path

1. 05/27/19 3:32 pm
   Justin Ewart (jewart): Approved for 6198 Leader
2. 05/27/19 3:38 pm
   Claire Sauve (csauve): Approved for Senior PC
3. 05/28/19 8:47 am
   gmcivor: Rollback to Senior PC for CCS Dean
4. 05/28/19 9:24 am
   Claire Sauve (csauve): Approved for Senior PC
5. 05/28/19 9:30 am
   gmcivor: Approved for CCS Dean
6. 08/06/19 3:59 pm
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair
Course Description:

This course prepares students to seek entry-level employment as a sales associates, beauty advisors, cosmetic counter managers, or freelance and retail makeup artist. Students explore topics related to the makeup profession, including customer service and communication skills, product knowledge, psychology of successful selling, and prepare a professional-quality resume and portfolio development, bridal contracts and price listing, to showcase their makeup artistry and brand awareness.

Course Learning Outcomes (CLO):

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

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

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

Interview

Course Pre-Requisites (if applicable):

MKUP 1102

Course Co-requisites (if applicable):


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

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Demonstrate effective communication skills in customer service</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Produce a professional resume and cover letter</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Prepare a professional presentation portfolio to showcase skills to the makeup industry (cosmetic retailing, evening and bridal, film and TV, theatrical and freelance)</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Exhibit appropriate and successful sales strategies to sell cosmetic services and products</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Discuss uses of social media and websites in promotion of makeup artists</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Apply brand awareness to self promotion, advertising, and business aspects of freelancing</td>
</tr>
</tbody>
</table>

Instructional Strategies:
A variety of instructional strategies are used including lectures/in-class theory, group activities, individual assignments, and presentations.

**Evaluation and Grading**

<table>
<thead>
<tr>
<th>Grading System: Letter Grade (A-F)</th>
<th>Passing grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B- (68%) 66%</td>
<td></td>
</tr>
</tbody>
</table>

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>20 10</td>
<td>Research project (brand research or mystery shop)</td>
</tr>
<tr>
<td>Assignments <strong>Portfolio</strong></td>
<td>20 10</td>
<td>In-class assignments, role plays, and presentations</td>
</tr>
<tr>
<td><strong>Project Lab-Work</strong></td>
<td>50 30</td>
<td>Branding assignment (resume, contracts, business card, portfolio, etc.)</td>
</tr>
<tr>
<td>Project</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>10 30</td>
<td>Active participation based on a rubric</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

Lecture, Seminar, Online

https://curriculum.vcc.ca/courseleaf/approve/
Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

**Course Topics**

<table>
<thead>
<tr>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a makeup resume</td>
</tr>
<tr>
<td>Understanding and communicating with customers</td>
</tr>
<tr>
<td>Product knowledge and care</td>
</tr>
<tr>
<td>Intro to Networking and social media</td>
</tr>
<tr>
<td>Cycle of selling</td>
</tr>
<tr>
<td>Resume image selection and portfolio development</td>
</tr>
<tr>
<td>Marketing</td>
</tr>
<tr>
<td>Brand development and awareness</td>
</tr>
<tr>
<td>Bridal contracts and price listing</td>
</tr>
</tbody>
</table>

---

**Rationale and Consultations**

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

Yes

Is this the primary proposal?

No

Primary Proposal

Makeup Artistry PCG

**Additional Information**

---
Course Change Request

Date Submitted: 05/27/19 3:00 pm

Viewing: **MKUP 1105: Airbrush Makeup**

Last edit: 08/06/19 3:56 pm
Changes proposed by: csauve

Programs referencing this course:
- **63: Makeup Artistry Certificate**

Course Name:
- **Airbrush Makeup**

Effective Date: January 2020
School/Centre: Continuing Studies
Is this a non-credit course? No
Department: Makeup Artistry (6198)
Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justin Ewart</td>
<td><a href="mailto:jewart@vcc.ca">jewart@vcc.ca</a></td>
<td>8417</td>
</tr>
</tbody>
</table>

Banner Course Name: Airbrush Makeup

In Workflow
1. 6198 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Approval Path
1. 05/27/19 3:32 pm Justin Ewart (jewart): Approved for 6198 Leader
2. 05/27/19 3:38 pm Claire Sauve (csauve): Approved for Senior PC
3. 05/28/19 8:48 am gmcivor: Approved for CCS Dean
4. 08/06/19 3:59 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair
Subject Code: MKUP - Make Up Artistry
Course Number 1105
Year of Study 1st Year Post-secondary
Credits: 2

Course Description:
An ideal course for those already in the makeup industry. This course is designed to give students an introduction to the airbrush, with technical aspects of the airbrush and its mechanical workings and practical use in a professional makeup environment. Students will learn to implement a wide range of looks and techniques such as a classic day look, evening, bridal, and high fashion. Requirement: A kit, including compressor and airbrush, must be purchased prior to start date for $390.32 (credit card only). The price of the kit is subject to change with prior notice. Prerequisites: Makeup Artistry Fundamentals (MKUP 1101), Evening and Bridal Makeup (MKUP 1102), and Fashion and Photography Makeup (MKUP 1103).

Course Pre-Requisites (if applicable):
MKUP 1103
MKUP 1104 taken before or concurrently or approval by department leader.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
Yes

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

Interview

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Select compatible products for all skin types for use with an airbrush</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Recognize the mechanical components of an airbrush</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Apply proper assembly and maintenance techniques for airbrush</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>CLO #3</th>
<th>Safely apply makeup using an airbrush</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #4</td>
<td>Select and apply various products for use with an airbrush Use an airbrush to apply make-up styles based on client needs</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Use an airbrush to apply make-up styles based on client needs including foundation, eye shadow, blush, and brows</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Create the make-up design for various specialty areas such as bridal, editorial shoots and fashion show e.g. fashion show, theatrical characters, and special effects Design the make-up for a creative editorial shoot using an airbrush</td>
</tr>
</tbody>
</table>

Instructional Strategies:
A variety of instructional strategies are used including lectures/in-class theory, group activities, applying makeup on classmates, individual assignment, in-class quizzes/tests and practical exams.

Evaluation and Grading

Grading System: Letter Grade (A-F)
B- (68%) 66%

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>20 10</td>
<td>A variety of assignments: shading, colour wheel, lines and dots, bridal makeup, face charts, and fantasy fashion makeup</td>
</tr>
<tr>
<td>Exam Lab-Work</td>
<td>30</td>
<td>Practical application: in-class practical exam(s)</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>20</td>
<td>Written test(s)</td>
</tr>
<tr>
<td>Lab Work Project</td>
<td>15 20</td>
<td>Daily makeup application (performance demo)</td>
</tr>
<tr>
<td>Other</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>15 10</td>
<td>Active participation based on a rubric</td>
</tr>
</tbody>
</table>
Hours by Learning Environment Type

Lecture, Seminar, Online

18 30

Lab, Clinical, Shop, Kitchen, Studio, Simulation

18

Practicum

Self Paced / Individual Learning

Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create a makeup resume</td>
</tr>
<tr>
<td>Image selection and portfolio development</td>
</tr>
<tr>
<td>Marketing</td>
</tr>
<tr>
<td>Networking and social media</td>
</tr>
<tr>
<td>Cycle of selling</td>
</tr>
<tr>
<td>Airbrush characteristics</td>
</tr>
<tr>
<td>Airbrush mechanics, tools, compressor</td>
</tr>
<tr>
<td>Health and safety considerations</td>
</tr>
<tr>
<td>Proper maintenance and troubleshooting</td>
</tr>
<tr>
<td>How to use an airbrush</td>
</tr>
<tr>
<td>Foundation application</td>
</tr>
<tr>
<td>Eyes and brows makeup application</td>
</tr>
<tr>
<td>Bridal and event makeup application</td>
</tr>
<tr>
<td>Fashion makeup application</td>
</tr>
</tbody>
</table>

Rationale and Consultations

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

Date Submitted: 05/27/19 3:00 pm

Viewing: MKUP 1106: Character Theatrical Makeup

Last edit: 08/06/19 3:57 pm
Changes proposed by: csauve

Programs referencing this course

63: Makeup Artistry Certificate

Course Name:

Character Makeup

Effective Date: January 2020

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Makeup Artistry (6198)

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
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<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Justin Ewart</td>
<td><a href="mailto:jewart@vcc.ca">jewart@vcc.ca</a></td>
<td>8417</td>
</tr>
</tbody>
</table>

Banner Course Name:

Character Theatrical Makeup
Course Description:

This course introduces students to the influence of script analysis, character development and design productions. Students will attain skills to create and apply a variety of character makeup for: clown and fantasy, old age, facial hair application, and F/X makeup such as burns, scrapes, and knife wounds. Requirement: A course kit must be purchased on the first day of class for $250 (credit card only). The price of the kit is subject to change without prior notice. Prerequisites: Makeup Artistry Fundamentals (MKUP 1101), Evening and Bridal Makeup (MKUP 1102), and Fashion and Photography Makeup (MKUP 1103).

Course Pre-Requisites (if applicable):

MKUP 1103
MKUP 1104 taken before or concurrently
or approval by department leader

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
Yes

Details of PLAR:

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

Course Learning Outcomes (CLO):

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

CLO #1 Create a character makeup design to meet character analysis
CLO #2 Discuss the process of script analysis for makeup
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #3</th>
<th>Demonstrate basic knowledge of facial anatomy for character development</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #4</td>
<td>Apply various <strong>theatrical</strong>-make-up styles such as skull makeup, drag and aging (old age, fantasy, clown makeup etc.)-to meet requirements of stage or film production an onstage production/client needs</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Recognize how lighting can enhance makeup</td>
</tr>
</tbody>
</table>

**Instructional Strategies:**

A variety of instructional strategies are used including lectures/in-class theory, group activities, applying makeup on classmates, individual assignment, character research, and practical exams.

## Evaluation and Grading

Grading System: Letter Grade (A-F)  
Passing grade: B-(68%) 66%

**Evaluation Plan:**

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>20 10</td>
<td>A variety of assignments: face charting, reference book, character development</td>
</tr>
<tr>
<td>Exam Lab-Work</td>
<td>30</td>
<td>Practical application: in-class practical exam(s)</td>
</tr>
<tr>
<td>Project</td>
<td>20</td>
<td>Character design book</td>
</tr>
<tr>
<td>Lab Work Other</td>
<td>15 10</td>
<td>Daily makeup application (performance demo)</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
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<td></td>
</tr>
</tbody>
</table>

### Hours by Learning Environment Type

Lecture, Seminar, Online  
18 30
Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum
Self Paced / Individual Learning

Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Skull and anatomy makeup Light and Production</td>
</tr>
<tr>
<td>Script analysis and prep</td>
</tr>
<tr>
<td>Character Analysis Clown makeup</td>
</tr>
<tr>
<td>Character makeup Fantasy Makeup</td>
</tr>
<tr>
<td>Body Old Age makeup</td>
</tr>
<tr>
<td>Character development Facial hair application</td>
</tr>
<tr>
<td>Casualty and special F/X makeup</td>
</tr>
</tbody>
</table>

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal
Makeup Artistry PCG

Provide a rationale
for this proposal:

Are there any

Additional Information
Course Change Request

Date Submitted: 05/27/19 3:01 pm

Viewing: MKUP 1107: Intro to Makeup for Film and TV Makeup

Last edit: 08/06/19 3:57 pm
Changes proposed by: csauve

Programs referencing this course
63: Makeup Artistry Certificate

Course Name:
Introduction Film and Television Makeup

Effective Date: January 2020

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Makeup Artistry (6198)

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
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<th>Phone/Ext.</th>
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</thead>
<tbody>
<tr>
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<td><a href="mailto:jewart@vcc.ca">jewart@vcc.ca</a></td>
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</tr>
</tbody>
</table>

Banner Course: Intro to Makeup for Film and TV Makeup

Name: Television
Subject Code: MKUP - Make Up Artistry

Course Number 1107

Year of Study 1st Year Post-secondary

Credits: 2

Course Description:

This course prepares students with background knowledge of about the film industry along with technical information about lighting, script analysis, continuity, and roles and responsibilities of a makeup artist. Students will apply various makeup products using techniques suitable for film and television. Students are introduced to the roles and responsibilities on a film/TV set and learn which makeup products are best suited for different filming formats. Requirement: A course kit must be purchased prior to start date for $320 (credit card only). The price of the kit is subject to change without prior notice. Prerequisites: Makeup Artistry Fundamentals (MKUP 1101), Evening and Bridal Makeup (MKUP 1102), and Fashion and Photography Makeup (MKUP 1103).

Course Pre-Requisites (if applicable):

MKUP 1106
MKUP 1104 taken before or concurrently
or approval by department leader

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

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

Interview

Course Learning Outcomes (CLO):

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

- Select makeup to meet the requirements of medium e.g., lighting, film formulas, in studio, on location etc.

CLO #1 Create a character breakdown through script analysis
Upon successful completion of this course, students will be able to:

| CLO #2 | Identify and interpret components of paperwork commonly used in the film industry such as call sheets |
| CLO #3 | Describe roles and responsibilities of a makeup artist in film and television |
| CLO #4 | Describe commonly used set terminology lingo and proper set etiquette |
| CLO #5 | Apply basic makeup for film and production TV actor/news anchors, in timely and professional fashion |
| CLO #6 | Apply character makeup such as bald cap application and latex aging |

Instructional Strategies:
A variety of instructional strategies are used including lectures/in-class theory, group activities, applying makeup on classmates, individual assignment, in-class quizzes/tests and practical exams.

Evaluation and Grading

Grading System: Letter Grade (A-F) Passing grade: B- (68%) 66%

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>20 10</td>
<td>A variety of assignments: call sheet breakdown, character binder, script breakdown</td>
</tr>
<tr>
<td>Exam</td>
<td>30</td>
<td>Practical application: in-class practical exam(s)</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>20</td>
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<tr>
<td>Lab Work Project</td>
<td>15 20</td>
<td>Daily makeup application (performance demos)</td>
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<tr>
<td>Other</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>15 10</td>
<td>Active participation based on a rubric</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type
Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Studio departments &amp; roles</td>
</tr>
<tr>
<td>Roles and responsibilities of Makeup Artists</td>
</tr>
<tr>
<td>Continuity</td>
</tr>
<tr>
<td>Character look-a-like</td>
</tr>
<tr>
<td>Call sheets</td>
</tr>
<tr>
<td>Film crew job descriptions</td>
</tr>
<tr>
<td>Film hierarchy</td>
</tr>
<tr>
<td>Set terminology and etiquette</td>
</tr>
<tr>
<td>Script analysis and character breakdown</td>
</tr>
<tr>
<td>Continuity</td>
</tr>
<tr>
<td>Lighting and film formats</td>
</tr>
<tr>
<td>Camera-ready makeup</td>
</tr>
<tr>
<td>Product knowledge</td>
</tr>
<tr>
<td>Latex aging and bald caps</td>
</tr>
</tbody>
</table>

Rationale and Consultations

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

Yes
Course Change Request

Date Submitted: 05/27/19 3:01 pm

Viewing: **MKUP 1109 : Hairstyling for Makeup Artist**

Last edit: 08/06/19 3:58 pm
Changes proposed by: csauve

Programs referencing this course:

- [63: Makeup Artistry Certificate](#)

Course Name:

**Hairstyling for Makeup Artists**

Effective Date: January 2020

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Makeup Artistry (6198)

Contact(s)

<table>
<thead>
<tr>
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<td><a href="mailto:jewart@vcc.ca">jewart@vcc.ca</a></td>
<td>8417</td>
</tr>
</tbody>
</table>

Banner Course Name: Hairstyling for Makeup Artist

Approval Path

1. 05/27/19 3:33 pm Justin Ewart (jewart): Approved for 6198 Leader
2. 05/28/19 9:24 am Claire Sauve (csauve): Approved for Senior PC
3. 05/28/19 9:36 am gmcivor: Approved for CCS Dean
4. 08/06/19 4:00 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

https://curriculum.vcc.ca/courseleaf/approve/
**Course Description:**

This course is designed to cover the fundamentals of hairstyling for makeup students, bridal looks, special events, and artists. The course introduces hairstyling for bridal looks, special events, and photoshoots. Students will learn about and work with a variety of products and tools used in hairstyling. They will be introduced to a range of skills from straightening to up-dos and will be able to create a range of hair styles to meet their clients’ needs.

Prerequisite: Grade 10 English or equivalent. (30 hours) Required: a non-refundable hairstyling kit which must be purchased prior to start date. Additional supplies will be needed and a shopping list will provided on the first day of class. Registration cut-off date is two weeks prior to start date. This course does not teach haircutting techniques or colouring techniques.

**Course Learning Outcomes (CLO):**

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Identify current trends in hairstyling for bridal and event looks</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Identify a variety of product and tools used for hairstyling</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Design hairstyles to complement a client's style and face shape</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

| CLO #4 | Execute hairstyles to complete styled looks for bridal, special events and editorial settings |

Instructional Strategies:

A variety of instructional strategies are used including lectures/in-class theory, group activities, applying makeup on classmates, individual assignment, in-class quizzes/tests and practical exams.

Evaluation and Grading

Grading System:

- Letter Grade (A-F)
- Satisfactory/Unsatisfactory
- Passing grade: B- (68%)

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>20</td>
<td>A variety of assignments: current trends and period styles, reference book, product assignment</td>
</tr>
<tr>
<td>Exam</td>
<td>30</td>
<td>Practical application: in-class practical exam(s)</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>15</td>
<td>Written test(s)</td>
</tr>
<tr>
<td>Lab Work</td>
<td>20</td>
<td>Daily hairstyling application (performance demo)</td>
</tr>
<tr>
<td>Participation</td>
<td>15</td>
<td>Active participation based on a rubric</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

- Lecture, Seminar, Online 18
- Lab, Clinical, Shop, Kitchen, Studio, Simulation 18
- Practicum
- Self Paced / Individual Learning
Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safety and sanitization</td>
</tr>
<tr>
<td>Product and tools</td>
</tr>
<tr>
<td>Preparation and hair design</td>
</tr>
<tr>
<td>Current and period hairstyle trends</td>
</tr>
<tr>
<td>Finger waves techniques</td>
</tr>
<tr>
<td>Styling for men</td>
</tr>
<tr>
<td>Styling with brushes and blow dryers</td>
</tr>
<tr>
<td>Styling with irons</td>
</tr>
<tr>
<td>Styling with hair extensions and hair pieces</td>
</tr>
<tr>
<td>Bridal business and etiquette</td>
</tr>
</tbody>
</table>

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Makeup Artistry PCG

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer

Comments
DECISION NOTE

PREPARED FOR:  Education Council

DATE:  September 10, 2019

ISSUE:  Small revisions to Music Diploma and courses

BACKGROUND:
The Music Department is proposing changes to the Music Diploma and additional Music Preparatory courses, 41 courses in all. The changes are relatively minor revisions. A number of errors are corrected from the large curriculum revisions of 2018. There are adjustments to hours to fit better into the Term structure, and to more properly reflect the type of hours they are. The program also reduced the number of credits to maintain full-time status to 9 credits from 11 credits, to match current practice established by the Registrar’s Office.

DISCUSSION:
Laurence Mollerup, Department Head of Music, presented the proposal. Curriculum Committee asked for a change to the Effective Date to January 2020 to give time for implementation. Several additional changes were requested to better explain assignments and to remove attendance as an assessment for several courses. All requested changes have been made.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, the revisions to the Music Diploma program content guide and 41 course outlines for Preparatory Music and Music Diploma courses.

PREPARED BY:  Todd Rowlatt, Chair, Curriculum Committee

DATE:  August 22, 2019
Program Change Request

Date Submitted: 07/11/19 4:00 pm

Viewing: Music Diploma

Last approved: 05/15/18 2:02 pm

Last edit: 08/22/19 9:23 am

Changes proposed by: lmollerup

Program Name: Music Diploma
Credential Level: Diploma
Effective Date: January 2020 September 2018
School/Centre: Arts & Sciences
Department: Music Degree (4206)
Contact(s)

In Workflow
1. 4206 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair

Approval Path
1. 07/12/19 11:31 am Laurence Mollerup (lmollerup): Approved for 4206 Leader
2. 07/23/19 10:07 am Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:02 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History
1. Dec 20, 2017 by clmig-jwehrheim
2. May 15, 2018 by Carlie Deans (cdeans)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laurence Mollerup</td>
<td><a href="mailto:Imollerup@vcc.ca">Imollerup@vcc.ca</a></td>
<td>7299</td>
</tr>
</tbody>
</table>

https://curriculum.vcc.ca/courseleaf/approve/
Program Content Guide

Goal

The Music Diploma program is designed to prepare graduates to work as music professionals in emerging music and music-related professions. Graduates of the program may find employment in non-profit music and arts organizations or private music production facilities, or they may also become self-employed, entrepreneurial artists and teachers.

Admission Requirements

ACADEMIC REQUIREMENTS
Grade 12 graduation, GED or equivalent
Note: Applicants who have not graduated from high school may still be considered, with permission from the Music Department Leader.

1. English 12 or Communications 12 with a pass, or equivalent

All applicants to the Music Diploma program must submit a music application form. The form and further application information is found through www.vcc.ca/music.

MUSIC REQUIREMENTS
1. Audition requirements differ for each instrument. For specific audition requirements, see http://www.vcc.ca/media/vancouver-community-college/content-assets/documents/programs/music-audition-requirements-diploma.pdf

2. Entrance auditions and musicianship examinations are held from February through May. Applicants for admission to the Music Diploma program will write a diagnostic examination in theory and are tested on aural perception and rhythmic skills. Minimum standards are equivalent to Preparatory Music Theory 1 & 2 (MUSC 1013 and MUSC 1033), and Preparatory Musicianship 1 & 2 (MUSC 1011 and MUSC 1031). Students who are accepted at the audition but who require upgrading of theory and musicianship may register concurrently in the recommended preparatory courses (MUSC 1011, 1013, MUSC 1031 and MUSC 1033). Students may also register for the other preparatory-level courses (MUSC 1010, 1030, 1054, 1064) and the following diploma-level courses: MUSC 1305, MUSC 1319, and MUSC 2490 (instructor permission and available space required. Students will be wait-listed until available space and instructor permission are confirmed).

ENGLISH LANGUAGE PROFICIENCY REQUIREMENTS
English language proficiency at an English 12 level, or equivalent
Please note all English assessments must have been written in the previous calendar year, with the exception of English 12 taken in Canada.

ADDITIONAL INFORMATION
The Music Department is located at the Broadway Campus on the 3rd floor. Applications, along with transcripts and all supporting documents, will be accepted by VCC between November 1st and April 1st. An entrance audition or interview will be scheduled once all required documents are received. Applications received after April 1st will be considered subject to space availability.
Prior Learning Assessment & Recognition (PLAR)

Generally, each course for which the student is requesting PLAR will require the following:
Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of the VCC course in question.
2. A successful interview with the Music Department Leader and one other regularized music faculty member.

Program Duration & Maximum Time for Completion

The Music Diploma is a two-year, four-term program. Maximum time for completion is five years.
The average course load is 15.0 credits per semester. Students may not register for more than 18.0 credits without written permission from the Music Department Leader. A minimum full-time course load is 9 11 credits per term. Dropping below 9 11 credits requires approval from the Music Department Leader. Normally, students taking fewer than 9 11 credits in a term will not be entitled to individual instruction. In exceptional circumstances, students will be allowed to register for individual instruction with fewer than 9 11 credits total. However, in order for such an exception to apply, the student must have previously completed all academic and skills-course requirements for the term of individual instruction in which they are registering.
Note that the Music Diploma requires a minimum of 60 credits for graduation.

Program Learning Outcomes

Upon successful completion of the Music Diploma, students will be able to:
Perform/compose in solo and ensemble contexts in one or many idioms.
Demonstrate critical awareness and the ability to self-evaluate, think and listen critically about core concepts of musicianship.
Demonstrate awareness of historical and contemporary styles and practices in academic, practical skills and other performance contexts.
Meet or exceed standards of musical literacy appropriate at a second-year level of instruction.
Demonstrate successful mastery of vocal, instrumental and/or compositional performance techniques.
Promote themselves as professionals in the music industry and related professions.

Instructional Strategies, Design, and Delivery Mode

The Music Diploma is a full-time program. Most classes are scheduled Monday to Friday from 8:30 to 16:30, but evenings and weekends will sometimes be required for rehearsals, performances and other activities.
A combination of classroom instruction, lab activities, rehearsals, performances, and outreach activities will be included in the program.
Evaluation of Student Learning

Evaluations will be done throughout the program. The evaluations will be based on quizzes, exams, juries (see below), assignments, and the assessment of practical skills in performance activities.

In the skills exam week of each term, every student enrolled in individual instruction is required to perform a jury exam for a faculty committee. The committee members each submit a written analysis of the performance. The student receives copies of each analysis for review with their individual instructor. Jury exams are mandatory to receive an Individual Instruction grade.

Recommended Characteristics of Students

Ability to communicate effectively verbally and in writing
Outstanding potential in area of specialization
Strongly motivated and proven ability to work to deadlines
Good organizational skills
Basic computer, word processing, and music notation software skills

Courses

Plan of Study Grid

<table>
<thead>
<tr>
<th>Term One</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MUSC 1301</strong> Musicianship 1</td>
<td>3</td>
</tr>
<tr>
<td><strong>MUSC 1303</strong> Theory and Practice of Music 1</td>
<td>3</td>
</tr>
<tr>
<td><strong>MUSC 1104</strong> Performance Techniques 1</td>
<td>1</td>
</tr>
<tr>
<td><strong>MUSC 1305</strong> Music in Context 1</td>
<td>3</td>
</tr>
<tr>
<td><strong>MUSC 1319</strong> Music and Media 1</td>
<td>1.5</td>
</tr>
<tr>
<td><strong>MUSC 1310</strong> Individual Instruction 1</td>
<td>2</td>
</tr>
<tr>
<td><strong>MUSC 2490</strong> Performance Ensemble</td>
<td>1.5</td>
</tr>
<tr>
<td>Credits</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term Two</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MUSC 1401</strong> Musicianship 2</td>
<td>3</td>
</tr>
<tr>
<td><strong>MUSC 1403</strong> Theory and Practice of Music 2</td>
<td>3</td>
</tr>
<tr>
<td><strong>MUSC 1204</strong> Performance Techniques 2</td>
<td>1</td>
</tr>
<tr>
<td><strong>MUSC 1405</strong> Music in Context 2</td>
<td>3</td>
</tr>
<tr>
<td><strong>MUSC 1419</strong> Music and Media 2</td>
<td>1.5</td>
</tr>
<tr>
<td><strong>MUSC 1410</strong> Individual Instruction 2</td>
<td>2</td>
</tr>
<tr>
<td><strong>MUSC 2490</strong> Performance Ensemble 1</td>
<td>1.5</td>
</tr>
<tr>
<td>Credits</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Term Three</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MUSC 2301</strong> Musicianship 3</td>
<td>3</td>
</tr>
<tr>
<td><strong>MUSC 2303</strong> Theory and Practice of Music 3</td>
<td>3</td>
</tr>
</tbody>
</table>

https://curriculum.vcc.ca/courseleaf/approve/
MUSC 2104 Performance Techniques 3
MUSC 2305 Musicology 1 2

or MUSC 2304 or Electronic Music 1
or MUSC 2317 or Improvisation 1

MUSC 2307 Social Media for the Self-employed Musician 1.5
MUSC 2310 Individual Instruction 3
MUSC 2490 Performance Ensemble 1

Credits 15

Term Four
MUSC 2401 Musicianship 4
MUSC 2403 Theory and Practice of Music 4
MUSC 2204 Performance Techniques 4
MUSC 2405 Musicology 2 2

or MUSC 2404 or Electronic Music 2
or MUSC 2417 or Improvisation 2

MUSC 2407 Career Opportunities for Musicians 1
MUSC 2410 Individual Instruction 4
MUSC 2490 Performance Ensemble 1

Credits 15
Total Credits 60

1 “Performance Ensemble” is repeatable for credit. Students require 4 terms (6 cr.) of “Performance Ensemble” to graduate. Students may participate in any VCC ensemble (or community ensemble as approved by the Department Head), subject to audition and/or entrance requirements.

2 Students enrol in two terms of Musicology OR Electronic Music OR Jazz Improvisation

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 Equivalent</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>
</tbody>
</table>

https://curriculum.vcc.ca/courseleaf/approve/
### Course Standings

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>S</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>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
<td>N/A</td>
</tr>
<tr>
<td>IP</td>
<td>Course in Progress</td>
<td>N/A</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawal</td>
<td>N/A</td>
</tr>
<tr>
<td>R</td>
<td>Audit. No Credit</td>
<td>N/A</td>
</tr>
<tr>
<td>EX</td>
<td>Exempt. Credit Granted</td>
<td>N/A</td>
</tr>
<tr>
<td>TC</td>
<td>Transfer Credit</td>
<td>N/A</td>
</tr>
</tbody>
</table>

## Grade Point Average (GPA)

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

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

### Rationale and Consultations

Provide a rationale for this proposal.

**Corrections to PCG and course outlines. Goal is to have alignment in terms of credits, minimum number of credits, weeks of instruction and correcting other small errors.**

Are there any expected costs to this proposal?

**Consultations**

https://curriculum.vcc.ca/courseleaf/approve/
Additional Information

Provide any additional information if necessary.

Supporting documentation:

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

This program is for:  
- Domestic  
- International

Marketing Description

Launch your career in music and music-related professions by learning from some of Canada’s finest performers, composers, and producers. Audition and specialize in any genre including classical, jazz, contemporary, and electronic music.
What you will learn

Professional vocal, instrumental, or compositional techniques
Solo and ensemble performance
Rehearsal methods
Pre-stage and backstage preparation
Solo and ensemble psychology
Audience engagement and interaction
Instrument ergonomics
Performance evaluation and critique
Rhythm and melody
Improvisation
Cadences and song forms
Major and minor scales, diatonic modes
Acoustics
Notation systems
Orchestrations
Historical and comparative musicology
Ethnomusicology
Critical listening and self-evaluation
Historical and contemporary performance contexts
Self-promotion and music industry careers

What to expect

Monday to Friday daytime classes
Occasional evening or weekend rehearsals or performances
Classroom instruction
Individual instruction
Lab activities
Rehearsals
Regular jury performances
Outreach activities
Public performances
Assignments
Quizzes and exams

Reviewer
Comments
Course Change Request

Date Submitted: 07/12/19 1:54 pm

Viewing: MUSC 1010: Prep Individual Instruction

1

Last approved: 08/02/18 4:48 am
Last edit: 08/22/19 10:04 am
Changes proposed by: lmollerup

Course Name:
Preparatory Individual Instruction 1

Effective Date: January 2020

School/Centre: Arts & Sciences
Department: Music (4204)

Contact(s)

In Workflow
1. 4204 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 07/16/19 10:56 am
Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 07/23/19 10:09 am
Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:02 am
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History
1. Aug 2, 2018 by Carlie Deans (cdeans)

<table>
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<td><a href="mailto:lmollerup@vcc.ca">lmollerup@vcc.ca</a></td>
<td>7299</td>
</tr>
</tbody>
</table>
Banner Course: Prep Individual Instruction 1

Subject Code: MUSC - Music

Course Number: 1010

Year of Study: Post-secondary Preparatory

Credits: 1

Course Description:
Preparatory Individual Instruction I is the first of a two-term sequence of courses of individual instruction in a beginner student’s area of interest instrumental or vocal performance or composition.

Course Pre-Requisites (if applicable):
Enrollment in a minimum of 7 credits in music at VCC (including MUSC 1010)

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

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

CLO #1 Perform or compose pieces using basic technical elements with consistent accuracy and control

CLO #2 Perform or compose with consistent control over sonic elements

CLO #3 Demonstrate growth in fluency with written musical materials

CLO #4 Perform or compose repertoire at an appropriate level with a basic awareness of style

Instructional Strategies:
Private Instruction: Exercises and repertoire for daily practice. Composers will bring in new or revised work every week. Assignments to aid continuous artistic and technical growth.

Masterclass: Students will attend weekly bi-weekly masterclasses where they will perform or demonstrate what they have been working on in lessons.
Evaluation and Grading

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

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>15</td>
<td>Lessons and Masterclass where appropriate</td>
</tr>
<tr>
<td>Assignments</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>25</td>
<td>Students will maintain a practice and performance journal</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
<td>Jury exam</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic technique or technical elements</td>
</tr>
<tr>
<td>Basic tone/sound production or sonic elements</td>
</tr>
<tr>
<td>Practice concepts or idea development concepts</td>
</tr>
<tr>
<td>Repertoire</td>
</tr>
<tr>
<td>Sight-reading</td>
</tr>
</tbody>
</table>
Course Change Request

Date Submitted: 07/12/19 1:56 pm

Viewing: **MUSC 1011 : Preparatory Musicianship**

1

Last approved: 08/02/18 4:49 am

Last edit: 08/22/19 10:28 am

Changes proposed by: lmollerup

Other Courses referencing this course

**As A Banner Corequisite:**

---

Course Name: Preparatory Musicianship 1

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

<table>
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</tbody>
</table>

In Workflow

1. 4204 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 07/16/19 10:57 am
   Laurence Mollerup (lmollerup):
   Approved for 4204 Leader
2. 07/23/19 10:09 am
   Shirley Lew (slew):
   Approved for SAS Dean
3. 08/28/19 11:03 am
   Todd Rowla (trowla):
   Approved for Curriculum Committee Chair

History

1. Aug 2, 2018 by Carlie Deans (cdeans)

https://curriculum.vcc.ca/courseleaf/approve/
Preparatory Musicianship 1 is the first of a two-course sequence that introduces beginners to practical musicianship. In level 1 students learn the fundamentals of reading rhythms and melodies, performing rhythms and sight-singing melodies, major, minor and pentatonic scales and diatonic modes. Kodaly Solfege (relative-pitch, moveable-Do) and South Indian Solkattu (rhythm syllables) are the primary technical foundations.

Course Pre-Requisites (if applicable):

It is highly recommended (but not required) that students also take MUSC 1023 Preparatory Music Theory 1 and MUSC 1054 Preparatory Class Piano 1 concurrently.

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Read Treble and Bass Clefs</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Sing pentatonic and simple diatonic melodies (including modes)</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Perform basic simple and compound-metre rhythms</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Sing melodies while playing simple ostinatos</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Perform basic conducting patterns</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Sight-sing using Kodaly Solfege (including chromatic syllables)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>CLO #7</th>
<th>Perform rhythms using South Indian Solkattu</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #8</td>
<td>Sing arpeggios of diatonic triads</td>
</tr>
<tr>
<td>CLO #9</td>
<td>Sing exercises in solo, duo, trio and quartet contexts</td>
</tr>
<tr>
<td>CLO #10</td>
<td>Take simple melodic and rhythmic dictations</td>
</tr>
<tr>
<td>CLO #11</td>
<td>Identify and sing simple intervals, modes, scales, and triads</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Lecture-demonstrations, quizzes, assignments, group work in class involving performance.

**Evaluation and Grading**

<table>
<thead>
<tr>
<th>Grading System:</th>
<th>Letter Grade (A-F)</th>
<th>Passing grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B</td>
<td></td>
<td>B</td>
</tr>
</tbody>
</table>

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>20</td>
<td>In-class assignments</td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>25</td>
<td>Written midterm exam</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>10</td>
<td>Individual midterm exam</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>10</td>
<td>Individual midterm exam</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15</td>
<td>Individual final exam</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
<td>Written final exam</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

<table>
<thead>
<tr>
<th>Learning Environment Type</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture, Seminar, Online</td>
<td>30 38.5</td>
</tr>
<tr>
<td>Lab, Clinical, Shop, Kitchen, Studio, Simulation</td>
<td>15 6.5</td>
</tr>
</tbody>
</table>

Practicum
Self Paced / Individual Learning

Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Bass and Treble Clefs.</td>
</tr>
<tr>
<td>Basics of vocal production</td>
</tr>
<tr>
<td>Moveable-Do Solfege</td>
</tr>
<tr>
<td>Singing simple melodies</td>
</tr>
<tr>
<td>South Indian Solkattu (Rhythm Syllables)</td>
</tr>
<tr>
<td>Performing basic rhythms</td>
</tr>
<tr>
<td>Simple phrase structure</td>
</tr>
<tr>
<td>Simple Interval Identification</td>
</tr>
<tr>
<td>Triad Identification</td>
</tr>
<tr>
<td>Ensemble singing</td>
</tr>
</tbody>
</table>

Rationale and Consultations

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

Yes

Is this the primary proposal?

Provide a rationale for this proposal:

Are there any Consultations

Additional Information
Course Change Request

Viewing: **MUSC 1013 : Preparatory Music Theory**

1

Last approved: 07/05/18 4:57 am
Last edit: 08/22/19 10:05 am
Changes proposed by: Imollerup

Other Courses referencing this course

As A Banner Corequisite:

Course Name: Preparatory Music Theory 1

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

In Workflow
1. 4204 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 07/16/19 10:57 am Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 07/23/19 10:13 am Shirley Lew (slew): Rollback to 4204 Leader for SAS Dean
3. 08/09/19 2:57 pm Laurence Mollerup (lmollerup): Approved for 4204 Leader
4. 08/12/19 12:32 pm Shirley Lew (slew): Approved for SAS Dean
5. 08/28/19 11:03 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

https://curriculum.vcc.ca/courseleaf/approve/
Preparatory Music Theory 1 is the first of a two-course sequence that introduces beginners to music rudiments and the basics of music theory. In level 1 students learn the fundamentals of reading and writing rhythms, reading and writing pitches in Treble and Bass clefs, intervals, Key signatures, scale construction, and triad construction.

Course Pre-Requisites (if applicable):

It is highly recommended (but not required) that students also take MUSC 1011 Preparatory Musicianship 1 and MUSC 1054 Preparatory Class Piano 1 concurrently.

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Read and write simple rhythms</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Read and write diatonic melodies in Bass and Treble clef</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #3</th>
<th>Identify written key signatures, intervals, diatonic scales, and triads.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #4</td>
<td>Construct scales and triads</td>
</tr>
</tbody>
</table>

Instructional Strategies:
- Lecture-demonstrations, quizzes, assignments, group work in class involving performance.

**Evaluation and Grading**

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

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
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<tbody>
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<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

- Lecture, Seminar, Online  
  - 45 42
- Lab, Clinical, Shop, Kitchen, Studio, Simulation
- Practicum
- Self Paced / Individual Learning

**Course Topics**

- Bass and Treble Clefs
**Course Topics:**

- Time Signatures and Rhythmic Notation Conventions
- Pitch Naming Conventions
- Identifying Written Melodic and Harmonic Intervals
- Writing Simple Melodies
- Key Signatures
- Circle of Fifths
- Major and Minor Keys
- Scale Construction
- Triad Construction

---

**Rationale and Consultations**

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

Yes

Is this the primary proposal?

Consultations

**Additional Information**

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting documentation:

Reviewer Comments

**Shirley Lew (slew) (07/23/19 10:13 am):** Rollback: Hi Laurence, with the increase to 45 hours of instruction, shouldn't the credits increase to 3 as well?

**Laurence Mollerup (lmollerup) (08/09/19 1:37 pm):** Re: increasing to 3 credits. Is it possible to submit this course outline as 2 credits, and consider the unique nature of classroom activities in music, which don't
Course Change Request

Date Submitted: 07/12/19 2:01 pm

Viewing: **MUSC 1030 : Prep Individual Instruction 2**

Last approved: 08/02/18 4:48 am
Last edit: 08/22/19 11:16 am
Changes proposed by: lmollerup

<table>
<thead>
<tr>
<th>Course Name: Preparatory Individual Instruction 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective Date: January 2020</td>
</tr>
<tr>
<td>School/Centre: Arts &amp; Sciences</td>
</tr>
<tr>
<td>Department: Music (4204)</td>
</tr>
</tbody>
</table>

**In Workflow**

1. 4204 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

**Approval Path**

1. 07/16/19 10:58 am
   Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 07/23/19 10:24 am
   Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:03 am
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

**History**

1. Aug 2, 2018 by Carlie Deans (cdeans)

<table>
<thead>
<tr>
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<tr>
<td>Laurence Mollerup</td>
<td><a href="mailto:lmollerup@vcc.ca">lmollerup@vcc.ca</a></td>
<td>7299</td>
</tr>
</tbody>
</table>

https://curriculum.vcc.ca/courseleaf/approve/
Banner Course: Prep Individual Instruction 2
Name:
Subject Code: MUSC - Music
Course Number: 1030
Year of Study: Post-secondary Preparatory
Credits: 1

Course Description:
Preparatory Individual Instruction 2 is the second of a two-term sequence of courses of individual instruction in a beginner student's area of interest in instrumental or vocal performance or composition.

Course Pre-Requisites (if applicable):
Enrollment in a minimum of 7 credits in music at VCC (including MUSC 1030)

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Perform or compose pieces using basic technical elements with consistent accuracy and control</td>
</tr>
<tr>
<td>#2</td>
<td>Perform or compose with consistent control over sonic elements</td>
</tr>
<tr>
<td>#3</td>
<td>Demonstrate growth in fluency with written musical materials</td>
</tr>
<tr>
<td>#4</td>
<td>Perform or compose repertoire at an appropriate level with a basic awareness of style</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Private Instruction: Exercises and repertoire for daily practice. Composers will bring in new or revised work every week. Assignments to aid continuous artistic and technical growth.
Masterclass: Students will attend weekly bi-weekly masterclasses where they will perform or demonstrate what they have been working on in lessons.
Completion of Individual Instruction does not guarantee acceptance into Music Diploma Program, which is by audition.

**Evaluation and Grading**

<table>
<thead>
<tr>
<th>Grading System:</th>
<th>Letter Grade (A-F)</th>
<th>Passing grade:</th>
</tr>
</thead>
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<tr>
<td></td>
<td>C-</td>
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**Evaluation Plan:**

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>15</td>
<td>Lessons and Masterclass where appropriate</td>
</tr>
<tr>
<td>Assignments</td>
<td>35</td>
<td>Assignments appropriate to instrument or voice</td>
</tr>
<tr>
<td>Other</td>
<td>25</td>
<td>Students will maintain a practice and performance journal</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
<td>Jury exam</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

- Lecture, Seminar, Online
- Lab, Clinical, Shop, Kitchen,
- Studio, Simulation

19

Practicum

Self Paced / Individual Learning

**Course Topics**

- Basic technique or technical elements
- Basic tone/sound production or sonic elements
- Practice concepts or idea development concepts
Rationale and Consultations

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

Yes

Is this the primary proposal?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting documentation:

Reviewer Comments
Course Change Request

Date Submitted: 07/12/19 2:03 pm

Viewing: MUSC 1031 : Preparatory Musicianship 2

Last approved: 08/02/18 4:48 am
Last edit: 08/22/19 10:28 am
Changes proposed by: lmollerup

Course Name:
Preparatory Musicianship 2

Effective Date: January 2020

School/Centre: Arts & Sciences
Department: Music (4204)

<table>
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In Workflow
1. 4204 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 07/16/19 10:58 am Laurence Mollerup (lmollerup):
   Approved for 4204 Leader
2. 07/23/19 10:28 am Shirley Lew (slew):
   Approved for SAS Dean
3. 08/28/19 11:03 am Todd Rowlatt (trowlatt):
   Approved for Curriculum Committee Chair

History
1. Aug 2, 2018 by Carlie Deans (cdeans)
Course Description:
Preparatory Musicianship 2 is the second of a two-course sequence that introduces beginners to practical musicianship. In level 2 students continue to learn the fundamentals of reading rhythms and melodies, performing rhythms and sight-singing melodies. Kodaly Solfege (relative-pitch, moveable-Do) and South Indian Solkattu (rhythm syllables) are the primary technical foundations.

Course Pre-Requisites (if applicable):

MUSC 1011 or equivalent.

Course Co-requisites (if applicable):

It is highly recommended (but not required) that students also take MUSC 1033 Preparatory Music Theory 2 and MUSC 1064 Preparatory Class Piano 2 concurrently

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Read Treble and Bass Clefs</td>
</tr>
<tr>
<td>#2</td>
<td>Describe C-clefs</td>
</tr>
<tr>
<td>#3</td>
<td>Sing pentatonic and simple diatonic melodies (including modes)</td>
</tr>
<tr>
<td>#4</td>
<td>Perform basic simple and compound-metre rhythms</td>
</tr>
<tr>
<td>#5</td>
<td>Sing melodies while playing simple ostinatos</td>
</tr>
<tr>
<td>#6</td>
<td>Perform basic conducting patterns</td>
</tr>
<tr>
<td>#7</td>
<td>Sight-sing using Kodaly Solfege (including chromatic syllables)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #8</td>
<td>Perform rhythms using South Indian Solkattu</td>
</tr>
<tr>
<td>CLO #9</td>
<td>Sing arpeggios of diatonic triads</td>
</tr>
<tr>
<td>CLO #10</td>
<td>Sing exercises in solo, duo, trio and quartet contexts</td>
</tr>
<tr>
<td>CLO #11</td>
<td>Take simple melodic and rhythmic dictations</td>
</tr>
<tr>
<td>CLO #12</td>
<td>Identify and sing simple intervals, modes, scales, and triads</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Lecture-demonstrations, quizzes, dictations, assignments, group work in class involving performance.

Evaluation and Grading

<table>
<thead>
<tr>
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<td>B</td>
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Evaluation Plan:

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<td>Written midterm exam</td>
</tr>
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<td>Midterm Exam</td>
<td>10</td>
<td>Individual midterm exam</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15</td>
<td>Individual final midterm exam</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
<td>Written final exam</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

<table>
<thead>
<tr>
<th>Environment Type</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture, Seminar, Online</td>
<td>30 38.5</td>
</tr>
<tr>
<td>Lab, Clinical, Shop, Kitchen, Studio, Simulation</td>
<td>15 6.5</td>
</tr>
<tr>
<td>Practicum</td>
<td></td>
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</tbody>
</table>
Course Topics

<table>
<thead>
<tr>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Bass and Treble Clefs</td>
</tr>
<tr>
<td>Basics of vocal production</td>
</tr>
<tr>
<td>Moveable-Do Solfege</td>
</tr>
<tr>
<td>Singing simple melodies</td>
</tr>
<tr>
<td>South Indian Solkattu (Rhythm Syllables)</td>
</tr>
<tr>
<td>Performing basic rhythms</td>
</tr>
<tr>
<td>Simple phrase structure</td>
</tr>
<tr>
<td>Simple Interval Identification</td>
</tr>
<tr>
<td>Triad Identification</td>
</tr>
<tr>
<td>Ensemble singing</td>
</tr>
</tbody>
</table>

**Rationale and Consultations**

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

Yes

Is this the primary proposal?

Consultations

**Additional Information**

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting documentation:

https://curriculum.vcc.ca/courseleaf/approve/
Course Change Request

Date Submitted: 07/12/19 2:04 pm

Viewing: MUSC 1033 : Preparatory Music Theory 2

Last approved: 07/05/18 4:56 am
Last edit: 08/22/19 10:06 am
Changes proposed by: Imollerup

Course Name:
Preparatory Music Theory 2

Effective Date: January 2020

School/Centre: Arts & Sciences
Department: Music (4204)

Contact(s)

In Workflow
1. 4204 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 07/16/19 10:59 am
   Laurence Mollerup (Imollerup): Approved for 4204 Leader
2. 07/23/19 10:40 am
   Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:03 am
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History
1. Jul 5, 2018 by Carlie Deans (cdeans)

<table>
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<tbody>
<tr>
<td>Laurence Mollerup</td>
<td><a href="mailto:lmollerup@vcc.ca">lmollerup@vcc.ca</a></td>
<td>7299</td>
</tr>
</tbody>
</table>

Banner Course Name: Preparatory Music Theory 2
Course Description:
Preparatory Music Theory 2 is the second of a two-course sequence that introduces beginners to music rudiments and the basics of music theory. In level 2 students continue to learn and increase fluency in the fundamentals of reading and writing music notation. New Music Theory topics include setting words to music; rhythmic, melodic, and harmonic cadences; reading and writing pitches in C-clefs, compound intervals, phrase structure, basic harmonic analysis in different musical idioms.

Course Pre-Requisites (if applicable):
MUSC 1013 or equivalent.

Course Co-requisites (if applicable):
It is highly recommended (but not required) that students also take MUSC 1031 Preparatory Musicianship 2 and MUSC 1064 Preparatory Class Piano 2 concurrently.

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Read and write more complicated rhythms</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Read and write melodies in Bass, Treble, and C-clefs</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Identify written key signatures, intervals, diatonic scales, and triads</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Identify and write rhythmic, melodic, and harmonic cadences</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Identify and write diatonic seventh-chords</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Complete basic harmonic analysis in different musical idioms</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Set words to music</td>
</tr>
</tbody>
</table>
Instructional Strategies:
Lecture-demonstrations, quizzes, assignments, group work in class involving performance.

Evaluation and Grading

Grading System: Letter Grade (A-F)
B

Passing grade:

Evaluation Plan:

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</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

- Bass and Treble Clefs (continued)
- C-clefs and Transposing Instruments
- Rhythmic, Melodic and Harmonic Cadences
- Setting lyrics
- Major and Minor Keys
Course Topics:

Phrase Structure
Harmonic Analysis in different musical idioms
Seventh-Chord Construction

Rationale and Consultations

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

Yes
Is this the primary proposal?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting documentation:

Reviewer
Comments
Course Change Request

Date Submitted: 07/12/19 2:06 pm

Viewing: **MUSC 1054: Preparatory Class Piano 1**

Last approved: 08/02/18 4:48 am
Last edit: 08/22/19 10:06 am

Changes proposed by: lmollerup

Other Courses referencing this course

**As A Banner Corequisite:**

Course Name:
Preparatory Class Piano 1

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
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<td>7299</td>
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</tbody>
</table>

In Workflow
1. 4204 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 07/16/19 10:59 am
   Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 07/23/19 10:50 am
   Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:03 am
   Todd Rowlatt (trowla): Approved for Curriculum Committee Chair

History
1. Aug 2, 2018 by Carlie Deans (cdeans)
Preparatory Class Piano 1 is the first of a two-course sequence in basic keyboard and literacy skills that introduces beginners to practical musicianship at the piano keyboard. In level 1 students reinforce their knowledge of rudiments, learn the fundamentals of reading rhythms and melodies, and chords at the keyboard.

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #1</td>
<td>Perform from score simple piano repertoire, including beginner repertoire from different musical styles</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Sight-read simple music in 5-finger position</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Play two-octaves of white-note-tonic major and minor scales, hands separately</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Play arpeggios of all inversions of triads, hands separately</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Play basic cadential chord progression in white-note-tonic keys</td>
</tr>
</tbody>
</table>
Instructional Strategies:
Lecture-demonstrations, quizzes, assignments, group work in class involving performance.

Evaluation and Grading

Grading System: Letter Grade (A-F)

<table>
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</thead>
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<td>25</td>
<td>Individual midterm exam</td>
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<td>Final Exam</td>
<td>30</td>
<td>Individual final exam</td>
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</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

- Reading at the keyboard
- White-note-tonic major and minor keys
- Triads in inversions (both block chords and arpeggios)
- Cadential harmonic progression in white-note-tonic major and minor keys
- Scale and arpeggio fingerings
Course Topics:
Posture, body awareness and health at the keyboard

Rationale and Consultations

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

Yes

Is this the primary proposal?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting documentation:

Reviewer
Comments
Course Change Request

Date Submitted: 07/12/19 2:08 pm

Viewing: **MUSC 1064 : Preparatory Class Piano 2**

Last approved: 08/02/18 4:48 am
Last edit: 08/22/19 10:06 am

Changes proposed by: lmollerup

<table>
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<th>Course Name:</th>
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<tbody>
<tr>
<td>Effective Date:</td>
<td>January 2020</td>
</tr>
<tr>
<td>School/Centre:</td>
<td>Arts &amp; Sciences</td>
</tr>
<tr>
<td>Department:</td>
<td>Music (4204)</td>
</tr>
<tr>
<td>Contact(s)</td>
<td></td>
</tr>
</tbody>
</table>

In Workflow

1. 4204 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 07/16/19 11:00 am
   Laurence Mollerup (lmollerup):
   Approved for 4204 Leader
2. 07/23/19 10:51 am
   Shirley Lew (slew):
   Approved for SAS Dean
3. 08/28/19 11:03 am
   Todd Rowlatt (trowlatt):
   Approved for Curriculum Committee Chair

History

1. Aug 2, 2018 by Carlie Deans (cdeans)

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</tbody>
</table>

https://curriculum.vcc.ca/courseleaf/approve/
Preparatory Class Piano 2 is the second of a two-course sequence in basic keyboard and literacy skills that introduces beginners to practical musicianship at the piano keyboard. In level 2 students reinforce their knowledge of more advanced rudiments, play more challenging repertoire from different music styles, and learn the fundamentals of improvising over simple harmonic progressions.

Course Learning Outcomes (CLO):

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<thead>
<tr>
<th>CLO #1</th>
<th>Perform from score simple piano repertoire, including more advanced repertoire from different musical styles</th>
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<td>CLO #2</td>
<td>Sight-read simple music in major and minor keys</td>
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<td>CLO #3</td>
<td>Play two-octaves of all major and minor scales, hands separately</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Play arpeggios of all inversions of triads and seventh chords, hands separately</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Play basic cadential chord progression in all major and minor keys</td>
</tr>
</tbody>
</table>
Instructional Strategies: Lecture-demonstrations, quizzes, assignments, group work in class involving performance.

Evaluation and Grading

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

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
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<td>30</td>
<td>Individual final exam</td>
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</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online
16

Lab, Clinical, Shop, Kitchen, Studio, Simulation
30

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

- Performing advanced beginner piano repertoire in different musical styles
- Sight-reading simple music in major and minor keys
- Play two-octaves of all major and minor scales, hands separately
- Play arpeggios of all inversions of triads and seventh chords, hands separately
- Play basic cadential chord progression in all major and minor keys
Course Change Request

Date Submitted: 07/12/19 2:10 pm

Viewing: MUSC 1104 : Performance Techniques 1

Last approved: 05/16/18 4:50 am

Last edit: 08/30/19 12:48 pm

Changes proposed by: lmollerup

Programs referencing this course

69: Music Diploma

Course Name:
Performance Techniques 1

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

In Workflow
1. 4204 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 07/16/19 11:00 am
Laurence Mollerup (lmollerup):
Approved for 4204 Leader
2. 07/23/19 10:52 am
Shirley Lew (slew):
Approved for SAS Dean
3. 08/28/19 11:03 am
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History
1. May 16, 2018 by Carlie Deans (cdeans)

<table>
<thead>
<tr>
<th>Name</th>
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<tr>
<td>Laurence Mollerup</td>
<td><a href="mailto:lmollerup@vcc.ca">lmollerup@vcc.ca</a></td>
<td>7299</td>
</tr>
</tbody>
</table>
Banner Course Name: Performance Techniques 1

Subject Code: MUSC - Music

Course Number: 1104

Year of Study: 1st Year Post-secondary

Credits: 1

Course Description:
This course covers all aspects of musical performance including pre-stage and backstage preparation, onstage deportment, delivery and psychology, and post-performance assessment.

Course Pre-Requisites (if applicable):
Acceptance into the VCC Music Diploma program or permission of instructor.

Course Co-requisites (if applicable):
Performance Techniques is usually taken concurrently with MUSC 1310 Individual Instruction

PLAR (Prior Learning Assessment & Recognition)
Yes

Details of PLAR:
1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning Outcomes (CLO):

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<th>Plan, rehearse and present a performance in their major area of study</th>
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<td>CLO #5</td>
<td>Use efficient practice and rehearsal techniques</td>
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</table>
Upon successful completion of this course, students will be able to:

- CLO #6 Identify, describe and use principles of solo and ensemble performance psychology
- CLO #7 Identify, describe and use techniques for engaging and interacting with their audience
- CLO #8 Identify, and solve personal performance issues
- CLO #9 Identify, describe and use methods for dealing with performance anxiety
- CLO #10 Identify, describe and use methods for an ergonomically sound and healthful physical relationship with their instrument
- CLO #11 Write musically specific evaluation comments and feedback
- CLO #12 Identify and describe concepts of the musical performance world at large

Instructional Strategies:
Performance, lecture, discussion, observation and evaluation of peer performances

### Evaluation and Grading

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

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
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<td>Reflective summary Written performance assessment</td>
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<td></td>
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### Hours by Learning Environment Type

Lecture, Seminar, Online
Lab, Clinical, Shop, Kitchen, Studio, Simulation

30 26

Practicum

Self Paced / Individual Learning

Course Topics

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<td>Video and audio recording</td>
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Rationale and Consultations

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

Yes

Is this the primary proposal?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines
Course Change Request

Date Submitted: 07/12/19 2:11 pm

Viewing: **MUSC 1155 : Class Piano 1**

Last approved: 08/02/18 4:48 am

Last edit: 08/22/19 10:06 am

Changes proposed by: lmollerup

<table>
<thead>
<tr>
<th>Course Name: Class Piano 1</th>
</tr>
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<tbody>
<tr>
<td>Effective Date: January 2020</td>
</tr>
<tr>
<td>School/Centre: Arts &amp; Sciences</td>
</tr>
<tr>
<td>Department: Music (4204)</td>
</tr>
</tbody>
</table>

Approval Path

1. 07/16/19 11:00 am
   Laurence Mollerup (lmollerup):
   Approved for 4204 Leader
2. 07/23/19 10:53 am
   Shirley Lew (slew):
   Approved for SAS Dean
3. 08/28/19 11:03 am
   Todd Rowlatt (trowlatt):
   Approved for Curriculum Committee Chair

History

1. Aug 2, 2018 by Carlie Deans (cdeans)

<table>
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https://curriculum.vcc.ca/courseleaf/approve/
Course Description:
Class Piano 1 is the first of a two-course sequence in basic keyboard and literacy skills that introduces non-pianists to practical musicianship at the piano keyboard. In level 1 students reinforce their knowledge of intermediate rudiments, play repertoire from different music styles, and learn the fundamentals of improvising over simple harmonic progressions, such as cadential progressions, blues and other popular music harmonic idioms.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

It is highly recommended (but not required) that students also take MUSC 1101 and MUSC 1103 concurrently.

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

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<td>Sight-read simple music in major and minor keys</td>
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<td>CLO #3</td>
<td>Play basic cadential chord progression in all major and minor keys.</td>
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<td>CLO #4</td>
<td>Play blues and other basic jazz progressions</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Play other popular music harmonic idioms</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Play voicings in RH and 2-feel bass line in LH.</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

| CLO #7      | Play voicings in RH and walking bass line in LH.                                    |
| CLO #8      | Play 7th arpeggios                                                                |
| CLO #9      | Play major and minor scales                                                      |

Instructional Strategies:
- Lecture-demonstrations, quizzes, assignments, group work in class involving performance.

Evaluation and Grading

Grading System: Letter Grade (A-F)

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Evaluation Plan:

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics:

Course Topics:
Course Topics:

- Advanced beginner piano repertoire in different musical styles
- Sight-reading simple music in major and minor keys
- Scales
- Arpeggios of Seventh Chords
- Basic cadential chord progressions in all major and minor keys
- RH voicings
- LH 2-feel and walking bass lines
- Blues and other standard jazz progression
- Pop music chord progressions

Rationale and Consultations

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

Yes

Is this the primary proposal?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting documentation:

Reviewer

Comments
Course Change Request

Date Submitted: 07/12/19 2:12 pm

Viewing: **MUSC 1204 : Performance Techniques 2**

Last approved: 05/16/18 4:50 am

Last edit: 08/30/19 12:48 pm

Changes proposed by: lmollerup

Programs referencing this course

- **69: Music Diploma**

---

Course Name:
- Performance Techniques 2

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

---

In Workflow

1. 4204 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 07/16/19 11:01 am
   Laurence Mollerup (lmollerup):
   Approved for 4204 Leader
2. 07/23/19 10:53 am
   Shirley Lew (slew):
   Approved for SAS Dean
3. 08/28/19 11:03 am
   Todd Rowlatt (trowlatt):
   Approved for Curriculum Committee Chair

History

1. May 16, 2018 by Carlie Deans (cdeans)

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</table>
Banner Course: Performance Techniques 2
Name:

Subject Code: MUSC - Music
Course Number: 1204
Year of Study: 1st Year Post-secondary
Credits: 1

Course Description:
This course covers all aspects of musical performance including pre-stage and backstage preparation, onstage deportment, delivery and psychology, and post-performance assessment.

Course Pre-Requisites (if applicable):

MUSC 1104

Course Co-requisites (if applicable):

Performance Techniques is usually taken concurrently with MUSC 1410 Individual Instruction

PLAR (Prior Learning Assessment & Recognition)
Yes

Details of PLAR:
1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning Outcomes (CLO):

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

CLO #6 Identify, describe and use principles of solo and ensemble performance psychology
CLO #7 Identify, describe and use techniques for engaging and interacting with their audience
CLO #8 Identify and solve personal performance issues
CLO #9 Identify, describe and use methods for dealing with performance anxiety
CLO #10 Identify, describe and use methods for establishing and ergonomically sound and healthful physical relationship with their instrument
CLO #11 Write musically specific evaluation comments and feedback
CLO #12 Identify and describe concepts of the musical performance world at large

Instructional Strategies:
Performance, lecture, discussion, observation and evaluation of peer performances

---

**Evaluation and Grading**

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

Evaluation Plan:

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**Hours by Learning Environment Type**

Lecture, Seminar, Online

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Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

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Rationale and Consultations

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

Yes

Is this the primary proposal?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines
Course Change Request

Date Submitted: 07/12/19 2:14 pm

Viewing: **MUSC 1255 : Class Piano 2**

Last approved: 08/02/18 4:47 am

Last edit: 08/22/19 10:07 am

Changes proposed by: Imollerup

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<th>Course Name:</th>
<th>Class Piano 2</th>
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<td>January 2020</td>
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<td>School/Centre:</td>
<td>Arts &amp; Sciences</td>
</tr>
<tr>
<td>Department:</td>
<td>Music (4204)</td>
</tr>
</tbody>
</table>

**Contact(s)**

1. 4204 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

**Approval Path**

1. 07/16/19 11:01 am
   Laurence Mollerup (lmollerup): Approved for 4204 Leader

2. 07/23/19 10:55 am
   Shirley Lew (slew): Approved for SAS Dean

3. 08/28/19 11:03 am
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

**History**

1. Aug 2, 2018 by Carlie Deans (cdeans)

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</tbody>
</table>
Banner Course: Class Piano 2
Name:

Subject Code: MUSC - Music
Course Number: 1255
Year of Study: Post-secondary Preparatory
Credits: 1

Course Description:
Class Piano 2 is the second of a two-course sequence in basic keyboard and literacy skills that introduces non-pianists to practical musicianship at the piano keyboard. In level 2 students reinforce their knowledge of intermediate and advanced rudiments, play repertoire from different music styles, and learn more fundamentals of improvising over simple harmonic progressions in jazz and popular music idioms.

Course Learning Outcomes (CLO):

| CLO #1 | Perform from score simple piano repertoire, including more advanced repertoire from different musical styles |
| CLO #2 | Sight-read simple music in major and minor keys |
| CLO #3 | Play basic cadential chord progression in all major and minor keys. |
| CLO #4 | Play blues and other basic jazz progressions |
| CLO #5 | Play other popular music harmonic idioms |
| CLO #6 | Play voicings in RH and 2-feel bass line in LH. |
| CLO #7 | Play voicings in RH and walking bass line in LH. |

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

PLAR (Prior Learning Assessment & Recognition)
No

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #8</td>
<td>Play with more advanced coordination of melody and walking bass lines</td>
</tr>
<tr>
<td>CLO #9</td>
<td>Play Minor and Major II-V-I voicings</td>
</tr>
<tr>
<td>CLO #10</td>
<td>Play Bossa Nova grooves</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Lecture-demonstrations, quizzes, assignments, group work in class involving performance.

Evaluation and Grading

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

Evaluation Plan:

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Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics
### Course Topics:

- Simple piano repertoire, including more advanced repertoire from different musical styles
- Sight-reading simple music in major and minor keys
- Basic cadential chord progression in all major and minor keys
- Blues and other basic jazz progressions
- Popular music harmonic idioms
- Basic RH voicings in and in LH
- LH 2-feel bass lines and walking bass lines
- More advanced coordination of melody and walking bass lines
- Minor and Major II-V-I voicings
- Bossa Nova grooves

### Rationale and Consultations

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

Yes

Is this the primary proposal?

Consultations

### Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting documentation:

Reviewer Comments
Course Change Request

Date Submitted: 07/12/19 2:15 pm

Viewing: **MUSC 1301: Musicianship 1**

Last approved: 05/16/18 4:50 am

Last edit: 08/22/19 10:29 am

Changes proposed by: lmollerup

Programs referencing this course

69: Music Diploma

Course Name:
Musicianship 1

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

<table>
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In Workflow

1. 4204 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 07/16/19 11:01 am
   Laurence Mollerup (lmollerup):
   Approved for 4204 Leader
2. 07/23/19 10:57 am
   Shirley Lew (slew):
   Approved for SAS Dean
3. 08/28/19 11:03 am
   Todd Rowlatt (trowlatt):
   Approved for Curriculum Committee Chair

History

1. May 16, 2018 by Carlie Deans (cdeans)
Musicianship 1 is the first of a four-course sequence that introduces music students to practical musicianship. In level 1 students learn the fundamentals of reading rhythms and melodies, performing rhythms and sight-singing melodies, improvising basslines and other melodies based on cadential progression, song forms, phrase structure, cadences, major, minor and pentatonic scales and diatonic modes. Kodaly Solfege (relative-pitch, moveable-Do) and South Indian Solkattu (rhythm syllables) are the primary technical foundations.

Course Learning Outcomes (CLO):

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

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Sing pentatonic and diatonic melodies (including modes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Perform simple and compound-metre rhythms</td>
</tr>
</tbody>
</table>

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member.
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #3</td>
<td>Sing while playing ostinatos</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Perform basic conducting patterns</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Sight sing using Kodaly Solfege (including chromatic syllables)</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Perform rhythms using South Indian Solkattu</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Sing arpeggios, basslines and other melodies based on cadential progressions</td>
</tr>
<tr>
<td>CLO #8</td>
<td>Sing exercises in solo, duo, trio and quartet contexts</td>
</tr>
<tr>
<td>CLO #9</td>
<td>Take melodic and rhythmic dictations</td>
</tr>
<tr>
<td>CLO #10</td>
<td>Identify and sing intervals, modes, scales, and triads</td>
</tr>
<tr>
<td>CLO #11</td>
<td>Identify simple cadential progressions</td>
</tr>
<tr>
<td>CLO #12</td>
<td>Sing improvised melodies in modes and over cadential progressions</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Lecture-demonstrations, quizzes, assignments in performance and improvisation; group work in class involving performance.

Evaluation and Grading

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

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>45</td>
<td>In-class assignments</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>10</td>
<td>Written midterm exam</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10</td>
<td>Individual final exam</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15</td>
<td>Individual final exam</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
<td>Written final exam</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

https://curriculum.vcc.ca/courseleaf/approve/
Course Topics

<table>
<thead>
<tr>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solfege with hand signs</td>
</tr>
<tr>
<td>Melody singing in pentatonic and diatonic modes</td>
</tr>
<tr>
<td>Singing in polyphonic contexts</td>
</tr>
<tr>
<td>Basic conducting patterns</td>
</tr>
<tr>
<td>South Indian rhythmic solfege (Solkattu)</td>
</tr>
<tr>
<td>Melodic and rhythmic dictations</td>
</tr>
<tr>
<td>Interval, triad and diatonic mode recognition</td>
</tr>
<tr>
<td>Ostinatos</td>
</tr>
<tr>
<td>Cadential chord progressions in major</td>
</tr>
<tr>
<td>Sight-singing</td>
</tr>
<tr>
<td>Improvisation with diatonic modes</td>
</tr>
</tbody>
</table>

Rationale and Consultations

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

Yes

Is this the primary proposal?

Consultations
Course Change Request

Date Submitted: 07/12/19 2:16 pm

Viewing: **MUSC 1303 : Theory and Practice of Music 1**

Last approved: 05/16/18 4:49 am
Last edit: 08/22/19 10:07 am
Changes proposed by: lmollerup

Programs referencing this course

69: Music Diploma

Course Name:
Theory and Practice of Music 1

Effective Date: January 2020

School/Centre: Arts & Sciences
Department: Music (4204)

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laurence Mollerup</td>
<td><a href="mailto:lmollerup@vcc.ca">lmollerup@vcc.ca</a></td>
<td>7299</td>
</tr>
</tbody>
</table>

In Workflow
1. 4204 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 07/16/19 11:01 am Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 07/23/19 10:57 am Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:03 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History
1. May 16, 2018 by Carlie Deans (cdeans)
Course Description:
Theory and Practice of Music 1 is the first of a four-course sequence that introduces music students to music theory and practice. In level 1 students learn the fundamentals of acoustics, timbre and texture, notation systems, song forms, phrase structure, cadences, melody writing, writing simple basslines, block chord accompaniment for diatonic melodies, and elements of rhythm. In addition, assignments will include elements of orchestration, including Bb-instruments.

Course Pre-Requisites (if applicable):
Acceptance into the VCC Music Diploma program or permission of instructor.

Course Co-requisites (if applicable):
It is highly recommended (but not required) that students also take MUSC 1301 Musicianship 1 concurrently.

PLAR (Prior Learning Assessment & Recognition)
Yes

Details of PLAR:
1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Identify Intervals</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Identify Diatonic Triads and Seventh Chords</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

- CLO #3 Write Pentatonic and Diatonic melodies
- CLO #4 Write simple and compound-metre rhythms
- CLO #5 Analyze and write harmonies based on diatonic cadential progressions
- CLO #6 Write melodies based on diatonic cadential progressions
- CLO #7 Analyse and write melodies in different idioms
- CLO #8 Analyse and write examples using different phrase structures and song forms in different idiom
- CLO #9 Write for Bb transposing instruments

Instructional Strategies:
Lecture, assignments in composition and improvisation; group work in tutorial involving improvisation

Evaluation and Grading

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

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
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<tr>
<td>Midterm Exam</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>20</td>
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<tr>
<td>Final Exam</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

https://curriculum.vcc.ca/courseleaf/approve/
Self Paced / Individual Learning

Course Topics

<table>
<thead>
<tr>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notation systems</td>
</tr>
<tr>
<td>Song forms, phrase structure</td>
</tr>
<tr>
<td>Intervals, triads and seventh chords</td>
</tr>
<tr>
<td>Cadences</td>
</tr>
<tr>
<td>Melody writing</td>
</tr>
<tr>
<td>Writing simple basslines</td>
</tr>
<tr>
<td>Writing block chord accompaniment for diatonic melodies</td>
</tr>
<tr>
<td>Elements of rhythm</td>
</tr>
<tr>
<td>Melodies, structures and song forms in different idioms</td>
</tr>
<tr>
<td>Bb transposing instruments</td>
</tr>
</tbody>
</table>

**Rationale and Consultations**

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

Yes

Is this the primary proposal?

Consultations

**Additional Information**

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting documentation:
Course Change Request

Date Submitted: 07/12/19 2:17 pm

**Viewing: MUSC 1305: Music in Context 1**

Last approved: 05/16/18 4:50 am
Last edit: 08/22/19 10:07 am
Changes proposed by: lmollerup

Programs referencing this course

- 69: Music Diploma

**Course Name:**
Music in Context 1

**Effective Date:** January 2020

**School/Centre:** Arts & Sciences

**Department:** Music (4204)

**Contact(s)**

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Laurence Mollerup</td>
<td><a href="mailto:lmollerup@vcc.ca">lmollerup@vcc.ca</a></td>
<td>7299</td>
</tr>
</tbody>
</table>

**Approval Path**

1. 07/16/19 11:02 am
   Laurence Mollerup (lmollerup):
   Approved for 4204 Leader

2. 07/23/19 10:58 am
   Shirley Lew (slew):
   Approved for SAS Dean

3. 08/28/19 11:03 am
   Todd Rowlatt (trowla): Approved for Curriculum Committee Chair

**History**

1. May 16, 2018 by Carlie Deans (cdeans)
Music in Context 1 is the first of a two-course sequence that introduces students to the cultural context of music and other artistic production and the disciplines of Historical Musicology, Ethnomusicology, and Comparative Musicology. Western Classical, Jazz, Rock and Popular Music, Electronic Music, and some music of world cultures, including music of the Indigenous people of the Americas, are studied regarding their similarities and differences.

Course Description:

Acceptance into the VCC Music Diploma program or permission of instructor.

Course Learning Outcomes (CLO):

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

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Think critically about the role of music and art in their cultural context.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Discuss concepts and details regarding the history and aesthetics of music.</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Research a topic of interest.</td>
</tr>
</tbody>
</table>

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member.

Course Learning Outcomes (CLO):
Upon successful completion of this course, students will be able to:

CLO #4 Evaluate sources and writings

Instructional Strategies:
Lecture and lecture-demonstrations, assigned reading and listening quizzes, introduction to research methodologies and data bases

Evaluation and Grading

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

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
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</tr>
<tr>
<td>Midterm Exam</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online
45 42

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
The Impetus for Humans to Create Music
Course Topics:

- Music and Language: Song repertoire
- Technology of Music Making
- Music as a Religious, Ceremonial, and Ritual component

Rationale and Consultations

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

Yes

Is this the primary proposal?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting documentation:

Reviewer
Comments
Course Change Request

Date Submitted: 07/12/19 2:19 pm

Viewing: **MUSC 1310 : Individual Instruction 1**

Last approved: 05/16/18 4:50 am

Last edit: 08/22/19 10:07 am

Changes proposed by: Imollerup

Programs referencing this course

69: Music Diploma

Course Name:
Individual Instruction 1

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laurence Mollerup</td>
<td><a href="mailto:lmollerup@vcc.ca">lmollerup@vcc.ca</a></td>
<td>7299</td>
</tr>
</tbody>
</table>

In Workflow

1. 4204 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 07/16/19 11:28 am
   Laurence Mollerup (lmollerup):
   Approved for 4204 Leader
2. 07/23/19 11:01 am
   Shirley Lew (slew):
   Approved for SAS Dean
3. 08/28/19 11:03 am
   Todd Rowlatt (trowlatt):
   Approved for Curriculum Committee Chair

History

1. May 16, 2018 by Carlie Deans (cdeans)
Banner Course: Individual Instruction 1

Name:

Subject Code: MUSC - Music

Course Number: 1310

Year of Study: 1st Year Post-secondary

Credits: 2

Course Description:
Individual Instruction 1 is the first of a four-term sequence of courses of individual instruction in the student's major area of performance or composition.

Course Pre-Requisites (if applicable):
Acceptance into the VCC Music Diploma program and minimum full-time enrollment.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
Yes

Details of PLAR:
1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Perform or compose pieces using basic technical elements with consistent accuracy and control</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Perform or compose with consistent control over sonic elements</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Sight read basic short passages with consistent time and rhythmic accuracy</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Demonstrate growth in fluency with written musical materials</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Perform or compose repertoire at an appropriate level with a basic awareness of style</td>
</tr>
</tbody>
</table>

Upon successful completion of this course, students will be able to:
Instructional Strategies:
Private Lessons: Exercises and repertoire for daily practice. Composers will bring in new or revised work every week. Assignments to aid continuous artistic and technical growth.
Masterclass: Students will attend weekly bi-weekly masterclasses where they will perform or demonstrate what they have been working on in lessons.

Evaluation and Grading

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

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>15</td>
<td>Lessons and Masterclass where appropriate</td>
</tr>
<tr>
<td>Assignments</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>25</td>
<td>Students will maintain a practice and performance journal</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online
Lab, Clinical, Shop, Kitchen, Studio, Simulation
Practicum
Self Paced / Individual Learning

Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technique</td>
</tr>
</tbody>
</table>
Course Topics:

- Tone and Sonic elements
- Repertoire
- Sight-reading
- Performance elements

Rationale and Consultations

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

Yes

Is this the primary proposal?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting documentation:

Reviewer Comments
Course Change Request

Date Submitted: 07/12/19 2:20 pm

Viewing: **MUSC 1319: Music and Media 1**

Last approved: 05/16/18 4:49 am

Last edit: 08/22/19 10:08 am

Changes proposed by: lmollerup

Programs referencing this course

69: Music Diploma

Course Name:
Music and Media 1

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

Laurence Mollerup lmollerup@vcc.ca 7299

In Workflow
1. 4204 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 08/09/19 2:58 pm
    Laurence Mollerup (lmollerup):
    Approved for 4204 Leader
2. 08/12/19 12:32 pm
    Shirley Lew (slew):
    Approved for SAS Dean
3. 08/28/19 11:03 am
    Todd Rowlatt (trowlatt):
    Approved for Curriculum Committee Chair

History
1. May 16, 2018 by Carlie Deans (cdeans)

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Laurence Mollerup</td>
<td><a href="mailto:lmollerup@vcc.ca">lmollerup@vcc.ca</a></td>
<td>7299</td>
</tr>
</tbody>
</table>
Music and Media 1 is the first of a two-course sequence. In the first term, students are introduced to the basic functions of computers and music software to produce and share their music electronically. Students write musical scores with notation software and create music using digital audio workstations and music sequencers. Topics include recording, editing, and producing audio, and composing and arranging music on a computer. Self-reflection and self-evaluation are promoted throughout the course.

Course Pre-Requisites (if applicable):

Acceptance into the VCC Music Diploma program or permission of instructor.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning Outcomes (CLO):

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

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Create original music using computers and mobile devices</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Create musical arrangements using a sequencer</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Record and mix live and electronic instruments on the computer</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

| CLO #4 | Create and print scores and parts using music notation software |

Instructional Strategies:
Instructional strategies include lecture, demonstration, group discussion and activities, independent study, and hands-on practice with computer software.

**Evaluation and Grading**

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

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
<td>20</td>
<td>synthesis and digital sound production</td>
</tr>
<tr>
<td>Project</td>
<td>20</td>
<td>notation software</td>
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<tr>
<td>Project</td>
<td>40</td>
<td>Final project with recording</td>
</tr>
<tr>
<td>Participation</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

Lecture, Seminar, Online

<table>
<thead>
<tr>
<th>Hours</th>
<th>15</th>
</tr>
</thead>
</table>

Lab, Clinical, Shop, Kitchen, Studio, Simulation

<table>
<thead>
<tr>
<th>Hours</th>
<th>15</th>
</tr>
</thead>
</table>

Practicum

Self Paced / Individual Learning

Course Topics:

**Course Topics:**

Recording - recording audio into the computer, editing and producing the audio
Course Topics:

<table>
<thead>
<tr>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arranging - basics of arranging music into MIDI capabilities and software instruments</td>
</tr>
<tr>
<td>Composing - basics of using the computer as a compositional environment</td>
</tr>
<tr>
<td>Notation - basics of music notation on the computer</td>
</tr>
</tbody>
</table>

Rationale and Consultations

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

Yes

Is this the primary proposal?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting documentation:

Reviewer Comments
Course Change Request

Date Submitted: 07/12/19 2:21 pm

Viewing: MUSC 1399 : Minor Individual Instruction 1

Last approved: 08/02/18 4:49 am
Last edit: 08/22/19 10:08 am
Changes proposed by: lmollerup

Course Name:
Minor Individual Instruction 1

Effective Date: January 2020

School/Centre: Arts & Sciences
Department: Music (4204)

In Workflow
1. 4204 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 07/16/19 11:29 am Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 08/12/19 12:32 pm Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:03 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History
1. Aug 2, 2018 by Carlie Deans (cdeans)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laurence Mollerup</td>
<td><a href="mailto:lmollerup@vcc.ca">lmollerup@vcc.ca</a></td>
<td>7299</td>
</tr>
</tbody>
</table>

https://curriculum.vcc.ca/courseleaf/approve/
Banner Course: Minor Individual Instruction 1

Name: 

Subject Code: MUSC - Music

Course Number: 1399

Year of Study: 1st Year Post-secondary

Credits: 1

Course Description:

Minor Individual Instruction 1 is the first of a two-term sequence of courses of individual instruction in a student's secondary area of interest in performance or composition.

Course Pre-Requisites (if applicable):

Acceptance into the VCC Music Diploma program and minimum full-time enrollment.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

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

CLO #1 Perform or compose pieces using basic technical elements with consistent accuracy and control

CLO #2 Perform or compose with consistent control over sonic elements

CLO #3 Demonstrate growth in fluency with written musical materials

CLO #4 Perform or compose repertoire at an appropriate level with a basic awareness of style

Instructional Strategies:

Private Lessons: Exercises and repertoire for daily practice. Composers will bring in new or revised work every week. Assignments to aid continuous artistic and technical growth.

Masterclass: Students may attend weekly bi-weekly masterclasses where they will perform or demonstrate what they have been working on in lessons
### Evaluation and Grading

<table>
<thead>
<tr>
<th>Grading System:</th>
<th>Letter Grade (A-F)</th>
<th>Passing grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>C-</td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation Plan:**

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>15</td>
<td>Lessons and Masterclass where appropriate</td>
</tr>
<tr>
<td>Assignments</td>
<td>35</td>
<td>Final Appraisal by instructor</td>
</tr>
<tr>
<td>Other</td>
<td>25</td>
<td>Students will maintain a practice and performance journal</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

### Hours by Learning Environment Type

- Lecture, Seminar, Online
- Lab, Clinical, Shop, Kitchen, Studio, Simulation
- Practicum
- Self Paced / Individual Learning

### Course Topics

**Course Topics:**

- Technique
- Tone and Sound
- Sight-reading
- Repertoire
- Stylistic awareness
- Performance elements
Course Change Request

Date Submitted: 07/12/19 2:23 pm

Viewing: **MUSC 1401 : Musicianship 2**

Last approved: 05/16/18 4:49 am

Last edit: 08/22/19 10:08 am

Changes proposed by: lmollerup

Programs referencing this course

- **69: Music Diploma**

Course Name:
Musicianship 2

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

<table>
<thead>
<tr>
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<td>7299</td>
</tr>
</tbody>
</table>

In Workflow

1. 4204 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 07/16/19 11:29 am
   Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 08/12/19 12:33 pm
   Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:03 am
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. May 16, 2018 by Carlie Deans (cdeans)
Course Description:
Musicianship 2 is the second of a four-course sequence that introduces music students to musicianship. In level 2 students expand upon skills learned in Level 1, with a particular emphasis on diatonic harmonic materials, including seventh-chords.

Course Pre-Requisites (if applicable):
MUSC 1301 or equivalent.

Course Co-requisites (if applicable):
It is highly recommended (but not required) that students also take MUSC 1403 Theory and Practice of Music 2 concurrently.

PLAR (Prior Learning Assessment & Recognition)
Yes

Details of PLAR:
1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning Outcomes (CLO):
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Sing using solfege, with hand signs</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Sing while playing ostinatos</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Sing arpeggios, basslines and improvised melodies based on harmonic progressions</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Sing exercises in solo, duo, trio and quartet contexts</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #5</td>
<td>Take melodic and rhythmic dictations</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Identify and sing 7th-chords</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Sing and identify simple chromatic harmonies such as applied chords</td>
</tr>
<tr>
<td>CLO #8</td>
<td>Identify small forms and musical structures</td>
</tr>
<tr>
<td>CLO #9</td>
<td>Aurally identify diatonic mode</td>
</tr>
<tr>
<td>CLO #10</td>
<td>Play rhythms using the south Indian Solkattu system</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Lecture-demonstrations, quizzes, assignments in performance and improvisation; group work in class involving performance.

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

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
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<tbody>
<tr>
<td>Assignments</td>
<td>45</td>
<td>Individual midterm exam</td>
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<tr>
<td>Midterm Exam</td>
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<td>Written midterm exam</td>
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<td>10</td>
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<tr>
<td>Final Exam</td>
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<td>Written final exam</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type
Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

https://curriculum.vcc.ca/courseleaf/approve/
Practicum

Self Paced / Individual Learning

Course Topics

<table>
<thead>
<tr>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Solfege with hand signs</td>
</tr>
<tr>
<td>Melody singing</td>
</tr>
<tr>
<td>Sight-singing</td>
</tr>
<tr>
<td>Singing in polyphonic contexts</td>
</tr>
<tr>
<td>Ostinatos</td>
</tr>
<tr>
<td>South Indian rhythmic solfege (Solkattu)</td>
</tr>
<tr>
<td>Melodic and rhythmic dictations</td>
</tr>
<tr>
<td>Mode recognition including Spanish phrygian and super-locrian</td>
</tr>
<tr>
<td>Chord (sonority) recognition including diatonic 7th chords</td>
</tr>
<tr>
<td>Chord progressions in major</td>
</tr>
<tr>
<td>Small form recognition</td>
</tr>
<tr>
<td>Theoretical structure recognition</td>
</tr>
<tr>
<td>Improvisation in a diatonic context</td>
</tr>
</tbody>
</table>

Rationale and Consultations

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

Yes

Is this the primary proposal?

Consultations

Additional Information
Course Change Request

Date Submitted: 07/12/19 2:24 pm

Viewing: **MUSC 1403 : Theory and Practice of Music 2**

Last approved: 05/16/18 4:49 am

Last edit: 08/22/19 10:08 am

Changes proposed by: lmollerup

Programs referencing this course

69: Music Diploma

Course Name:
Theory and Practice of Music 2

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
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<tr>
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<td>7299</td>
</tr>
</tbody>
</table>

In Workflow
1. 4204 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 07/16/19 11:29 am
   Laurence Mollerup (lmollerup):
   Approved for 4204 Leader
2. 08/12/19 12:33 pm
   Shirley Lew (slew):
   Approved for SAS Dean
3. 08/28/19 11:03 am
   Todd Rowlatt (trowla): Approved for Curriculum Committee Chair

History
1. May 16, 2018 by Carlie Deans (cdeans)
Banner Course: Theory and Practice of Music 2
Name:

Subject Code: MUSC - Music
Course Number: 1403
Year of Study: 1st Year Post-secondary
Credits: 3

Course Description:
Theory and Practice of Music 2 is the second of a four-course sequence that introduces music students to music theory and practice. In level 2 students learn the fundamentals of the major/minor harmonic system as it manifested in different musical styles, including Western classical, jazz, and popular music. Diatonic triads and seventh chords, an introduction to chromatic harmony, modulation, musical form and rhythm are explored. In addition, assignments will include elements of instrumentation and orchestration, including Bb, Eb F, G-instruments.

Course Pre-Requisites (if applicable):

MUSC 1303 or permission of instructor.

Course Co-requisites (if applicable):

It is highly recommended (but not required) that students also take Musicianship 2 concurrently.

PLAR (Prior Learning Assessment & Recognition)
Yes

Details of PLAR:
1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Describe chromatic harmony and its relationship to form in various musical idioms</td>
</tr>
<tr>
<td>#2</td>
<td>Describe relative dissonance and consonance and their effects on musical time</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #3</th>
<th>Write for various combinations of instruments, including Bb, Eb, F and G-transposing instruments</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #4</td>
<td>Write melodies based on chromatic progressions in different musical idioms</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Analyze and write chromatic melodies in different idioms</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Identify and write examples of different phrase structures, song forms, and other small forms in different idioms</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Lecture, assignments in composition and improvisation; group work in tutorial involving improvisation

Evaluation and Grading

<table>
<thead>
<tr>
<th>Grading System:</th>
<th>Letter Grade (A-F)</th>
<th>Passing grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>C</td>
</tr>
</tbody>
</table>

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online

30 29

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

15 13

Practicum

Self Paced / Individual Learning
### Course Topics

<table>
<thead>
<tr>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diatonic harmony and its relation to phrases and cadences</td>
</tr>
<tr>
<td>Voice-leading and connecting chords</td>
</tr>
<tr>
<td>Relative dissonance and consonance and their effects on musical time</td>
</tr>
<tr>
<td>Chromatic harmony in different contexts and idioms</td>
</tr>
<tr>
<td>Interrelationships between harmony and melody</td>
</tr>
<tr>
<td>Harmony as timbre</td>
</tr>
<tr>
<td>Transposing instruments</td>
</tr>
</tbody>
</table>

### Rationale and Consultations

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

Yes

Is this the primary proposal?

Consultations

### Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting documentation:

Reviewer

Comments
Course Change Request

Date Submitted: 07/12/19 2:25 pm

Viewing: **MUSC 1405 : Music in Context 2**

Last approved: 05/16/18 4:49 am

Last edit: 08/22/19 10:08 am

Changes proposed by: lmollerup

Programs referencing this course

69: Music Diploma

Course Name:
Music in Context 2

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
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</tr>
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<tbody>
<tr>
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<td><a href="mailto:lmollerup@vcc.ca">lmollerup@vcc.ca</a></td>
<td>7299</td>
</tr>
</tbody>
</table>

In Workflow

1. 4204 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 07/16/19 11:30 am
   Laurence Mollerup (lmollerup): Approved for 4204 Leader

2. 08/12/19 12:34 pm
   Shirley Lew (slew): Approved for SAS Dean

3. 08/28/19 11:03 am
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. May 16, 2018 by Carlie Deans (cdeans)
Course Description:
Music in Context 2 is the second of a two-course sequence that introduces students to the cultural context of music and other artistic production and the disciplines of Historical Musicology, Ethnomusicology, and Comparative Musicology. Western Classical, Jazz, Rock and Popular Music, Electronic Music, and some music of world cultures (including music of the Indigenous people of the Americas) are studied regarding their similarities and differences.

Course Pre-Requisites (if applicable):

MUSC 1305 or permission of instructor.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:
1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Think critically about the role of music and art in their cultural context</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Discuss concepts and details regarding the history and aesthetics of music in the contexts of worship, society/politics and popular culture</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

CLO #3  Research a topic of interest
CLO #4  Evaluate sources and writings

Instructional Strategies:
Lecture and lecture-demonstrations, assigned reading and listening quizzes, introduction to research

Evaluation and Grading

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

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online  

45  42

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Music in the service of Church and State
Course Topics:

<table>
<thead>
<tr>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Music as Art and Entertainment 1 (Music in 18th and 19th Centuries)</td>
</tr>
<tr>
<td>Music as Art and Entertainment 2 (Music in 20th Century)</td>
</tr>
<tr>
<td>Music as Commodity</td>
</tr>
</tbody>
</table>

Rationale and Consultations

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

Yes

Is this the primary proposal?

Provide a rationale
for this proposal:

Are there any Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting documentation:

Reviewer Comments
Course Change Request

Date Submitted: 07/12/19 2:26 pm

Viewing: **MUSC 1410: Individual Instruction 2**

Last approved: 05/16/18 4:50 am

Last edit: 08/22/19 10:09 am

Changes proposed by: lmollerup

Programs referencing this course:

69: Music Diploma

---

**Course Name:** Individual Instruction 2

**Effective Date:** January 2020

**School/Centre:** Arts & Sciences

**Department:** Music (4204)

**Contact(s)**

1. Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. Shirley Lew (slew): Approved for SAS Dean
3. Todd Rowlat (trowlat): Approved for Curriculum Committee Chair

---

**In Workflow**

1. 4204 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

---

**Approval Path**

1. 07/16/19 11:30 am
   - Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 08/12/19 12:34 pm
   - Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:03 am
   - Todd Rowlat (trowlat): Approved for Curriculum Committee Chair

---

**History**

1. May 16, 2018 by Carlie Deans (cdeans)

---

<table>
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<th>Phone/Ext</th>
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<td><a href="mailto:lmollerup@vcc.ca">lmollerup@vcc.ca</a></td>
<td>7299</td>
</tr>
</tbody>
</table>

https://curriculum.vcc.ca/courseleaf/approve/
Banner Course: Individual Instruction 2

Name:

Subject Code: MUSC - Music

Course Number: 1410

Year of Study: 1st Year Post-secondary

Credits: 2

Course Description:
Individual Instruction 2 is the second of a four-term sequence of courses of individual instruction in the student's major area of performance or composition.

Course Pre-Requisites (if applicable):

MUSC 1310 or equivalent

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
Yes

Details of PLAR:
1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning Outcomes (CLO):

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

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Perform or compose pieces using basic technical elements with consistent accuracy and control</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Perform or compose with consistent control over sonic elements</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Demonstrate growth in fluency with written musical materials</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Sight read basic intermediate-length passages with consistent time, rhythmic accuracy and basic stylistic detail</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

| CLO #5          | Perform or compose repertoire at an appropriate level with a basic awareness of style |

Instructional Strategies:
Private Lessons: Exercises and repertoire for daily practice. Composers will bring in new or revised work every week. Assignments to aid continuous artistic and technical growth.
Masterclass: Students may attend weekly or bi-weekly masterclasses where they will perform or demonstrate what they have been working on in lessons.

Evaluation and Grading

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

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>15</td>
<td>Lessons and Masterclass where appropriate</td>
</tr>
<tr>
<td>Assignments</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>25</td>
<td>Students will maintain a practice and performance journal</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
<td>Jury exam</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen, Studio, Simulation

25

Practicum

Self Paced / Individual Learning
Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technique</td>
</tr>
<tr>
<td>Tone and Sonic elements</td>
</tr>
<tr>
<td>Repertoire</td>
</tr>
<tr>
<td>Sight-reading</td>
</tr>
<tr>
<td>Performance elements</td>
</tr>
</tbody>
</table>

Rationale and Consultations

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

Yes

Is this the primary proposal?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting
documentation:

Reviewer
Comments
Course Change Request

Date Submitted: 07/12/19 2:27 pm

Viewing: **MUSC 1419 : Music and Media 2**

Last approved: 05/16/18 4:49 am

Last edit: 08/22/19 10:09 am

Changes proposed by: lmollerup

Programs referencing this course

69: Music Diploma

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Music and Media 2</th>
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<tbody>
<tr>
<td>Effective Date:</td>
<td>January 2020</td>
</tr>
<tr>
<td>School/Centre:</td>
<td>Arts &amp; Sciences</td>
</tr>
<tr>
<td>Department:</td>
<td>Music (4204)</td>
</tr>
</tbody>
</table>

Contact(s)

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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Laurence Mollerup</td>
<td><a href="mailto:lmollerup@vcc.ca">lmollerup@vcc.ca</a></td>
<td>7299</td>
</tr>
</tbody>
</table>

Approval Path

1. 07/16/19 11:30 am
   Laurence Mollerup (lmollerup):
   Approved for 4204 Leader
2. 08/12/19 12:34 pm
   Shirley Lew (slew):
   Approved for SAS Dean
3. 08/28/19 11:03 am
   Todd Rowlatt (trowla):
   Approved for Curriculum Committee Chair

History

1. May 16, 2018 by Carlie Deans (cdeans)
Course Description:
Music and Media 2 is the second of a two-course sequence. In level 2, students will continue the work of the first term in creating music using digital audio workstations and music sequencers. Students will then begin to use video production equipment and video-editing software to create and upload their audio-visual productions to video-sharing websites. Topics include recording, editing, and producing audio; composing and arranging music on a computer; using music software on mobile devices; and creating and integrating video with music. As the course progresses, students build their own website to promote themselves as professional musicians. Self-reflection and self-evaluation are promoted throughout the course.

Course Pre-Requisites (if applicable):
MUSC 1319 or permission of instructor.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
Yes

Details of PLAR:
1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning Outcomes (CLO):

| CLO #1 | Create original music using computers and mobile devices |

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

<table>
<thead>
<tr>
<th>CLO #2</th>
<th>Create musical arrangements using a sequencer</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #3</td>
<td>Record and mix live and electronic instruments on the computer</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Create and print scores and parts using music notation software</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Record and produce basic videos to enhance music productions</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Synchronize music and other audio with video on the computer</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Create and manage a website that contains audio and video files</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Instructional strategies include lecture, demonstration, group discussion and activities, independent study, and hands-on practice with computer software and video equipment.

**Evaluation and Grading**

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

- Passing grade: C-

**Evaluation Plan:**

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
<td>20</td>
<td>Video</td>
</tr>
<tr>
<td>Project</td>
<td>20</td>
<td>Combining Music (Audio) with Video</td>
</tr>
<tr>
<td>Project</td>
<td>40</td>
<td>Website with Audio and Video</td>
</tr>
<tr>
<td>Participation</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

<table>
<thead>
<tr>
<th>Environment Type</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture, Seminar, Online</td>
<td>15 (13)</td>
</tr>
<tr>
<td>Lab, Clinical, Shop, Kitchen, Studio, Simulation</td>
<td>15 (13)</td>
</tr>
<tr>
<td>Practicum</td>
<td></td>
</tr>
</tbody>
</table>

https://curriculum.vcc.ca/courseleaf/approve/
Self Paced / Individual Learning

**Course Topics**

<table>
<thead>
<tr>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recording - recording audio into the computer, editing and producing the audio</td>
</tr>
<tr>
<td>Arranging - basics of arranging music into MIDI capabilities and software instruments</td>
</tr>
<tr>
<td>Composing - basics of using the computer as a compositional environment</td>
</tr>
<tr>
<td>Handheld devices - working with the new instruments on mobile devices</td>
</tr>
<tr>
<td>Notation - basics of music notation on the computer</td>
</tr>
<tr>
<td>Video work - basics of shooting video-lighting, camera work, editing</td>
</tr>
<tr>
<td>Video with music - integrating and editing video with music</td>
</tr>
<tr>
<td>Website creation - basics of setting up and creating a website</td>
</tr>
</tbody>
</table>

**Rationale and Consultations**

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

Yes

Is this the primary proposal?

Consultations

**Additional Information**

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting documentation:

Reviewer

Comments
Course Change Request

Date Submitted: 07/12/19 2:28 pm

Viewing: **MUSC 1499 : Minor Individual Instruction 2**

Last approved: 08/02/18 4:47 am
Last edit: 08/22/19 10:09 am
Changes proposed by: lmollerup

Course Name: Minor Individual Instruction 2
Effective Date: January 2020
School/Centre: Arts & Sciences
Department: Music (4204)

Contact(s)

In Workflow
1. 4204 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 07/16/19 11:32 am Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 08/12/19 12:34 pm Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:03 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History
1. Aug 2, 2018 by Carlie Deans (cdeans)

<table>
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<td>7299</td>
</tr>
</tbody>
</table>
Course Description:
Minor Individual Instruction 2 is the second of a two-term sequence of courses of individual instruction in a student’s secondary area of interest in performance or composition.

Course Pre-Requisites (if applicable):
Acceptance into the VCC Music Diploma program and minimum full-time enrollment.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
No

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Perform or compose pieces using basic technical elements with consistent accuracy and control</td>
</tr>
<tr>
<td>#2</td>
<td>Perform or compose with consistent control over sonic elements</td>
</tr>
<tr>
<td>#3</td>
<td>Demonstrate growth in fluency with written musical materials</td>
</tr>
<tr>
<td>#4</td>
<td>Perform or compose repertoire at an appropriate level with a basic awareness of style</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Private Lessons: Exercises and repertoire for daily practice. Composers will bring in new or revised work every week. Assignments to aid continuous artistic and technical growth.
Masterclass: Students may attend weekly or bi-weekly masterclasses where they will perform or demonstrate what they have been working on in lessons.
Evaluation and Grading

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

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>15</td>
<td>Lessons and Masterclass where appropriate</td>
</tr>
<tr>
<td>Assignments</td>
<td>35</td>
<td>Final Appraisal by instructor</td>
</tr>
<tr>
<td>Other</td>
<td>25</td>
<td>Students will maintain a practice and performance journal</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
<td>Jury exam</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen, Studio, Simulation

19

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Technique
Tone and Sound
Sight-reading
Repertoire
Stylistic awareness
Performance elements
Course Change Request

Date Submitted: 07/12/19 2:29 pm

Viewing: **MUSC 2104 : Performance Techniques 3**

Last approved: 05/16/18 4:49 am

Last edit: 08/30/19 12:48 pm

Changes proposed by: lmollerup

Programs referencing this course

69: Music Diploma

Course Name: Performance Techniques 3

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

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</table>

In Workflow

1. 4204 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 07/16/19 11:32 am
   Laurence Mollerup (lmollerup):
   Approved for 4204 Leader
2. 08/12/19 12:34 pm
   Shirley Lew (slew):
   Approved for SAS Dean
3. 08/28/19 11:03 am
   Todd Rowlatt (trowlatt):
   Approved for Curriculum Committee Chair

History

1. May 16, 2018 by Carlie Deans (cdeans)
Course Description:
This course covers all aspects of musical performance including pre-stage and backstage preparation, onstage deportment, delivery and psychology, and post-performance assessment.

Course Pre-Requisites (if applicable):
MUSC 1204

Course Co-requisites (if applicable):
Performance Techniques is usually taken concurrently with Individual Instruction

PLAR (Prior Learning Assessment & Recognition)
Yes

Details of PLAR:
1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning Outcomes (CLO):

| CLO #1 | Plan, rehearse and present a performance in their major area of study |
| CLO #2 | Critically listen to a wide range of genres |
| CLO #3 | Play with fellow students |
| CLO #4 | Present original works |
| CLO #5 | Use efficient practice and rehearsal techniques |
Upon successful completion of this course, students will be able to:

- CLO #6: Identify, describe and use principles of solo and ensemble performance psychology
- CLO #7: Identify, describe and use techniques for engaging and interacting with their audience
- CLO #8: Identify and solve personal performance issues
- CLO #9: Identify, describe and use methods for dealing with performance anxiety
- CLO #10: Identify, describe and use methods for establishing an ergonomically sound and healthful physical relationship with their instrument
- CLO #11: Write musically specific evaluation comments and feedback
- CLO #12: Identify and describe concepts of the musical performance world at large

Instructional Strategies:
Performance, lecture, discussion, observation and evaluation of peer performances

---

**Evaluation and Grading**

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

**Evaluation Plan:**

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
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</tr>
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<tbody>
<tr>
<td>Assignments</td>
<td>30</td>
<td>Written peer performance assessments Attendance</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignments</td>
<td>10</td>
<td>Performance notes form Notes</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignments</td>
<td>10</td>
<td>Technical needs form</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignments</td>
<td>30 20</td>
<td>Performance</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assignments</td>
<td>10 30</td>
<td>Reflective summary Written performance assessment</td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td></td>
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**Hours by Learning Environment Type**

Lecture, Seminar, Online
Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum
Self Paced / Individual Learning

Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
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<tr>
<td>Pre-stage practice/rehearsal issues- planning personnel and repertoire, time management, psychology/motivation</td>
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<tr>
<td>Backstage issues- relaxation, warm-up, emotional preparation</td>
</tr>
<tr>
<td>Onstage issues- focus, awareness, relaxation, audience contact, emotional connection, technical ease, solo and ensemble etiquette/conventions</td>
</tr>
<tr>
<td>Post-performance assessment- listening, evaluation, appropriate delivery of comments</td>
</tr>
<tr>
<td>Body awareness/health for musicians</td>
</tr>
<tr>
<td>Guest performances and masterclasses</td>
</tr>
<tr>
<td>Live Sound and lights</td>
</tr>
<tr>
<td>Video and audio recording</td>
</tr>
</tbody>
</table>

Rationale and Consultations

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

Yes

Is this the primary proposal?

Consultations

Additional Information
Course Change Request

Date Submitted: 07/12/19 2:31 pm

Viewing: **MUSC 2204: Performance Techniques 4**

Last approved: 05/16/18 4:50 am
Last edit: 08/30/19 12:48 pm
Changes proposed by: lmollerup

Programs referencing this course:
69: Music Diploma

Course Name:
Performance Techniques 4

Effective Date: January 2020

School/Centre: Arts & Sciences
Department: Music (4204)

Contact(s):

In Workflow
1. 4204 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 07/16/19 11:48 am Laurence Mollerup (lmollerup):
   Approved for 4204 Leader
2. 08/12/19 12:35 pm Shirley Lew (slew):
   Approved for SAS Dean
3. 08/28/19 11:04 am Todd Rowlatt (trowlatt):
   Approved for Curriculum Committee Chair

History
1. May 16, 2018 by Carlie Deans (cdeans)

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https://curriculum.vcc.ca/courseleaf/approve/
Banner Course: Performance Techniques 4  
Name: 

Subject Code: MUSC - Music  
Course Number: 2204  
Year of Study: 2nd Year Post-secondary  
Credits: 1  

Course Description:  
This course covers all aspects of musical performance including pre-stage and backstage preparation, onstage deportment, delivery and psychology, and post-performance assessment.  

Course Pre-Requisites (if applicable):  
MUSC 2104  

Course Co-requisites (if applicable):  
Performance Techniques is usually taken concurrently with MUSC 2410 Individual Instruction  

PLAR (Prior Learning Assessment & Recognition)  
Yes  

Details of PLAR:  
1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.  
2. A successful interview with the Music Department Leader and one other regularized music faculty member  

Course Learning Outcomes (CLO):  

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Plan, rehearse and present a performance in their major area of study</th>
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</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Critically listen to a wide range of genres</td>
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<td>CLO #3</td>
<td>Play with fellow students</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Present original works</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Use efficient practice and rehearsal techniques</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

- CLO #6 Identify, describe and use principles of solo and ensemble performance psychology
- CLO #7 Identify, describe and use techniques for engaging and interacting with their audience
- CLO #8 Identify and solve personal performance issues
- CLO #9 Identify, describe and use methods for dealing with performance anxiety
- CLO #10 Identify, describe and use methods for establishing an ergonomically sound and healthful physical relationship with their instrument
- CLO #11 Write musically specific evaluation comments and feedback
- CLO #12 Identify and describe concepts of the musical performance world at large

Instructional Strategies:
- Performance, lecture, discussion, observation and evaluation of peer performances

**Evaluation and Grading**

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

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments Other</td>
<td>30</td>
<td>Written peer performance assessments Attendance</td>
</tr>
<tr>
<td>Assignments Other</td>
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</tbody>
</table>

**Hours by Learning Environment Type**

Lecture, Seminar, Online
Lab, Clinical, Shop, Kitchen, Studio, Simulation

<table>
<thead>
<tr>
<th>Course Topics</th>
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<tbody>
<tr>
<td>Pre-stage practice/rehearsal issues - planning personnel and repertoire, time management, psychology/motivation</td>
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<td>Post-performance assessment - listening, evaluation, appropriate delivery of comments</td>
</tr>
<tr>
<td>Body Awareness/Health for musicians</td>
</tr>
<tr>
<td>Stage set - live sound and lights</td>
</tr>
<tr>
<td>Video and audio recording</td>
</tr>
<tr>
<td>Musical performance evaluation criteria</td>
</tr>
<tr>
<td>World of music performance</td>
</tr>
</tbody>
</table>

### Rationale and Consultations

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

Yes

Is this the primary proposal?

Consultations

### Additional Information
Course Change Request

Date Submitted: 07/12/19 2:32 pm

Viewing: **MUSC 2301 : Musicianship 3**

Last approved: 05/16/18 4:49 am  
Last edit: 08/22/19 10:17 am

Changes proposed by: lmollerup

Programs referencing this course  

69: Music Diploma

Course Name:  
Musicianship 3

Effective Date:  
January 2020

School/Centre:  
Arts & Sciences

Department:  
Music (4204)

Contact(s)

<table>
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<tr>
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</tbody>
</table>

In Workflow

1. 4204 Leader  
2. SAS Dean  
3. Curriculum Committee Chair  
4. EDCO Chair  
5. Records  
6. Banner

Approval Path

1. 07/16/19 11:48 am  
   Laurence Mollerup (lmollerup): Approved for 4204 Leader

2. 08/12/19 12:35 pm  
   Shirley Lew (slew): Approved for SAS Dean

3. 08/28/19 11:04 am  
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. May 16, 2018 by Carlie Deans (cdeans)

https://curriculum.vcc.ca/courseleaf/approve/
Banner Course Name: Musicianship 3

Subject Code: MUSC - Music

Course Number: 2301

Year of Study: 2nd Year Post-secondary

Credits: 3

Course Description:
Musicianship 3 is the third of a four-course sequence that introduces music students to musicianship. In level 3 students expand upon skills learned in Level 2, with a particular emphasis on chromatic harmonic materials, more ostinato work, mixed meter conducting, and modes.

Course Pre-Requisites (if applicable):

MUSC 1401

Course Co-requisites (if applicable):

It is highly recommended (but not required) that students also take MUSC 2303 Theory and Practice of Music 3 concurrently.

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:
1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Upon successful completion of this course, students will be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #1</td>
<td>Sing while playing ostinatos</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Locate pitches in a given key and sing them out loud</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Identify melodic and harmonic intervals</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #4</th>
<th>Sing and identify the minor key diatonic cycle of 5ths, chord progressions in major and minor keys, secondary dominants, mixture, modulation, and chromaticism</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #5</td>
<td>Take melodic and rhythmic dictations</td>
</tr>
<tr>
<td>CLO #6</td>
<td>Sing and identify V9, Vb9, V13, Vb13 chords, the Neapolitan 6 and the following 7th chords of the harmonic minor: M7, mi7, diminished 7, V7, mi7b5, M7#5, and miMa7</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Identify and apply solfege to modulation and tonicization aurally and analytically</td>
</tr>
<tr>
<td>CLO #8</td>
<td>Sing through modulation and tonicization of different keys using solfege cells and the moveable-do system</td>
</tr>
<tr>
<td>CLO #9</td>
<td>Sing a part within a quartet</td>
</tr>
<tr>
<td>CLO #10</td>
<td>Improvise over chord progressions</td>
</tr>
<tr>
<td>CLO #11</td>
<td>Use conducting patterns</td>
</tr>
<tr>
<td>CLO #12</td>
<td>Identify song forms</td>
</tr>
</tbody>
</table>

Instructional Strategies:
- lecture-demonstrations, quizzes, assignments in performance and improvisation; group work in class involving performance.

Evaluation and Grading

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

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
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<tr>
<td>Assignments</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>10</td>
<td>Individual midterm exam</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>10</td>
<td>Written midterm exam</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15</td>
<td>Individual final exam</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
<td>Written final exam</td>
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</table>
### Hours by Learning Environment Type

<table>
<thead>
<tr>
<th>Lecture, Seminar, Online</th>
<th>60</th>
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</thead>
<tbody>
<tr>
<td>Lab, Clinical, Shop, Kitchen, Studio, Simulation</td>
<td></td>
</tr>
</tbody>
</table>

### Practicum

### Self Paced / Individual Learning

### Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melodic and rhythmic dictation</td>
</tr>
<tr>
<td>2-part Dictation</td>
</tr>
<tr>
<td>Solfege syllables with hand signs</td>
</tr>
<tr>
<td>Chromaticism</td>
</tr>
<tr>
<td>Beat patterns</td>
</tr>
<tr>
<td>Ostinatos</td>
</tr>
<tr>
<td>Chord dictations</td>
</tr>
<tr>
<td>Harmonic and melodic interval recognition</td>
</tr>
<tr>
<td>Harmonic minor</td>
</tr>
<tr>
<td>The 7th chords of the harmonic minor</td>
</tr>
<tr>
<td>Diatonic cycle of 5ths major and minor</td>
</tr>
<tr>
<td>Triads and diatonic 7th chords</td>
</tr>
<tr>
<td>V9, Vb9, V13, Vb13 chords</td>
</tr>
<tr>
<td>Secondary dominants</td>
</tr>
<tr>
<td>Modulation and tonicization</td>
</tr>
<tr>
<td>Improvising a melody and bassline to jazz harmonic progressions</td>
</tr>
</tbody>
</table>

### Song Forms
Course Change Request

Date Submitted: 07/12/19 2:33 pm

Viewing: **MUSC 2303 : Theory and Practice of Music 3**

Last approved: 05/16/18 4:49 am
Last edit: 08/22/19 10:17 am
Changes proposed by: lmollerup

Programs referencing this course:
69: Music Diploma

Course Name:
Theory and Practice of Music 3

Effective Date: January 2020

School/Centre: Arts & Sciences
Department: Music (4204)

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Laurence Mollerup</td>
<td><a href="mailto:lmollerup@vcc.ca">lmollerup@vcc.ca</a></td>
<td>7299</td>
</tr>
</tbody>
</table>

In Workflow
1. 4204 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 07/16/19 11:48 am
   Laurence Mollerup (lmollerup):
   Approved for 4204 Leader
2. 08/12/19 12:36 pm
   Shirley Lew (slew):
   Approved for SAS Dean
3. 08/28/19 11:04 am
   Todd Rowlatt (trowlatt):
   Approved for Curriculum Committee Chair

History
1. May 16, 2018 by
   Carlie Deans (cdeans)

https://curriculum.vcc.ca/courseleaf/approve/
Banner Course: Theory and Practice of Music 3

Name:

Subject Code: MUSC - Music

Course Number: 2303

Year of Study: 2nd Year Post-secondary

Credits: 3

Course Description:
Theory and Practice of Music 3 is the third of a four-course sequence that gives music students a comprehensive introduction to music theory and practice in a variety of musical traditions. In level 3 students continue their study of chromatic harmony from Western classical and jazz/contemporary traditions. The study of musical form is expanded to include large forms. Assignments will continue to include elements of instrumentation and orchestration.

Course Pre-Requisites (if applicable):
MUSC 1403 or permission of instructor.

Course Co-requisites (if applicable):
It is highly recommended (but not required) that students also take MUSC 2301 Musicianship 3 concurrently.

PLAR (Prior Learning Assessment & Recognition)
Yes

Details of PLAR:
1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Identify and describe large forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Identify, describe and write advanced harmony in Classical, Jazz and Popular music idioms</td>
</tr>
</tbody>
</table>

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

| CLO #3 | Write orchestrations using winds, brass and percussion |

Instructional Strategies:
- lecture, assignments in composition and improvisation; group work in tutorial involving idiomatic improvisation

### Evaluation and Grading

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

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
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<td></td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
<td></td>
</tr>
</tbody>
</table>

### Hours by Learning Environment Type

- Lecture, Seminar, Online: 45 42
- Lab, Clinical, Shop, Kitchen, Studio, Simulation

- Practicum

- Self Paced / Individual Learning

### Course Topics

**Course Topics:**

Advanced harmony and its relation to style and form.
Course Topics:

Large Forms

Orchestration, focusing on winds, brass and percussion

Rationale and Consultations

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

Yes

Is this the primary proposal?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting documentation:

Reviewer

Comments
Course Change Request

Date Submitted: 07/12/19 2:34 pm

Viewing: **MUSC 2304 : Electronic Music 1**

Last approved: 08/02/18 4:48 am

Last edit: 08/22/19 10:18 am

Changes proposed by: lmollerup

Programs referencing this course

69: Music Diploma

<table>
<thead>
<tr>
<th>Name</th>
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<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laurence Mollerup</td>
<td><a href="mailto:lmollerup@vcc.ca">lmollerup@vcc.ca</a></td>
<td>7299</td>
</tr>
<tr>
<td>Course Description:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Electronic Music 1 is the first of a two-course sequence for students wishing to concentrate on electronic music. This course is intended for composers and other musicians interested in exploring further digital and other electronic media for the creation of music and multimedia works. There is a particular focus on sound synthesis, introducing synthesis techniques such as sampling, and advanced sample processing, FM, additive, subtractive, and physical modeling synthesis, primarily using computer synthesis software. A certain amount of the necessary background in psychoacoustics, and basic principles of acoustics as applied to sound synthesis will be covered in the first term. Students will also be introduced to the history, aesthetic issues, and current and future directions of electronic music in all current styles via listening and discussion classes. Students will compose, realize, and produce a work in the digital medium.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Pre-Requisites (if applicable):</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 1419 or permission of instructor</td>
</tr>
</tbody>
</table>

| Course Co-requisites (if applicable): |

<table>
<thead>
<tr>
<th>PLAR (Prior Learning Assessment &amp; Recognition)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Details of PLAR:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.</td>
</tr>
<tr>
<td>2. A successful interview with the Music Department Leader and one other regularized music faculty member</td>
</tr>
</tbody>
</table>

| Course Learning Outcomes (CLO): |
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Use the computer as a compositional environment for the creation of their own music</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Use current platforms, software and hardware to create music and multi-media works</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Lecture and lecture-demonstrations, assigned reading and listening quizzes, introduction to research
Instructional strategies include lecture, demonstration, group discussion and activities, independent study, and hands-on practice with computer software.

Evaluation and Grading

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

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
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<tr>
<td>Project</td>
<td>15</td>
<td>Preparatory Project 1</td>
</tr>
<tr>
<td>Project</td>
<td>15</td>
<td>Preparatory Project 2</td>
</tr>
<tr>
<td>Project</td>
<td>15</td>
<td>Preparatory Project 3</td>
</tr>
<tr>
<td>Project</td>
<td>30</td>
<td>Final Composition Project</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online

45 42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning
Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital and analog synthesis</td>
</tr>
<tr>
<td>Recording</td>
</tr>
<tr>
<td>Live, interactive electronics</td>
</tr>
<tr>
<td>Multi-media</td>
</tr>
<tr>
<td>Introduction to acoustics and psychoacoustics</td>
</tr>
<tr>
<td>Basic audio recording into the computer using both mic and line</td>
</tr>
<tr>
<td>Sample management and processing</td>
</tr>
<tr>
<td>Introduction to sound synthesis using software synths/samplers</td>
</tr>
<tr>
<td>Introduction to the repertoire of electronic music</td>
</tr>
<tr>
<td>Introduction to electronic music composition</td>
</tr>
<tr>
<td>Introduction to the computer as compositional environment</td>
</tr>
<tr>
<td>Introduction to sequencing</td>
</tr>
<tr>
<td>Basics of sound mixing and mastering</td>
</tr>
</tbody>
</table>

Rationale and Consultations

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

Yes

Is this the primary proposal?

Consultations

**Additional Information**

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines
Course Change Request

Date Submitted: 07/12/19 2:35 pm

Viewing: MUSC 2305: Musicology 1

Last approved: 05/16/18 4:49 am

Last edit: 08/22/19 10:18 am

Changes proposed by: Imollerup

Programs referencing this course

69: Music Diploma

Course Name: Musicology 1

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
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</thead>
<tbody>
<tr>
<td>Laurence Mollerup</td>
<td><a href="mailto:lmollerup@vcc.ca">lmollerup@vcc.ca</a></td>
<td>7299</td>
</tr>
</tbody>
</table>

In Workflow
1. 4204 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 07/16/19 11:57 am
   Laurence Mollerup (lmollerup):
   Approved for 4204 Leader
2. 08/12/19 12:36 pm
   Shirley Lew (slew):
   Approved for SAS Dean
3. 08/28/19 11:04 am
   Todd Rowlatt (trowlatt):
   Approved for Curriculum Committee Chair

History
1. May 16, 2018 by Carlie Deans (cdeans)
Course Description:
Musicology 1 is the first of a two-course sequence that continues the study of the cultural context of music and other artistic production and the disciplines of Historical Musicology, Ethnomusicology, and Comparative Musicology. Musicology 1 focuses on the history of Classical music from the Baroque era to the Romantic era.

Course Pre-Requisites (if applicable):
MUSC 1405 or permission of instructor

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
Yes

Details of PLAR:
1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Research and realize a presentation and paper on a thesis based on a topic of interest.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Identify and describe some of the historical and contemporary relationships between music, art and their social context.</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

CLO #3 Identify and describe both the significant musical elements of historical musical production and the unique features of individual artists and composers.

Evaluation and Grading

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

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>20</td>
<td>Research Paper</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online

45 42

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics
Course Topics:

- Sacred and secular music in Western Europe
- The strengths and weaknesses of creating historical-era genres
- The misappropriation of the ideas of teleology, development and evolution into the historical description of art, music and all cultural production
- The important features of Baroque, Classical and Romantic music and how they relate to the individuals and cultural contexts by whom they are produced

Rationale and Consultations

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

Yes

Is this the primary proposal?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting documentation:

Reviewer Comments
Course Change Request

Date Submitted: 07/12/19 2:35 pm

Viewing: MUSC 2307: Soci Media for Selfemploy Musi

Musi

Last approved: 07/05/18 4:57 am
Last edit: 08/22/19 10:18 am
Changes proposed by: lmollerup

Programs referencing this course

69: Music Diploma

In Workflow
1. 4204 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 07/16/19 11:58 am
   Laurence Mollerup (lmollerup):
   Approved for 4204 Leader
2. 08/12/19 12:36 pm
   Shirley Lew (slew):
   Approved for SAS Dean
3. 08/28/19 11:04 am
   Todd Rowla (trowla):
   Approved for Curriculum Committee Chair

History
1. Jul 5, 2018 by Carlie Deans (cdeans)

<table>
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<tr>
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<tr>
<td>Laurence Mollerup</td>
<td><a href="mailto:lmollerup@vcc.ca">lmollerup@vcc.ca</a></td>
<td>-7299</td>
</tr>
</tbody>
</table>

Banner Course Name: Soci Media for Selfemploy Musi
Course Description:
Social Media for the Self-Employed Musician is a one-term course that teaches the practical fundamentals of utilizing social media and other digital platforms to build a career as a self-employed artist-musician.

Course Pre-Requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
Yes

Details of PLAR:
1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Use on-line and digital resources for all aspects of career development</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Use social media platforms for networking, distributing marketing materials, and to begin to earn income from music and music-related activities.</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Lecture and lecture-demonstrations, assigned reading, on-line research. Practical assignments.

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

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
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<tr>
<td>Project</td>
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<td>Project 1</td>
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<tr>
<td>Project</td>
<td>20</td>
<td>Project 2</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>15</td>
<td>Midterm exam</td>
</tr>
<tr>
<td>Project</td>
<td>30</td>
<td>Final Project</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online

15

Lab, Clinical, Shop, Kitchen, Studio, Simulation

15

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

- on-line and digital resources for all aspects of career development
- social media platforms for networking and distributing marketing materials

Rationale and Consultations

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

Yes

Is this the primary proposal?
Course Change Request

Date Submitted: 07/12/19 2:36 pm

Viewing: **MUSC 2310 : Individual Instruction 3**

Last approved: 05/16/18 4:50 am
Last edit: 08/22/19 10:18 am

Changes proposed by: lmollerup

Programs referencing this course:

- **69: Music Diploma**

Course Name:
- Individual Instruction 3

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

In Workflow
1. 4204 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 07/16/19 11:59 am
   Laurence Mollerup (lmollerup):
   Approved for 4204 Leader
2. 08/12/19 12:36 pm
   Shirley Lew (slew):
   Approved for SAS Dean
3. 08/28/19 11:04 am
   Todd Rowlatt (trowla):
   Approved for Curriculum Committee Chair

History
1. May 16, 2018 by Carlie Deans (cdeans)

<table>
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<td>7299</td>
</tr>
</tbody>
</table>

https://curriculum.vcc.ca/courseleaf/approve/
Banner Course: Individual Instruction 3
Name:

Subject Code: MUSC - Music
Course Number: 2310
Year of Study: 2nd Year Post-secondary
Credits: 2

Course Description:
Individual Instruction 3 is the third of a four-term sequence of courses of individual instruction in the student’s major area of performance or composition.

Course Pre-Requisites (if applicable):
MUSC 1410 or equivalent

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
Yes

Details of PLAR:
1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning Outcomes (CLO):

| CLO #1 | Perform or compose pieces using more advanced technical elements with consistent accuracy and control |
| CLO #2 | Perform or compose with consistent control over sonic elements |
| CLO #3 | Perform or compose with consistent awareness of phrase direction and arrival |
| CLO #4 | Demonstrate growth in fluency with written musical materials |
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #5</th>
<th>Sight read basic short passages in various metres, including odd metres, with consistent time, rhythmic accuracy and basic stylistic detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #6</td>
<td>Perform or compose repertoire at an appropriate level with consistent stylistic detail and control over expressive elements</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Private Lessons: Exercises and repertoire for daily practice. Composers will bring in new or revised work every week. Assignments to aid continuous artistic and technical growth.
Masterclass: Students will attend weekly or bi-weekly masterclasses where they will perform or demonstrate what they have been working on in lessons

**Evaluation and Grading**

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

**Evaluation Plan:**

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>15</td>
<td>Lessons and Masterclass where appropriate</td>
</tr>
<tr>
<td>Assignments</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>25</td>
<td>Students will maintain a practice and performance journal</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
<td>Jury exam</td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

- Lecture, Seminar, Online: 25
- Lab, Clinical, Shop, Kitchen, Studio, Simulation: 25
- Practicum: 25
Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tone and sonic elements</td>
</tr>
<tr>
<td>Expressive elements</td>
</tr>
<tr>
<td>Style awareness</td>
</tr>
<tr>
<td>Sight-reading</td>
</tr>
<tr>
<td>Repertoire</td>
</tr>
</tbody>
</table>

Rationale and Consultations

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

Yes

Is this the primary proposal?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting documentation:
Reviewer
Comments
Course Change Request

Date Submitted: 07/12/19 2:38 pm

Viewing: **MUSC 2317: Jazz-Improvisation 1**

Last approved: 05/16/18 4:49 am

Last edit: 08/22/19 10:19 am

Changes proposed by: lmollerup

Programs referencing this course

69: Music Diploma

Course Name:

**Jazz-Improvisation 1**

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laurence Mollerup</td>
<td><a href="mailto:lmollerup@vcc.ca">lmollerup@vcc.ca</a></td>
<td>7299</td>
</tr>
</tbody>
</table>

In Workflow

1. 4204 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 07/16/19 12:00 pm Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 08/12/19 12:35 pm Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:04 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. May 16, 2018 by Carlie Deans (cdeans)
Banner Course:  Jazz: Improvisation 1
Name:

Subject Code:  MUSC - Music
Course Number:  2317

Year of Study:  2nd Year Post-secondary
Credits:  3

Course Description:
Jazz: Improvisation 1 is the first of a two-course sequence for students wishing to do more specialized work in idiomatic improvisation in jazz and other musical traditions.

Course Pre-Requisites (if applicable):
MUSC 1403 and 1401 or permission of instructor

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
Yes

Details of PLAR:
1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning Outcomes (CLO):

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

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #1</td>
<td>Analyze jazz harmony using standardized nomenclature</td>
</tr>
<tr>
<td>CLO #2</td>
<td>Improvise on standard repertoire</td>
</tr>
<tr>
<td>CLO #3</td>
<td>Play melodies with rhythmic rephrasing</td>
</tr>
<tr>
<td>CLO #4</td>
<td>Transpose patterns and melodic vocabulary</td>
</tr>
<tr>
<td>CLO #5</td>
<td>Apply diatonic modes to the chords of standard repertoire</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #6</td>
<td>Create and develop rhythmic gestures in improvisation</td>
</tr>
<tr>
<td>CLO #7</td>
<td>Apply selected practice concepts in day-to-day development</td>
</tr>
<tr>
<td>CLO #8</td>
<td>Describe aspects of historical jazz styles</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Practice and performance of idiomatic jazz musical language; forms, harmony, melody, rhythm, phrasing, motivic improvisation.

Classroom demonstration and practical application in ensemble playing; assigned weekly practice.

**Evaluation and Grading**

Grading System: Letter Grade (A-F)

Passing grade: C-

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
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<td></td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>15</td>
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<td>30</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

Lecture, Seminar, Online

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>45</td>
<td>42</td>
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</tbody>
</table>

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning
Course Topics:

Elements of idiomatic jazz musical language; forms, harmony, melody, rhythm, phrasing, motivic improvisation.

Historical perspectives

Development of a personal improvisation language

Learning forms and songs

Practice concepts

---

Rationale and Consultations

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

Yes

Is this the primary proposal?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines.

Supporting
documentation:

Reviewer
Comments
Course Change Request

Date Submitted: 07/12/19 2:39 pm

Viewing: MUSC 2401 : Musicianship 4

Last approved: 05/16/18 4:50 am

Last edit: 08/22/19 10:19 am

Changes proposed by: Imollerup

Programs referencing this course:

69: Music Diploma

Course Name:
   Musicianship 4

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

In Workflow
1. 4204 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 07/16/19 12:00 pm
   Laurence Mollerup (lmollerup):
   Approved for 4204 Leader
2. 08/12/19 12:36 pm
   Shirley Lew (slew):
   Approved for SAS Dean
3. 08/28/19 11:04 am
   Todd Rowlatt (trowlatt):
   Approved for Curriculum Committee Chair

History
1. May 16, 2018 by Carlie Deans (cdeans)

<table>
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</tr>
</tbody>
</table>

https://curriculum.vcc.ca/courseleaf/approve/
Musicianship 4 is the last of a four-course sequence that introduces music students to musicianship. In level 4 students expand upon skills learned in Level 3, with a particular emphasis on more chromatic harmonic materials, including listening, sight-singing, rhythm, inner ear hearing, intonation, part-singing, dictation, music theory, analysis, ostinato work and mixed meter conducting. Intervals from the harmonic and melodic minor, chord progression dictations with inversions and augmented 6th chords are introduced. More idiomatic jazz chord progressions are introduced, as well as more improvisational and other jazz stylistic strategies. Other topics introduced in this course are the application of solfege to chromatic music, intervals outside a given tonality, octatonic scales and 12-tone rows.

Course Pre-Requisites (if applicable):

MUSC 2301

Course Co-requisites (if applicable):

It is highly recommended (but not required) that students also take MUSC 2403 Theory and Practice of Music 4 concurrently.

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning Outcomes (CLO):

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

| CLO #1 | Sight-sing music in all keys using Kodaly's system of relative solomization |
| CLO #2 | Conduct beat patterns with sight-singing and dictation |
| CLO #3 | Strategize in order to sight-sing successfully |
| CLO #4 | Identify, anticipate and prepare for common obstacles in sight-singing |
| CLO #5 | Locate pitches in a given key with the facility of the inner ear, and then be able to sing them out loud |
| CLO #6 | Sing arpeggiated chord structures in their inner ear and out loud |
| CLO #7 | Sing chromatic music built upon contemporary sonorities |
| CLO #8 | Identify, describe and sing 2-voice dictations, chord progressions in major and minor keys using inversions, secondary dominants and diminished 7th chords, mixture, modulation, chromaticism, 12-tone rows and their permutations, compound intervals, 20th century music idioms, Neapolitan and augmented 6th chords and octatonic scales |
| CLO #9 | Sing and identify V9, Vb9, V13, Vb13, V#9, Augmented V7, cadential 6/4, M7, mi7, diminished 7, V7, mi7b5, M7#5, miMa7, French 6 and quartal chords |
| CLO #10 | Sing advanced repertoire from different idioms |
| CLO #11 | Sing and improvise harmonies and background vocal parts in different idioms |
| CLO #12 | Identify potential aural reception skills |

Instructional Strategies:
Lecture-demonstrations, quizzes, assignments in performance and improvisation; group work in class involving performance.

**Evaluation and Grading**

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

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
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<tr>
<td>Assignments</td>
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<tr>
<td>Midterm Exam</td>
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<td>Individual midterm exam</td>
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</tbody>
</table>

https://curriculum.vcc.ca/courseleaf/approve/
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</thead>
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<td>Midterm Exam</td>
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<td>Written midterm exam</td>
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<td>Final Exam</td>
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<td>Individual final exam</td>
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<tr>
<td>Final Exam</td>
<td>20</td>
<td>Written final exam</td>
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</table>

**Hours by Learning Environment Type**

- **Lecture, Seminar, Online**
  - 30
- **Lab, Clinical, Shop, Kitchen, Studio, Simulation**
  - 30
- Practicum
- Self Paced / Individual Learning

**Course Topics**

**Course Topics:**

- Melodic Dictation, 2-part Dictation and chord dictation
- Solfege analysis in chromatic contexts
- Pitch location
- Beat patterns
- Harmonic and Melodic Interval Recognition including compound intervals
- Singing in harmonic and melodic minor
- Singing and identifying the 7th chords of the harmonic and melodic minor Diatonic Cycle of 5ths
- Major and minor triads and diatonic 7th chords
- V9, Vb9, V13, Vb13 chords, diminished 7ths, mixture, and the Neapolitan 6.
- Chord progressions in a minor and major using inversions
- 12-tone rows and their permutations
- Switching solfege: modulation, tonicization, and use of solfege cells
- Sight-singing strategies
Course Topics:

- Ensemble singing
- Improvising melodies in various contexts

Rationale and Consultations

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

Yes

Is this the primary proposal?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting documentation:

Reviewer

Comments
Course Change Request

Date Submitted: 07/12/19 2:40 pm

Viewing: **MUSC 2403 : Theory and Practice of Music 4**

Last approved: 05/16/18 4:50 am
Last edit: 08/22/19 10:19 am
Changes proposed by: lmollerup

Programs referencing this course

69: Music Diploma

Course Name:
Theory and Practice of Music 4

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Laurence Mollerup</td>
<td><a href="mailto:lmollerup@vcc.ca">lmollerup@vcc.ca</a></td>
<td>7299</td>
</tr>
</tbody>
</table>

In Workflow
1. 4204 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 07/16/19 12:01 pm
   Laurence Mollerup (lmollerup):
   Approved for 4204 Leader
2. 08/12/19 12:37 pm
   Shirley Lew (slew):
   Approved for SAS Dean
3. 08/28/19 11:04 am
   Todd Rowlatt (trowla): Approved for Curriculum Committee Chair

History
1. May 16, 2018 by Carlie Deans (cdeans)
Course Description:
Theory and Practice of Music 4 is the last of a four-course sequence that gives music students a comprehensive introduction to music theory and practice in a variety of musical traditions. In level 4 students continue their study of chromatic harmony from Western classical and jazz/contemporary traditions. Chromatic Harmony and Post-Tonal music are studied. Examples are included from different musical styles including Classical, Jazz, Pop, World and Electronic. Assignments will continue to include elements of instrumentation and orchestration.

Course Pre-Requisites (if applicable):

MUSC 2303 or permission of instructor.

Course Co-requisites (if applicable):

It is highly recommended (but not required) that students also take MUSC 2401 Musicianship 4.

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:
1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Describe the the relation of advanced harmony to style and form</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Identify and describe Late Romantic and Post-Romantic idioms, including post-tonal compositions</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>CLO #3</th>
<th>Identify and describe advanced chromaticism and post-tonal resources in Jazz and Popular music idioms</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #4</td>
<td>Write orchestrations using strings and electronic instruments</td>
</tr>
</tbody>
</table>

Instructional Strategies:
Lectures, assignments in composition and improvisation; group work in tutorial involving improvisation

Evaluation and Grading

<table>
<thead>
<tr>
<th>Grading System: Letter Grade (A-F)</th>
<th>Passing grade: D</th>
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Evaluation Plan:

<table>
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<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
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<td>Quizzes/Tests</td>
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<td></td>
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<tr>
<td>Final Exam</td>
<td>30</td>
<td></td>
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</tbody>
</table>

Hours by Learning Environment Type

<table>
<thead>
<tr>
<th>Lecture, Seminar, Online</th>
<th>45 42</th>
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<table>
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<tr>
<th>Lab, Clinical, Shop, Kitchen, Studio, Simulation</th>
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<tr>
<th>Practicum</th>
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</table>

<table>
<thead>
<tr>
<th>Self Paced / Individual Learning</th>
</tr>
</thead>
</table>

Course Topics

Course Topics:
Course Topics:

- Advanced harmony and its relation to style and form
- Late Romantic and Post-Romantic idioms, including post-tonal compositions
- Advanced chromaticism and post-tonal resources in Jazz and Popular music idioms
- Orchestration: writing for strings, electronic instruments

Rationale and Consultations

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

Yes

Is this the primary proposal?

Provide a rationale for this proposal:

Are there any Consultations?

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting documentation:

Reviewer Comments
Course Change Request

Date Submitted: 07/12/19 2:41 pm

Viewing: **MUSC 2404 : Electronic Music 2**

Last approved: 07/05/18 4:56 am
Last edit: 08/22/19 10:19 am

Changes proposed by: lmollerup

Programs referencing this course

**69: Music Diploma**

Course Name:
Electronic Music 2

Effective Date: January 2020

School/Centre: Arts & Sciences
Department: Music (4204)

Contact(s)

In Workflow
1. 4204 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 07/16/19 12:01 pm
   Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 08/12/19 12:37 pm
   Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:04 am
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History
1. Jul 5, 2018 by Carlie Deans (cdeans)

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Laurence Mollerup</td>
<td><a href="mailto:lmollerup@vcc.ca">lmollerup@vcc.ca</a></td>
<td>7299</td>
</tr>
</tbody>
</table>

Banner Course: Electronic Music 2
Name:
Course Description:
Electronic Music 2 is the second of a two-course sequence for students wishing to concentrate on electronic music. This course is intended for composers and other musicians interested in exploring further digital and other electronic media for the creation of music and multimedia works. Students will compose, realize, and produce a work in the digital medium each term.

Course Pre-Requisites (if applicable):
MUSC 2304 or permission of instructor

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
Yes

Details of PLAR:
1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning Outcomes (CLO):

| CLO #1 | Use the computer as a compositional environment for the creation of their own music |
| CLO #2 | Use current platforms, software and hardware to create music and multi-media works |
| CLO #3 | Research and discuss historical and current trends in electronic music including electro-acoustic and popular music |

Instructional Strategies:
Lecture and lecture-demonstrations, assigned reading and listening quizzes, introduction to research. Instructional strategies include lecture, demonstration, group discussion and activities, independent study, and hands-on practice with computer software.

**Evaluation and Grading**

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

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
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</thead>
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<td>Project</td>
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</tr>
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<td>Final Exam</td>
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<td></td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

Lecture, Seminar, Online  
45 42

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

**Course Topics**

<table>
<thead>
<tr>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Digital and analog synthesis</td>
</tr>
<tr>
<td>Recording</td>
</tr>
<tr>
<td>Live, interactive electronics</td>
</tr>
</tbody>
</table>
Course Topics:

- Research methods and data bases
- Multi-media
- Acoustics
- Audio recording into the computer using both mic and line
- Sample management and processing
- Sound synthesis using software synths/samplers
- Repertoire of electronic music
- Electronic music composition
- The computer as compositional environment
- Sequencing
- Sound mixing and mastering

Rationale and Consultations

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

Yes

Is this the primary proposal?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting documentation:

Reviewer Comments
Course Change Request

Date Submitted: 07/12/19 2:42 pm

Viewing: **MUSC 2405: Musicology 2**

Last approved: 05/16/18 4:50 am

Last edit: 08/22/19 10:20 am

Changes proposed by: Imollerup

Programs referencing this course

- **69: Music Diploma**

<table>
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<tr>
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<td><a href="mailto:lmollerup@vcc.ca">lmollerup@vcc.ca</a></td>
<td>7299</td>
</tr>
</tbody>
</table>
Banner Course: Musicology 2

Subject Code: MUSC - Music

Course Number: 2405

Year of Study: 2nd Year Post-secondary

Credits: 3

Course Description:
Musicology 2 is the second of a two-course sequence that continues the study of the cultural context of music and other artistic production and the disciplines of Historical Musicology, Ethnomusicology, and Comparative Musicology. Musicology 2 focuses on history of European Classical and other music traditions in the 19th to 21st centuries.

Course Pre-Requisites (if applicable):
MUSC 2305 or permission of instructor

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
Yes

Details of PLAR:
1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning Outcomes (CLO):

| CLO #1 | Research and realize a presentation and paper on a thesis based on a topic of interest |
| CLO #2 | Describe and discuss aspects of historical-era genres |
| CLO #3 | Identify and describe some of the historical and contemporary relationships between music, art and their social context |
Upon successful completion of this course, students will be able to:

| CLO #4 | Identify and describe both the significant musical elements of historical musical production and the unique features of individual artists and composers |
| CLO #5 | Describe aspects of Western European sacred and secular music |

Instructional Strategies:
Lecture and lecture-demonstrations, assigned reading and listening quizzes, introduction to research

Evaluation and Grading

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

Evaluation Plan:

<table>
<thead>
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<td>Final Exam</td>
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</table>

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics
Course Topics:

Sacred and secular music in Western Europe

The strengths and weaknesses of creating historical-era genres

The misappropriation of the ideas of teleology, development and evolution into the historical description of art, music and all cultural production

The important features of nineteenth, twentieth and twenty-first-century European music and how they relate to the individuals and cultural contexts by whom they are produced

The weakening of the political, economic and artistic hegemony of Western Europe and the effect on music and art.

Research methods and data bases

Rationale and Consultations

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

Yes

Is this the primary proposal?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting documentation:

Reviewer

Comments
Course Change Request

Date Submitted: 07/12/19 2:42 pm

Viewing: **MUSC 2407: Career Opportunities for Musicians 1**

Last approved: 07/31/18 4:45 am
Last edit: 08/22/19 10:20 am

Changes proposed by: Imollerup

Programs referencing this course
- 69: Music Diploma

Course Name:
Career Opportunities for Musicians 1

Effective Date: January 2020

School/Centre: Arts & Sciences
Department: Music (4204)

Contacts

<table>
<thead>
<tr>
<th>Name</th>
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<th>Phone/Ext.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laurence Mollerup</td>
<td><a href="mailto:lmollerup@vcc.ca">lmollerup@vcc.ca</a></td>
<td>7299</td>
</tr>
</tbody>
</table>

In Workflow
1. 4204 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path
1. 07/16/19 12:01 pm
   Laurence Mollerup (lmollerup):
   Approved for 4204 Leader
2. 08/12/19 12:37 pm
   Shirley Lew (slew):
   Approved for SAS Dean
3. 08/28/19 11:04 am
   Todd Rowlatt (trowla):
   Approved for Curriculum Committee Chair

History
1. Jul 31, 2018 by Carlie Deans (cdeans)
Course Description:
This course prepares students for the business side of the music industry. Students use current computer applications and platforms to create a multi-media Internet presence, including a press kit and other publicity and marketing materials. They also use recording and production software to create music demos and social networking tools to promote themselves as professional musicians. Students learn the essentials of copyright law, legal rights, interview skills, recording contracts and grant applications. Students learn about the structure and infrastructure of local and national music organizations. Guest speakers from the music industry share their experiences relating to the requirements of various careers in music.

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Apply principles of arts administration to their employment in the music industry.</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Use computer software to create effective music industry marketing tools.</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

CLO #3  Effectively use computers and handheld devices to record, communicate and perform musical works.

CLO #4  Use social networking tools to promote themselves as professional musicians.

CLO #5  Outline copyright law pertaining to the music industry.

CLO #6  Analyze the Vancouver commercial and classical music business ecology.

CLO #7  Participate in interviews for employment in the music industry.

CLO #8  Write grant proposals to fund music projects.

CLO #9  Use the following software for self-promotion: Microsoft Office, Numbers, Keynote, Logic, Garage Band, Cubase, ProTools, Photoshop, Illustrator, and WordPress.

Instructional Strategies:
Lecture and lecture-demonstrations, assigned reading on-line research. Practical assignments.

Evaluation and Grading

<table>
<thead>
<tr>
<th>Grading System:</th>
<th>Letter Grade (A-F)</th>
<th>Passing grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>D</td>
<td>D</td>
</tr>
</tbody>
</table>

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
<td>15</td>
<td>Project 1</td>
</tr>
<tr>
<td>Project</td>
<td>20</td>
<td>Project 2</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>15</td>
<td>Midterm exam</td>
</tr>
<tr>
<td>Project</td>
<td>30</td>
<td>Final Project</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
<td></td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online

15

Lab, Clinical, Shop, Kitchen, Studio, Simulation
Practicum

Self Paced / Individual Learning

Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts organization and administration ecology in Greater Vancouver, British Columbia, Canada and beyond</td>
</tr>
<tr>
<td>Creating professional-standard promotional tools using a computer</td>
</tr>
<tr>
<td>Copyright law for composers and performers</td>
</tr>
<tr>
<td>Writing grant applications and other project and career-funding sources</td>
</tr>
<tr>
<td>Entrepreneurial skills for the self-employed musician</td>
</tr>
</tbody>
</table>

Rationale and Consultations

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

Yes

Is this the primary proposal?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting documentation:

Reviewer

Comments
Course Change Request

Date Submitted: 07/12/19 2:43 pm

Viewing: MUSC 2410 : Individual Instruction 4

Last approved: 05/16/18 4:50 am

Last edit: 08/22/19 10:20 am

Changes proposed by: Imollerup

Programs referencing this course

69: Music Diploma

Course Name:
Individual Instruction 4

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

In Workflow

1. 4204 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 07/16/19 12:01 pm Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 08/12/19 12:38 pm Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:04 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. May 16, 2018 by Carlie Deans (cdeans)

<table>
<thead>
<tr>
<th>Name</th>
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<tr>
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<td>7299</td>
</tr>
</tbody>
</table>
Banner Course: Individual Instruction 4

Name:

Subject Code: MUSC - Music

Course Number: 2410

Year of Study: 2nd Year Post-secondary

Credits: 2

Course Description:
Individual Instruction 4 is the last of a four-term sequence of courses of individual instruction in the student’s major area of performance or composition.

Course Pre-Requisites (if applicable):

MUSC 2310 or equivalent

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
Yes

Details of PLAR:
1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning Outcomes (CLO):

<table>
<thead>
<tr>
<th>CLO #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Perform or compose pieces using more advanced technical elements with consistent accuracy and control</td>
</tr>
<tr>
<td>#2</td>
<td>Perform or compose with consistent control over sonic elements</td>
</tr>
<tr>
<td>#3</td>
<td>Perform or compose with consistent awareness of phrase direction and arrival</td>
</tr>
<tr>
<td>#4</td>
<td>Demonstrate growth in fluency with written musical materials</td>
</tr>
</tbody>
</table>

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

| CLO #5 | Sight read basic short passages in various metres, including odd and mixed metres, with consistent time, rhythmic accuracy and basic stylistic detail |
| CLO #6 | Perform or compose repertoire at an appropriate level with consistent stylistic detail and control over expressive nuance |

Instructional Strategies:
Private Lessons: Exercises and repertoire for daily practice. Composers will bring in new or revised work every week. Assignments to aid continuous artistic and technical growth.
Masterclass: Students will attend weekly or bi-weekly masterclasses where they will perform or demonstrate what they have been working on in lessons.

Evaluation and Grading

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

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>15</td>
<td>Lessons and Masterclass where appropriate</td>
</tr>
<tr>
<td>Assignments</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>25</td>
<td>Students will maintain a practice and performance journal</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
<td>Jury exam</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen, Studio, Simulation

25

Practicum
Course Topics

<table>
<thead>
<tr>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tone and sonic elements</td>
</tr>
<tr>
<td>Expressive elements</td>
</tr>
<tr>
<td>Style awareness</td>
</tr>
<tr>
<td>Sight-reading</td>
</tr>
<tr>
<td>Repertoire</td>
</tr>
</tbody>
</table>

**Rationale and Consultations**

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

Yes

Is this the primary proposal?

Consultations

**Additional Information**

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting documentation:

Reviewer

Comments
Course Change Request

Date Submitted: 07/12/19 2:47 pm

Viewing: **MUSC 2417: Jazz-Improvisation 2**

Last approved: 05/16/18 4:49 am

Last edit: 08/22/19 10:20 am

Changes proposed by: Imollerup

Programs referencing this course:

**69: Music Diploma**

Course Name:

**Jazz-Improvisation 2**

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
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<td><a href="mailto:Imollerup@vcc.ca">Imollerup@vcc.ca</a></td>
<td>7299</td>
</tr>
</tbody>
</table>

In Workflow

1. 4204 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 07/16/19 12:03 pm
   Laurence Mollerup (Imollerup):
   Approved for 4204 Leader
2. 08/12/19 12:38 pm
   Shirley Lew (slew):
   Approved for SAS Dean
3. 08/28/19 11:04 am
   Todd Rowlatt (trowlatt):
   Approved for Curriculum Committee Chair

History

1. May 16, 2018 by
   Carlie Deans (cdeans)
Banner Course: Jazz-Improvisation 2

Name:

Subject Code: MUSC - Music

Course Number: 2417

Year of Study: 2nd Year Post-secondary

Credits: 3

Course Description:
Jazz-Improvisation 2 is the second of a two-course sequence for students wishing to do more specialized work in idiomatic improvisation in jazz and other musical traditions. This course builds upon Jazz Improvisation 2317 and covers the modes/arpeggios of the jazz melodic minor scale, the diminished whole step and diminished half step scales. Other topics covered include critical listening, interaction managing the inherent tensions within an improvising ensemble, managing the inherent tensions within these scales/modes, especially in relation to altered dominant applications. Repertoire is drawn from jazz, jazz-fusion and Latin standards.

Course Pre-Requisites (if applicable):

MUSC 2317 or permission of instructor

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:
1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning Outcomes (CLO):

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

<table>
<thead>
<tr>
<th>CLO #1</th>
<th>Transpose patterns and melodic vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>CLO #2</td>
<td>Transpose melodies using key centre/interval modulation</td>
</tr>
</tbody>
</table>
Upon successful completion of this course, students will be able to:

| CLO #3 | Apply diminished scale and melodic minor scale modes to the chords of standard repertoire |
| CLO #4 | Apply and develop polyrhythms in improvisation |
| CLO #5 | Improvise within an interactive context |
| CLO #6 | Generalize concepts from Improv. class to intersect with the student’s own musical interests |
| CLO #7 | Elaborate and expand the improvisational skills concepts in and out-of-school praxis, inclusive of any musical genre |

**Instructional Strategies:**
- Practice and performance of idiomatic jazz musical language; forms, harmony, melody, rhythm, phrasing, motivic improvisation

**Evaluation and Grading**

<table>
<thead>
<tr>
<th>Grading System:</th>
<th>Letter Grade (A-F)</th>
<th>Passing grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>D</td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation Plan:**

<table>
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<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Quizzes/Tests</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

**Hours by Learning Environment Type**

| Lecture, Seminar, Online | 45 |
| Lab, Clinical, Shop, Kitchen, Studio, Simulation | 42 |

Practicum
Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance of idiomac jazz musical language; forms, harmony, melody, rhythm, phrasing, motivic improvisation.</td>
</tr>
<tr>
<td>Diminished scale and melodic minor mode applications</td>
</tr>
<tr>
<td>Historical perspectives</td>
</tr>
<tr>
<td>Development of a personal improvisation language</td>
</tr>
<tr>
<td>Learning forms and songs</td>
</tr>
<tr>
<td>Application of jazz improvisation concepts to a variety of styles/genres</td>
</tr>
<tr>
<td>Polyrhythms</td>
</tr>
<tr>
<td>Interactive improvising</td>
</tr>
</tbody>
</table>

Rationale and Consultations

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

Yes

Is this the primary proposal?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines.

Supporting documentation:

Reviewer

Comments
Course Change Request

Date Submitted: 07/12/19 2:48 pm

Viewing: **MUSC 2490 : Performance Ensemble**

Last approved: 05/16/18 4:49 am

Last edit: 08/22/19 10:20 am

Changes proposed by: lmollerup

Programs referencing this course

69: Music Diploma

Course Name:
Performance Ensemble

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
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<td>7299</td>
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</tbody>
</table>

In Workflow

1. 4204 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 07/16/19 12:03 pm
   Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 08/12/19 12:39 pm
   Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:04 am
   Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. May 16, 2018 by Carlie Deans (cdeans)
Banner Course Name: Performance Ensemble
Subject Code: MUSC - Music
Course Number: 2490
Year of Study: 2nd Year Post-secondary
Credits: 1.5

Course Description:
Performance Ensemble is a practical musical experience where students work with a faculty director, student colleagues and community members to rehearse and perform in concert as an ensemble. Each performance ensemble will work on a variety of repertoire each term.

The different ensembles offered give students the opportunity to rehearse and perform music in a variety of styles, and, depending on the ensemble, require sight-reading, improvisation, and other musical skills and techniques. In addition, in many ensembles students are encouraged to write or arrange music for the ensemble.

“Performance Ensemble” is repeatable for credit. Students require 4 terms (6 cr.) of “Performance Ensemble” to graduate. Students may participate in any VCC ensemble (or community ensemble as approved by the Department Head), subject to audition and/or entrance requirements.

Course Pre-Requisites (if applicable):
Acceptance into the VCC Music Diploma program or permission of instructor.
Some ensembles encourage community members to register and participate.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
Yes

Details of PLAR:
1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member
Course Learning Outcomes (CLO):

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

CLO #1 Perform music accurately
CLO #2 Perform music with expression
CLO #3 Perform music with consistent stylistic detail
CLO #4 Describe and perform different musical styles
CLO #5 Sight read with consistent time and rhythmic accuracy
CLO #6 Prepare for rehearsals and performances efficiently
CLO #7 Communicate effectively with the director and other members of the ensemble
CLO #8 Work cooperatively in an ensemble
CLO #9 Prepare for performances and appear on stage with an appropriate professional demeanor and appearance

Instructional Strategies:
Rehearsals, performances

Evaluation and Grading

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

Evaluation Plan:

<table>
<thead>
<tr>
<th>Type</th>
<th>Percentage</th>
<th>Brief description of assessment activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>25</td>
<td>Assigned parts to be learned before the next class</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
<td>Attendance at rehearsals is mandatory</td>
</tr>
<tr>
<td>Other</td>
<td>25</td>
<td>Professionalism</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
<td>Attendance at performances is mandatory</td>
</tr>
</tbody>
</table>

Hours by Learning Environment Type
Course Topics

<table>
<thead>
<tr>
<th>Course Topics:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ensemble discipline</td>
</tr>
<tr>
<td>Professionalism</td>
</tr>
<tr>
<td>Sight reading</td>
</tr>
<tr>
<td>Repertoire and style awareness</td>
</tr>
<tr>
<td>Practice and preparation concepts</td>
</tr>
<tr>
<td>Ensemble etiquette</td>
</tr>
<tr>
<td>Performative elements</td>
</tr>
</tbody>
</table>

Rationale and Consultations

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

Yes

Is this the primary proposal?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines
BACKGROUND:

This policy concerns the rights of a student who has been expelled or suspended via the President’s power to expel or suspend a student under the College and Institutes Act, to appeal the President’s decision to the Board of Governors. There were several items of discussion; the most significant was whether or not to expand the grounds upon which a student could ask the Board to review the President’s decision.

DISCUSSION:

It was the understanding of the Committee that the Board has recently received a legal opinion stating that the Board should have a greater power to review a decision of the President to expel or suspend a student. In significant part for this reason, it is the advice of the Committee that the Board should be able to review the decision of the President in these matters for the following reasons:

a) Lack of procedural fairness;

b) New evidence;

c) Another question of fact which the student has asked the Board to review;

The Committee also advises that when a student needs a translator to present his/her case to the Board in his/her first language, the Board pay for the translator. Further, the Committee asks the Board to consider the harm that can be done to a student who been expelled/suspended pending the decision on their appeal to the Board, even if that appeal is eventually successful, and to consider means at the Board’s disposal to ameliorate these harms.

RECOMMENDATION:

Education Policy Committee asks that Education Council advise the Board of the above noted conclusions regarding policy and procedures, A.1.2. Student Appeal to Board of Governors.

Prepared by:
John Demeulemeester
Chair, Education Policy Committee
CONTEXT AND PURPOSE

Vancouver Community College (VCC; the College) provides all students with an opportunity to make a final appeal to the Board of Governors on the decision by the College president to suspend a student from the institution. The purpose of this policy is to establish the principles and procedures under which those final appeals will occur.

The B.C. College & Institute Act Section 37 states that “(2) For just cause, the president of an institution may suspend a student of the institution and deal summarily with a matter of student discipline; (3) On exercise of a power of suspension under this section, the president must immediately report the action to the board with a statement of the reasons; (4) A person suspended under this section has the right of appeal to the board.”

SCOPE AND LIMITS

This policy and its related procedures apply to students who have been suspended from the College by a decision of the College president. The circumstances that can result in a suspension are outlined in Policy D.4.3 Student Code of Conduct (Non-Educational Matters) and Policy D.4.5 Student Educational Conduct.

This policy allows the student to appeal on the basis of procedural fairness issues, questions of fact or mixed questions of procedural fairness and fact.

This policy and its related procedures do not apply to the appeal of other academic or non-academic decisions that have not resulted in suspension. Appeal processes for those decisions are outlined in other appeal policies such as C.1.2 Appeal of Final Grade; D.4.3 Student Code of Conduct (Non-Educational Matters); and D.4.5 Student Educational Conduct.

STATEMENT OF POLICY PRINCIPLES

1. VCC will establish and support a process for a student to appeal a suspension from the College that respects the rights of procedural fairness and natural justice.

2. The Board of Governors provides the final avenue of appeal for decisions to suspend.
3. Students are responsible for educating themselves about VCC policies and procedures. Ignorance of VCC policies and procedures does not excuse students from responsibility for their actions. Policies and procedures that relate to students are available on the website at www.vcc.ca.

4. The decision to suspend will remain in force during the appeal to the Board.

5. VCC encourages students to seek information and/or support from a Support Person about this policy and procedures.

6. The Board Appeal Committee may seek advice about this policy and procedures, hearing procedures and/or procedural fairness concepts from the College Arbiter of Student Issues any time prior to a student’s hearing or after a final hearing decision has been issued.

7. All participants in the appeal process, with the exception of the Student, are expected to maintain the confidentiality of any information received during the course of an investigation and to maintain the overall confidentiality of the process.

DEFINITIONS

Support Person: An individual, either internal or external to VCC, who may provide information, advice, advocacy, support and/or representation, including, but not limited to, College Arbiter of Student Issues, Students’ Union and/or legal counsel.

Board Appeal Committee (Hearing Committee): The body of four (4) members trained to hear appeals to the Board. The Chair of the Board (or Vice Chair) will act as the non-voting Chair of the Hearing Committee. Three (3) members will be drawn from Board membership; one (1) of the three (3) members must be an elected student representative of the Board.

Balance of probabilities: The standard of proof used in investigations and Appeal tribunals is that, based on the evidence, the alleged violation is “more likely than not” to have occurred.

Procedural Fairness: Students have the right to:

1. Have a policy applied equally;
2. Have a College decision or action communicated in writing with sufficient detail;
3. Dispute an initial College decision or action;
4. Appeal a subsequent College decision or action;
5. Be provided with sufficiently detailed and timely reasoned notice of activity;
6. Have a timely and reasonable opportunity to be heard and present a case before impartial/neutral decision makers;
7. Be provided with sufficiently detailed, reasoned and timely tribunal decisions; and
8. Seek representation or advocacy.

Respondent: The President of the College who is responsible for a decision to suspend a student from the College.

Student: The person who has been suspended from the College and is appealing the decision.

Student Conduct File: A record held by the Student Conduct & Judicial Affairs Office, separate from the Student’s educational records/files, that contains a complete record of any alleged misconduct by the Student, held in accordance with prudent and acceptable standards within the field.
Suspension from the College: Removal of a Student from the College by the President for an identified or indefinite period of time pursuant to the *College and Institute Act*.

**RELATED LEGISLATION & POLICIES**

**Legislation:**
College and Institute Act, Section 37

**Policies:**
A.2.1 Appeal to Education Council on Educational Matters
A.3.1 Prevention of Harassment, Discrimination, and Bullying
A.3.3 Freedom of Information and Protection of Privacy
A.3.9 Records Management
C.1.2 Appeal of Final Grade
D.4.1 Students with Disabilities
D.4.2 Student Grievance
D.4.3 Student Code of Conduct (Non-Educational Matters)
D.4.5 Student Educational Conduct

**RELATED PROCEDURES**

Refer to A.1.2 Student Appeal of Suspension to Board of Governors Procedures.
CONTEXT AND PURPOSE

Vancouver Community College (VCC; the College) provides all students with an opportunity to make a final appeal to the Board of Governors on the decision by the College president to suspend a student from the institution. The purpose of this policy is to establish the principles and procedures under which those final appeals will occur.

The B.C. College & Institute Act Section 37 states that “(2) For just cause, the president of an institution may suspend a student of the institution and deal summarily with a matter of student discipline; (3) On exercise of a power of suspension under this section, the president must immediately report the action to the board with a statement of the reasons; (4) A person suspended under this section has the right of appeal to the board.”

SCOPE AND LIMITS

This policy and its related procedures apply to students who have been suspended from the College by a decision of the College president. The circumstances that can result in a suspension are outlined in Policy D.4.3 Student Code of Conduct (Non-Educational Matters) and Policy D.4.5 Student Educational Conduct.

This policy allows the student to appeal on the basis of procedural fairness issues, questions of fact or mixed questions of procedural fairness and fact.

This policy and its related procedures do not apply to the appeal of other academic or non-academic decisions that have not resulted in suspension. Appeal processes for those decisions are outlined in other appeal policies such as C.1.2 Appeal of Final Grade; D.4.3 Student Code of Conduct (Non-Educational Matters); and D.4.5 Student Educational Conduct.

STATEMENT OF POLICY PRINCIPLES

1. VCC will establish and support a process for a student to appeal a suspension from the College that respects the rights of procedural fairness and natural justice.

2. The Board of Governors will provide a tribunal to serve as the final avenue of appeal for decisions to suspend.

A.1.2 Student Appeal of Suspension to Board of Governors

Policy Page 1 of 3
3. Students are responsible for educating themselves about VCC policies and procedures. Ignorance of VCC policies and procedures does not excuse students from responsibility for their actions. Policies and procedures that relate to students are available on the website at www.vcc.ca.

4. The decision to suspend will remain in force during the appeal to the Board.

5. VCC encourages students are encouraged to seek advice, information and/or support from a Support Person about this policy and procedures, from the College Arbiter of Student Issues; and/or from the Students’ Union of Vancouver Community College (SUVCC) Student Advocate.

5.6. The Board Appeal Committee members are encouraged may to seek advice about this policy and procedures, hearing procedures and/or procedural fairness concepts from the College Arbiter of Student Issues any time prior to a student’s hearing or after a final hearing decision has been issued.

6.7. The appeal process requires the collection, use and disclosure of potentially sensitive personal and educational information. All College participants All participants members in the appeal process, with the exception of the Student, are expected to maintain the confidentiality of any information received during the course of an investigation and to maintain the overall confidentiality of the process.

DEFINITIONS

Support Person: An individual, either internal or external to VCC, who may provide information, advice, advocacy, support and/or representation, including, but not limited to, College Arbiter of Student Issues, Students’ Union and/or legal counsel.

Board Appeal Committee (Hearing Committee): The body of four (4) members that have been trained to hear appeals tribunals and who hears appeals to the Board. The Chair of the Board (or Vice Chair) will act as the non-voting Chair of the Hearing Committee. Three (3) members will be drawn from Board membership; one (1) of the three (3) members must be an elected student representative of the Board-student.

Balance of probabilities: The standard of proof used in investigations and Appeal tribunals is that, based on the evidence, the alleged violation is “more likely than not” to have occurred based on the evidence.

Procedural Fairness: Students have the right to:

1. Have a policy applied equally;
2. Have a College decision or action be communicated in writing with sufficient detail;
3. Dispute an initial College decision or action;
4. Appeal a subsequent College decision or action;
5. Be provided with sufficiently detailed and timely reasoned notice of activity;
6. Have a timely and reasonable opportunity to be heard and present a case before impartial/neutral decision makers;
7. Be provided with sufficiently detailed, reasoned and timely tribunal decisions; and
8. Seek representation or advocacy.
Respondent: The President of the College who is responsible for a decision to suspend a student from the College.

Student: The person who has been suspended from the College and is appealing the decision.

Student Conduct File: A record held by the Student Conduct & Judicial Affairs Office Associate Vice President, Student Success Dean of Student Development Office, separate from the Student’s educational records/files, that contains a complete record of any alleged misconduct by the Student, held in accordance with prudent and acceptable standards within the field.

Suspension from the College: Removal of a Student from the College by the President for an identified or indefinite period of time pursuant to the College and Institute Act.

RELATED LEGISLATION & POLICIES

Legislation:
College and Institute Act, Section 37

Policies:
A.2.1 Appeal to Education Council on Educational Matters
A.3.1 Prevention of Harassment, Discrimination, and Bullying
A.3.3 Freedom of Information and Protection of Privacy
A.3.9 Records Management
C.1.2 Appeal of Final Grade
D.4.1 Students with Disabilities
D.4.2 Student Grievance
D.4.3 Student Code of Conduct (Non-Educational Matters)
D.4.5 Student Educational Conduct

RELATED PROCEDURES

Refer to A.1.2 Student Appeal of Suspension to Board of Governors Procedures.
Student Request for Appeal

1. An appeal must state the grounds on which the appeal is requested. For example, grounds for appeal are limited to:
   a. the decision lacked procedural fairness;
   b. questions of fact;
   c. mixed questions of procedural fairness and fact;

2. The Student must submit a “Request for an Appeal to Board of Governors” form, along with all supporting documentation, to the Executive Assistant of the Board (Board EA). The form is available on the College website.
   a. Appeals must be submitted within twenty (20) business days of the date when the Student was notified of the decision to suspend.
   b. Submissions received after the twenty (20) business days will be forwarded to the Hearing Committee members for a decision as to whether or not they will hear the case. This submission must include reasons for the delay past the Appeal Request deadline.
   c. At any time, the Student may terminate the appeal process by providing written notice to the Board EA. The Student may not then resubmit an appeal to the Board on the matter.

Student and President Submissions

3. Upon receipt of the Request for an Appeal, the Board EA will forward a copy of the Request and all supporting documentation to the President within two (2) business days.
   a. The President will provide a written submission to the Board EA together with any further supporting documentation, within fifteen (15) business days of receiving a copy of the Student’s request.
   b. The President’s submission will contain the following information:
      i. Response to the Student’s grounds for appeal;
      ii. Witnesses to be called, with summary of evidence to be presented;
      iii. Any documentation in support of the President’s decision to suspend; and
iv. Spokesperson and/or representative, if any, of the President.

c. In unusual circumstances and at the discretion of the Chair of the Hearing Committee, additional documents may be accepted from either the Student or the President after the submission deadline.

4. Upon receipt of the President’s submission, the Board EA will, within two (2) business days, send a copy of the President’s submission to the Student, and copies of both submissions (from the Student and the President) to the Chair of the Board.

**Striking the Hearing Committee**

5. The Chair of the Board of Governors will strike a Hearing Committee within five (5) business days of receiving the submissions.

   a. **Hearing Committee members are required to disclose any actual or potential conflict of interest for discussion and determination of their suitability for the Hearing Committee.**

      i. Any disclosed actual or potential conflict of interest from a Hearing Committee member who is deemed competent to hear the Student’s Appeal will be communicated to the Student/Appellant and Respondent/President.

   b. Hearing Committee members are required to have completed training on tribunal procedures before participating on a Hearing Committee.

6. The Hearing Committee will convene within five (5) business days of being struck to review the documentation and determine whether or not the Appeal Request is based on sufficient grounds.

   a. The Chair of the Hearing Committee will notify the Student and President in writing of the decision whether or not to hold a Hearing and the reasons for that decision within three (3) business days of the meeting.

   b. If the appeal grounds have been met, the Chair of the Hearing Committee will normally schedule a Hearing within ten (10) business days of the decision to proceed.

**Appeal Hearing**

7. All Hearings will be recorded.

8. The Hearing will be attended by:

   a. Members of the Hearing Committee;
   b. The Student;
   c. The President or delegate as outlined below;
   d. Witnesses;
   e. The Arbiter of Student Issues (observer only); and
   f. Other persons as indicated below.

9. The President may send a delegate in exceptional circumstances (such as being away for a period where delay of the Hearing would have significant consequences to the Student).
10. Hearings are closed meetings and are not open to the public or VCC community members who are not involved in the case being heard.
   a. The Student may have representation during the Appeal Hearing, such as the SUVCC Student Advocate. Students must identify the name and title of their representative in the “Request for an Appeal to the Board of Governors” form and such must be provided to the President prior to the Hearing. However, the Student is expected to fully participate in the Hearing and answer any direct factual questions asked by the Hearing Committee.
   b. The President may have representation during the Appeal Hearing. The President must identify the name and title of their representative to the Hearing Committee and such must be provided to the Student/Appellant prior to the Hearing. However, the President is expected to fully participate in the Hearing and answer any direct factual questions asked by the Hearing Committee.
   c. The Student may also have a support person present. The support person may not speak to the Tribunal.
   d. The Student may request accommodations needed to fully participate in the Hearing (e.g., sign language interpreter) and should inform the Chair of such requirements five (5) business days prior to the Hearing.

11. During the Hearing, the Chair will chair the proceedings and ensure that procedural fairness is followed. The Chair will begin the Hearing by introducing all parties in attendance and outlining the procedures to be followed. An opportunity will be provided for presentation of the issues or questions to the respondent from the Student’s perspective. The President will be given the same opportunity. Tribunal members may pose questions to any party or witness through the Chair.

12. The President and members of the Hearing Committee are expected to return all printed documentation provided during the proceedings to the Chair at the close of a Hearing. The Chair will place all of this documentation in the Student Conduct File.

13. The President, members of the Hearing Committee, and other employees of the College involved are required to maintain the confidentiality of the proceedings.

**Decision**

14. Immediately after the Hearing, the Hearing Committee members will deliberate in private and make a decision regarding the Appeal.

15. The decision:
   a. is based on the burden of proof of “balance of probabilities,”
   b. is made by majority vote.

16. The Hearing Committee will rule that the appeal is “allowed” or “dismissed.” If the appeal is “allowed,” the Committee will either:
   a. remit the matter back to the President for reconsideration; or
   b. substitute its own decision for the decision of the President.

17. If there is any delay in making a final ruling, the Student will be informed of the delay and given a reasonable timeline for the completion of the process.
18. The Chair will convey the final decision and rationale to the Student and the President in person the same day (if possible), and in writing within three (3) business days of the Hearing. The Registrar and the Associate Vice President, Student Success will also be sent the written decision and rationale.

19. The College Arbiter of Student Issues will be given access to the final written decision and rationale upon request.

Hearing Records, Recordings and Files

20. Audio and/or written records will be maintained in the Student Conduct File.

21. Files will be maintained for a minimum of one (1) year after the Hearing date.

22. These records will remain confidential.

RELATED POLICY

Refer to A.1.2 Student Appeal of Suspension to Board of Governors Policy.
**Student Appeal of Suspension to Board of Governors**

**Student Request for Appeal**

It is strongly recommended that the Student use the services of the SUVCC Student Advocate, those of the College Arbiter of Student Issues, and/or some other support to prepare for the appeal.

1. An appeal must state the grounds on which the appeal is requested. For example, grounds for appeal may include, but are not limited to the following:
   a. the decision to suspend lacked procedural fairness;
   b. questions of fact;
   a.c. mixed questions of procedural fairness and fact;
   b. there is relevant new information that was not available when the decision to suspend was made and that may have influenced the outcome.

2. It is strongly recommended that the Student use the services of the SUVCC Student Advocate, those of the College Arbiter of Student Issues, and/or some other support to prepare for the appeal.

3.2. The Student must both obtain and submit a “Request for an Appeal to Board of Governors” form, along with all supporting documentation, from and to the Executive Assistant of the Board (Board EA). The form is available on the College website.

   a. Appeals must be submitted within twenty (20) business days of the date when the Student was notified of the decision to suspend. Submissions received after the twenty (20) business days must include reasons for the delay past the Appeal Request deadline (see s. xxx on the Appeal Request Form).

   b. Submissions received after the twenty (20) business days will be forwarded to the Hearing Committee members for a decision as to whether or not they will hear the case. This submission must include reasons for the delay past the Appeal Request deadline.

   c. At any time, the Student may terminate the appeal process by providing written notice to the Board EA. The Student may not then resubmit an appeal to the Board on the matter.
Student and President Submissions

4.3. Upon receipt of the Request for an Appeal, the Board EA will forward a copy of the Request and all supporting documentation to the President within two (2) business days.

   a. The President will provide a written submission to the Board EA together with any further supporting documentation, within fifteen (15) business days of receiving a copy of the Student’s request.
   
   b. The President’s submission will contain the following information:
      
      i. Response to the Student’s detailed reasons for appeal;
      
      ii. Witnesses to be called, with summary of evidence to be presented;
      
      iii. Any documentation in support of the President’s decision to suspend; and
      
      iv. Spokesperson and/or representative, if any, of the President.

   c. In unusual circumstances and at the discretion of the Chair of the Hearing Committee, additional documents may be accepted from either the Student or the President after the submission deadline.

5.4. Upon receipt of the President’s submission, the Board EA will, within two (2) business days, send a copy of the President’s submission to the Student, and copies of both submissions (from the Student and the President) to the Chair of the Board.

Striking the Hearing Committee

6.5. The Chair of the Board of Governors will strike a Hearing Committee within five (5) business days of receiving the submissions.

   a. Hearing Committee members are required to disclose any actual or potential conflict of interest for discussion and determination of their suitability for the Hearing Committee.

      i. Any disclosed actual or potential conflict of interest from a Hearing Committee member who is deemed competent to hear the Student’s Appeal will be communicated to the Student/Appellant and Respondent/President.

   a.b. Hearing Committee members are required to have completed training on tribunal procedures before participating on a Hearing Committee.

7.6. The Hearing Committee will convene within five (5) business days of being struck to review the documentation and determine whether or not to accept the Appeal Request prima facie falls under the enumerated grounds of this policy, or reject it based on insufficient grounds.

   a. The Chair of the Hearing Committee will notify the Student and President in writing of the decision regarding the whether or not to holding of a Hearing and the reasons for that decision within three (3) business days of the meeting.

   b. If the appeal request is accepted grounds have been met, the Chair of the Hearing Committee will normally schedule a Hearing within ten (10) business days of the decision to proceed.
Appeal Hearing

8.7. All Hearings will be recorded.

9.8. The Hearing will be attended by:
   a. Members of the Hearing Committee;
   b. The Student;
   c. The President or delegate as outlined below;
   d. Witnesses;
   e. The Arbiter of Student Issues (observer only); and
   f. Other persons as indicated below.

10.9. The President may send a delegate in exceptional circumstances (such as being away for a period where delay of the Hearing would have significant consequences to the Student).

11.10. Hearings are closed meetings and are not open to the public or VCC community members who are not involved in the case being heard.
   a. The Student may have representation during the Appeal Hearing, such as the SUVCC Student Advocate. Students must identify the name and title of their representative in the “Request for an Appeal to the Board of Governors” form and such must be provided to the President prior to the Hearing. However, the Student is expected to fully participate in the Hearing and answer any direct factual questions asked by the Hearing Committee.
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   c. The Student may also have a support person present. The support person may not speak to the Tribunal.
   d. The Student may request accommodations needed to fully participate in the Hearing (e.g., sign language interpreter) and should inform the Chair of such requirements five (5) business days prior to the Hearing.

12.11. During the Hearing, the Chair will chair the proceedings and ensure that procedural fairness is followed. The Chair will begin the Hearing by introducing all parties in attendance and outlining the procedures to be followed. An opportunity will be provided for presentation of the issues or questions to the respondent from the Student’s perspective. The President will be given the same opportunity. Tribunal members may pose questions to any party or witness through the Chair.

13.12. The President and members of the Hearing Committee are expected to return all printed documentation provided during the proceedings to the Chair at the close of a Hearing. The Chair will place all of this documentation in the Student Conduct File.

14.13. The President, members of the Hearing Committee, and other employees of the College involved are required to maintain the confidentiality of the proceedings.

Decision
15.14. Immediately after the Hearing, the Hearing Committee members will deliberate in private and make a decision regarding the Appeal.

16.15. The decision:
  a. is based on the burden of proof of “balance of probabilities,”
  b. is made by majority vote.

16. The Hearing Committee will rule that the appeal is “founded allowed” or “unfounded dismissed.” If the appeal is “founded allowed,” the Committee will either:
  a. remit the matter back to the President for reconsideration; or
  b. substitute its own decision for the decision of the President.

17. If there is any delay in making a final ruling, the Student will be informed of the delay and given a reasonable timeline for the completion of the process.

18. The Chair will convey the final decision and rationale to the Student and the President in person the same day (if possible), and in writing within three (3) business days of the Hearing. The Registrar and the Dean of Student Development, Associate Vice President, Student Success will also be sent the written decision and rationale.

19. The College Arbiter of Student Issues will be given access to the final written decision and rationale upon request.

Hearing Records, Recordings and Files

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22. These records will remain confidential.

RELATED POLICY

Refer to A.1.2 Student Appeal of Suspension to Board of Governors Policy.
August 16, 2019

Sent via email: kmcnaughton@vcc.ca

Kathryn McNaughton  
Vice-President Academic, Students & Research  
Vancouver Community College

Dear Dr. McNaughton:

I am writing to you about the Vancouver Community College (VCC) Quality Assurance Process Audit (QAPA). The Quality Assurance Audit Committee (Committee) reviewed the QAPA panel report and VCC’s response at its July 31, 2019 meeting. The Committee would like to commend VCC on its quality assurance practices. The Committee determined that VCC is not required to provide a follow-up progress report.

I have attached the QAPA Summary, the formal document that will be posted on the Degree Quality Assessment Board website. The summary includes excerpts from the Institution Report and the panel report, both lightly edited for length and for consistency with the QAPA scope. Ministry staff will be in touch to discuss the next steps.

On behalf of the Committee, I would like to thank VCC for completing this process. If you have questions or concerns, please contact the Secretariat at DQABSecretariat@gov.bc.ca.

Sincerely,

Doug Owram  
Chair

Attachment
2018/19 QUALITY ASSURANCE PROCESS AUDIT
VANCOUVER COMMUNITY COLLEGE

The Summary was prepared by the Degree Quality Assessment Board Secretariat using the Institutional Report, the Expert Panel Report, and the Response to the Expert Panel Report. Vancouver Community College was one of three public post-secondary institutions to undertake the Quality Assurance Process Audit in 2018/19.

Introduction

The Terms of Reference for the Degree Quality Assessment Board establish that audits will be based on information provided by public post-secondary institutions to ensure that rigorous, ongoing program and institutional quality assessment processes have been implemented.

The main objectives of the quality assurance process audit (QAPA) are to ascertain that the institution:

a) Continues to meet the program review policy requirements outlined in the DQAB’s Exempt Status Criteria and Guidelines and the Degree Program Review Criteria and Guidelines, as applicable to the institution;

b) Has and continues to meet appropriate program review processes and policies for all credential programs; and

c) Applies its quality assurance process in relation to those requirements and responds to review findings appropriately.

The QAPA assessment is focused on answering questions in two categories:

1. Overall process
   a. Does the process reflect the institution’s mandate, mission, and values?
   b. Is the scope of the process appropriate?
   c. Are the guidelines differentiated and adaptable to respond to the needs and contexts of different units, e.g. faculties or departments or credential level?
   d. Does the process promote quality improvement?

2. Review findings
   a. Were the responses to the sample program review findings adequate?
   b. Does the process inform future decision making?
   c. Are the review findings appropriately disseminated?

Figure 1: QAPA Process

1. Institution Briefing (DQAB)
   a. Institution submits Completed and Planned Reviews worksheet

2. DQAB selects program samples
   a. DQAB selects program samples

3. Site visit
   a. Site visit
   b. Panel Report

4. DQAB prepares Summary
   a. DQAB prepares Summary
   b. Public posting
   c. Institution Response
Vancouver Community College – Institutional Context

Vancouver Community College (VCC, the College) is the oldest government public postsecondary college in BC. The College delivers more than 120 programs to a diverse and multicultural student population. VCC’s vision statement “The first choice for innovative, experiential learning for life” is aspirational and captures the essence of the College community. It is a declaration that focuses on our future direction and aligns with the College’s core values: Student Success; Excellence; Diversity; and Stewardship.

VCC programs are structured to meet the social and economic needs of a dynamic, urban community with hands-on, industry-relevant education and training through small classes and intensive practical learning. It works in cooperation with other educational institutions, licensing and accrediting bodies, employers, community groups and governments to offer flexible, responsive, and innovative instruction.

Table 1: Student enrollment (2017-2018)

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Degree Programs</th>
<th>Non-Degree Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time equivalent (FTE)</td>
<td>6,105</td>
<td>44</td>
<td>240</td>
<td>5,909</td>
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</table>

VCC delivers programming across three campuses: Broadway, Downtown, and Annacis Island. The majority of VCC program offerings are directly related to skills that are needed for in demand occupations in health, trades, hospitality, technology, sales and service, business and management. It also offers programs in arts and sciences; food studies; continuing studies; and instructor education.

Table 2: Program offerings (2017-2018)

<table>
<thead>
<tr>
<th>Credential Type</th>
<th># of Programs</th>
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<td>Citation</td>
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<tr>
<td>Certificate</td>
<td>86</td>
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<tr>
<td>Apprenticeship</td>
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<tr>
<td>Diploma</td>
<td>31</td>
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<tr>
<td>Post Degree Diploma</td>
<td>1</td>
</tr>
<tr>
<td>Undergraduate Degree</td>
<td>3</td>
</tr>
</tbody>
</table>

Institution Self-Study

The VCC QAPA review was initiated with an Institution Briefing on April 12, 2018 at the Broadway campus. The Institution Briefing provides an overview of the QAPA process and the documentation institutions are requested to submit.

At its meeting on June 4, 2018, the Quality Assurance Audit Committee reviewed the Completed and Planned Review worksheet submitted by VCC and selected three program
reviews for sampling. The selected samples are those that the DQAB considers to be representative of various areas of the institution's educational activities. The program reviews selected were: Provincial Instructors Diploma & Online eLearning Certificate; Bachelor of Science in Nursing; and Jewellery Art & Design Diploma. On September 17, 2018, VCC submitted its Institution Report.

**Self-Evaluation Approach**

Dr. Kathryn McNaughton, Vice President Academic, Students, and Research has served as a member of the Quality Assurance Audit Committee (QAAC) since inception. The preparation of the institution report was a collaborative effort led by the Office of the Vice President Academic, Students, and Research.

Participation in QAPA was listed as a priority in the 2018/19 Integrated College Plan. In preparation for the audit, the C.3.2 Program Review and Renewal Policy was fully reviewed and significant revisions to the institution’s review processes were made. Those changes were approved by Education Council and the Board of Governors in April 2018.

The self-study included consultation from the following:

- President
- Vice President, Academic, Students, and Research
- Vice President, Administration and CFO
- Chair, Program Review and Renewal Committee
- Chair, Education Council
- Academic Coordinator, VP Academic Office
- Academic Deans
- Registrar
- Dean, Student Development
- Dean, Library, Teaching and Learning Services
- Director, Institutional Research
- Instructional Associates, Centre for Teaching, Learning, and Research
- Department Leaders

Additional input on quality assurance at VCC was sought from academic and student service leaders across the institution at a June 2018 meeting of the Leaders’ Forum.

A webpage has been created to provide information to the internal and external community on the College’s steps towards quality assurance [http://www.vcc.ca/about/governance—policies/qualityassurance/](http://www.vcc.ca/about/governance—policies/qualityassurance/).

**Quality Assurance Policy and Practices**

The quality assurance mechanisms support a wide variety of programs that range across the institution and credentials awarded. The *Colleges and Institutes Act* identifies Education Council as the body with ultimate authority over the quality of programming. In discharging this responsibility, Education Council created the Program Review and Renewal Committee (PRRC), a standing committee that has established a set of policies and procedures
supporting the continuous improvement of programming. Institutional Research plays an important role in providing accurate and relevant data for deans and department leaders as they prepare yearly reports. Each Dean and Department Leader also develops action plans which guide the ongoing implementation and improvement of each program. Through departmental action plans, key goals and activities are identified.

Academic planning at VCC is an iterative process, beginning at the department level, when Department Leaders and Faculty members identify their goals and priorities in their Department Plans. The Academic Plan reflects all aspects of teaching and learning at VCC and feeds into the Integrated College Plan which sets the overall direction of the College.

Policy A.3.2 Policy Development and Maintenance sets out the guidelines for creating policies that comply with legal and regulatory requirements, achieve the College’s vision and values, enhance operational effectiveness, manage risk, and set standards for the conduct of the College’s affairs. The procedures outline a comprehensive review, consultation and governance approval process for all new and revised policy documents. All VCC policies are scheduled for review every five years. Academic policies are vetted through the Education Policy Committee and then Education Council. Administrative policies are vetted through the Administration Policy Committee and the Operations Council. All draft policies are open for College community feedback for 15 days, and are reviewed by internal governance processes a second time. Policies requiring Board of Governors approval are then sent to the appropriate Board standing committee and then to the Board.

VCC is in the process of designing a teaching and learning framework to support individual learner success. This Framework will include: a philosophy on principles of adult learning; achievable challenges in both didactic and experiential learning settings; provision of choice within parameters; classroom environments which are open to questioning and critique; and a recognition of the value of ongoing self-reflection. The Framework recognizes the key role played by Faculty participation in professional development, applied research and scholarship in informing learner focused classroom practice.

The Centre for Teaching, Learning, and Research (CTLR) provides support to departments and Faculty in the design, development, and/or revision of programs and courses. The CTLR office consists of four Instructional Associates who provide pedagogical and administrative leadership and support to VCC Faculty and two eLearning Support and Media Development members who provide support and training on educational technologies, including VCC's Moodle learning management system and design/production of digital media for online learning.

Learning outcomes are a foundational component of all VCC curricular programs. All course outlines and Program Content Guides include a full description of learning outcomes. A college-wide consultation process was initiated in May 2017 to determine the Institutional Learning Outcomes (ILOs) which best represented VCC’s diverse learners and graduates. The consultation process consisted of facilitated sessions where individuals identified, discussed, selected and then rated a number of ILOs. These sessions were conducted at both academic and non-academic department meetings, governance committee meetings, union executive meetings, and Program Advisory Committees.
The following initiatives also support quality assurance and practice:

- faculty professional development;
- scholarship and research initiatives;
- performance management systems for faculty; and
- strategic enrolment management to support student success and retention, including a commitment to the highest quality educational experience for Indigenous students.

**Program Development**

The process for new program development starts with the submission of a Concept Paper that assesses the necessity/viability of offering a new program. It outlines the research, educational value, marketability, and other related issues related to the request for a new credential. The Concept Paper must be approved by both the Vice President Academic, Students, and Research, and the Vice President Finance and CFO prior to developing the program curriculum materials.

Program design identifies the student profile, program goals, program learning outcomes, delivery modes/learning environment, key concepts and skills, program map which clusters concepts and skills into courses, identification of high level assessments, mapping to external bodies such as articulation, accrediting/regulatory body and industry requirements, and alignment with entry to practice competencies as required.

Once courses for the program have been identified, course blueprints are developed that identify course goals, course learning outcomes, learning environment, student assessments/course evaluation plan, and teaching and learning activities to support student achievement of the evaluation plan. Faculty development needs are identified during the program and course development process. CTLR supports Faculty in developing teaching and evaluation strategies that align with program and course learning outcomes.

VCC is committed to the use of systematic, transparent practices and procedures for the development of curriculum that engage relevant stakeholders and align with the College’s governance process. The processes in place ensure that all curricula is consistent with the College’s mission, goals, educational priorities and plans; meets the College’s standards of excellence; is based on the needs of the community; and promotes responsible use of College resources. Curriculum development is 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. The College uses an online curriculum development software to manage the development and approval through a web portal and email notifications of curricula. Program curriculum must be approved within the system at each stage by relevant reviewers.

A core principle of the approval process is meaningful consultation with internal and external stakeholders to ensure high quality curriculum and a smooth approval and implementation process. Depending on the nature and scope of the changes to curriculum, consultation might involve the department Faculty and the Registrar’s Office for a small change or all areas of the College for a new program. The Department Leader and Dean must approve all proposals.
prior to undergoing governance review, and are responsible for ensuring appropriate consultation has taken place.

All new programs and courses must be approved by Education Council. The Board of Governors approves the implementation of any new programs with advice from Education Council. Approval of minor changes to curriculum has been delegated to Curriculum Committee by Education Council. All other changes to curriculum must be approved by Education Council.

The College’s Curriculum Development Funds support projects that advance and expand the College’s educational programming. These funds support the exploration of new ideas, fostering creativity and innovation in program offerings as well as efficiency and effectiveness in program delivery. In line with the College’s planning process, proposals that are identified in the Integrated College Plan and Academic Plan will be given priority along with recommendations and action plans resulting from program reviews, program renewal activities and external accreditations. The CD Funds supports the development/revision of programs and courses up to the program and course mapping stage.

Program Review

VCC’s program review and renewal process is outlined in C.3.2 Program Review and Renewal Policy and Procedures. The intent to ensure high quality programming and a process of ongoing and continuous improvement to programs. The main principles of the process are:

- A focus on currency, relevancy, and quality;
- Guided by the College’s mandate, vision, and values, and integrated into the wider planning activities of the College;
- Done collaboratively and focused on improving the educational quality of the programs;
- Evidence-informed; and
- Reasonable in scope, and flexible enough to ensure the process is relevant and meaningful to all program circumstances.

Annual Program Review is completed by all programs with the focus on understanding the current state of the program and to plan for continuous improvement to support program quality and student success reflective of the College’s values. Program Review is primarily based on data compiled for each program by the Institutional Research department on an annual basis. Student profile data, Student Outcomes Data from the B.C. Student Outcomes Survey and the VCC Student Survey, and Student Enrolment data are typically the sources of the information provided. The previous year’s departmental action plan is also included.

Using the data from the past five years as a starting point, program departments are asked to reflect on program quality, teaching practices, business aspects, and to identify trends, successes, and barriers to success. They provide an update on the previous year’s departmental action plan and an action plan for the coming year. The Dean of the program provides additional comments. The reports are provided to the Vice President Academic, Students and Research and to the PRRC who meet with each Dean to identify overall College trends.
Program Renewal is a more comprehensive, forward-looking and formative process that looks to revitalize a program through a collaborative and consultative process that includes extensive consultation with stakeholders and an external review. During the program renewal process, department leaders and Faculty are supported by Instructional Associates from the Centre for Teaching, Learning and Research and the members of the Program Renewal Steering Committee. This support ensures that the program renewal school-level process is thorough, systematic and results in actionable items.

Two to five renewals are scheduled in a typical year. Degree programs are required to undergo renewal every five to seven years. Other programs are scheduled for renewal as needed to address issues identified during the annual program review, a significant change in the field/industry, or at the request of the department. The process is evidence-informed and addresses all aspects of the learning environment.

A typical program renewal includes: 1) an internal self-study report; 2) an external review report; 3) a summary report that includes recommendations and institutional responses; and 4) an action plan for changes to the program. The internal self-study includes an environmental scan, a section on program curriculum and instruction, Faculty and staff, student outcomes, student support services, program planning and administration, and the physical environment. The Renewal Steering Committee is chaired by an Instructional Associate from CTLR and includes the program Dean and Department Leader, a member of Institutional Research, program Faculty, and a program staff member.

Numerous VCC programs (primarily in the Health Sciences) are required to conduct reviews by external accrediting bodies. The Program Review and Renewal Policy allows, where elements of the external review are consistent with College requirements, for the accreditation review to substitute for a program renewal. The program must report on the accreditation findings to the Vice President Academic, the PRRC, and Education Council.

Accountability and follow through is a central part of the process. The Department Leader and the Dean will monitor and report out on the action plans from annual program reviews, program renewals, and program accreditation. The action plans are tracked by the Program Review and Renewal Committee. Major trends, goals, needs, and barriers are summarised and shared with Education Council.

QAPA Review

The QAPA panel conducting the assessment were Dr. Robin Fisher, panel chair, and panel members Dr. John Boraas and Ms. Kathy Siedlaczek. The site visit was held on November 21 and 22, 2018. In addition to the panel, Ms. Dao Luu, a member of the DQAB Secretariat, also attended the site visit.

The QAPA panel submitted its report on December 5, 2018. VCC provided a response on March 14, 2019.

The panel concluded that the College is on a path of program review and renewal, and have developed significant policy structures, and are actively building toward this long-term goal. The review team noted that it was impressed throughout the visit by the very collegial culture at and the way that it was carrying the institution through the challenges of developing a strong
quality assurance environment. The panel saw this as fundamental to the good work being done on improving programs. Overall, the panel commended the College for its vision and the development of a collaborative and relational institution. The panel report provided commendations, affirmations and recommendations.

Commendations are areas where the institution has shown exemplary practice. Areas of exemplary practice:

- The well thought out and developed policy structure around quality assurance and that, while many these policies are relatively recent, VCC has instituted a much more robust set of review processes that include program development and two kinds of reviews – annual reviews for all programs and periodic program renewal reviews when appropriate.
- There is a great deal of enthusiasm for this work at all levels of the institution and uniformly among faculty in the three programs that met with us. There is clear momentum on this work with widespread involvement at all levels.
- As well as having learning outcomes at the course and program level, VCC has recently taken the major step of establishing a set of Institutional Learning Outcomes.
- There is support for quality improvement through the Centre for Teaching, Learning and Research and the Faculty Associate model is helpful and provides “horsepower” necessary to move forward projects. Templates are being developed to assist the faculty in programs to carry out reviews and this work encourages faculty involvement.
- Lastly, and most importantly, there is evidence that all of this work is leading to improved program quality, a better educational experience and higher levels of student satisfaction and success.

Affirmations are areas where the institution has identified weaknesses and intends to correct it. Areas the institution identified for improvement:

- VCC was clear that the implementation of the new policies is a work in progress as, indeed, quality assurance work always is. They are committed to continuing this work and understand the benefits that it brings to their programs.
- Having established a set of Institutional Learning Outcomes they understand that they now have to be integrated with the course and program learning outcomes and then assessment methods need to be established. This too is a work in progress and the institution understands that. VCC is in the process of developing a program of internal communication and engagement on Institutional Learning Outcomes which is an important first step along the path of implementation.
- VCC is moving to encouraging the development of scholarship within a College environment. The Nursing program appears to be a leader in this development and it is being encouraged and resourced at initial levels by the College leadership.
- The College is also providing some resources of time and money to the program review process and the implementation of recommendations.
- The institution is undertaking a gap analysis between accreditation reviews and their own program review/renewal process. We commend this analysis because accreditation and program reviews are different processes with somewhat different outcomes. Accreditation is about defending and explaining against accreditation standards while program review can be about a more appreciative model to explore areas of weakness or concern. At the same time we understand the reluctance in programs like Nursing about doing two full
blown reviews and so suggest that if there is a need for an internal review that it be done through an existing process like the annual review. Internal program review can also be used to encourage curriculum program changes, gather evidence, and request funding which are purposes different from accreditation.

- VCC is developing strong policies and processes around new program development and this work is going on hand-in-hand with the work on quality improvement.
- VCC is working on a program of professional development for program leaders and the review team saw this as an important new initiative to train leaders, among other things, in program quality assurance.
- We recommend that the institution give some thought to program review in the trades programs. They are aware of this need and indicated that it was on the agenda for future work.

Recommendations are areas needing improvement. Areas for the panel identified for improvement:

- We are concerned that there are not adequate resources of time and money to conduct annual reviews and also complete enough program renewals to cover all programs in a reasonable period of time. We therefore wonder if the annual reviews for each program could be reduced to once every two or three years or could the process be streamlined to make it less of a draw on resources. The frequency of annual reviews could otherwise be a drain on forward momentum.
- VCC should develop a clearer set of expectations for external program review panels.
- Some process for establishing whether the recommendations that come out of program reviews/renewals are achievable and that what is not possible is clearly acknowledged and those that are possible are then prioritized.
- As noted, VCC is developing a well-considered program development policy and process and we have a few suggestions about that development. We think that evaluation could be built into program development more strongly. We noted that a lot of work goes into the early stages before the first approval of the concept document and wonder if some form of “notional” approval could come earlier. We did hear from the institution that there is a good deal of informal discussion before the concept stage.
- More, and more public, communication of the processes and results of program reviews would be beneficial by, for example, enhancing the website devoted to this information, or establishing other mechanisms to build capacity and share learning across the College.

VCC acknowledged the recommendations in its response to the panel’s report and provided an action plan addressing each of the recommendations.
As part of VCC’s quality assurance processes, Policy C.3.2 Program Review and Renewal requires that all programs complete a program review on an annual basis. Program heads complete an action plan with their departments as part of this that is then integrated into the College’s planning cycle. Finally, the deans of the Schools meet with the Quality Assurance Committee for a conversation about the achievements, challenges, and needs of their Schools.

This is a summary report of those meetings and of the trends and issues identified in the action plans produced. This report should have been provided to Education Council much earlier in the year, and I apologize for the lateness of this submission.

There are consistent themes across the Schools. New program development, program renewals, and major curriculum revisions are happening at a fast pace. Space renovations and equipment needs are a major challenge, with the hope that the Campus Master Plan will provide a way forward. Programs are looking for ways to recruit more international students and more Indigenous students through program design and partnerships. Managing experiential learning opportunities like co-ops and practicums require better systems and infrastructure. Departments are trying new ways of teaching and learning in their classrooms, and there is a general desire to move towards blended learning approaches.

Additional details are available in the February 2019 minutes of the Quality Assurance Committee, available on myVCC.

School of Arts & Sciences
David Wells presented the School’s action plans.
- Many initiatives are exploring new approaches to teaching courses: experiential learning opportunities, assessment types, blended and online learning, digitization, and podcasting.
- There is a continuing desire to incorporate Indigenous ways of knowing, learning, and teaching, and to incorporate more Indigenous content.
- EAL Pathways continue to increase the number of students, and are exploring new focused courses. They continue to support EAL students in other content areas, and this work will likely increase as VCC increases the number of international students.
- The LINC contract is up for renewal again this year, and they are exploring partnerships.
- Three renewals are underway: the Music Degree and Deaf & Hard of Hearing will be complete in Fall 2019, and TESOL is already complete. These are the only A&S programs that have gone
through renewal in the last five years, though several programs have done significant curriculum reviews.

- The ABE literature review commissioned by the Dean was completed and made available to the Adult Upgrading departments and faculty. The report made numerous recommendations around changes to better contextualize learning. The Dean acknowledged that there are significant disagreements over the recommendations in the area. A goal is to explore an ABE pathways model similar to EAL Pathways.
- The launch of the Associate Degrees in Arts and in Sciences is underway. There is a significant need for renovations to all of the science labs, a new organic chemistry lab, and larger classrooms.
- ASL & Deaf Studies is exploring an Interpreting Diploma, as Douglas College has suspended theirs.

**School of Continuing Studies**
Claire Sauvé presented the School’s action plans.

- The School has aggressively renewed and reviewed its curriculum the last five years. In 2019, Network Technology and Business & Leadership are conducting formal renewals, and Fashion Merchandising, Makeup Artistry, and Office Administration are conducting curriculum reviews. Counselling Skills (2017), Renal Dialysis (2016), and Early Childhood Education (2016) have recently completed curriculum reviews.
- The Gladue Report Writing program is being launched in Fall 2019, the first program of its kind. The School is also launching their redesigned Foundational Counselling Skills Certificate.
- ECCE is exploring a full-time daytime option that would be available for international students to take.
- Many of the School’s older programs’ curricula have significant structural issues that are making updates challenging: they do not have enough credits to meet requirements, or a significant number of 0.5 credit courses (not allowed under policy). The Dean has worked with EDCO and Curriculum Committee to allow smaller changes while the School plans for overall renewal.
- Facilities are a challenge for many programs: ECCE lacks a dedicated simulation space, Makeup struggles to find rooms with proper ventilation, and Interior Design does not have the right type of space. Interior Design is currently suspended.
- Fashion is trialing co-curricular recognition for activities outside of class, such as peer mentoring or submitting work for an award.

**School of Health Sciences**
Jo-Ellen Zakoor presented the School’s action plans.

- The most urgent issue facing the School are ongoing space and equipment needs. The Dental spaces are in critical need. A consultant has completed an initial needs assessment, but ongoing resources are needed. New radiology equipment is needed, as are new or repaired manikins for the nursing labs. Additional staff have been requested to better support the laboratories and equipment.
- Funding was received to support two FTE for scholarship release, a response to the CASN accreditation requirements on research for the Bachelor of Science in Nursing program.
- Approval of the Dental Hygiene degree program is sitting with the Ministry, with the earliest possible start being September 2020.
- The School has conducted 3 accreditations and a renewal this last year: Health Unit Coordinator completed their renewal; Practical Nursing, Pharmacy Technician and Occupational/Physical
Therapist Assistant have received accreditations or are in the final stages. In the past five years, these programs have been accredited: Bachelor of Science in Nursing (2016), Certified Dental Assisting (2015), and Health Care Assistant (2015).

- Opportunities for inter-professional education activities are a consistent theme in many programs. IPE is an expectation from the health accreditation bodies.
- The Health Care Assistant program ran a cohort of 12 Indigenous students in partnership with ACCESS (Aboriginal Community Career Employment Services Society), and another cohort began in February 2019 in the Dental Reception Coordinator program.
- The renewal of the Denturist program is not yet complete, due to pending Ministry approval, lack of funding for space improvements and some curriculum development. This program has been suspended since 2015.

School of Hospitality, Food Studies & Applied Business
Dennis Innes presented the School’s action plans.

- The School is focused on growth in international students. This includes the new program Business and Project Management, and continuing expansion of Canadian Business Management. Hospitality is now 80 percent international students, and Culinary Arts is increasing as well. Departments are continuing to adjust to the needs of our international students, supported by socio-cultural competency and language experts in EAL.
- The School is beginning planning to better support co-ops and practicums. These experiential learning opportunities are extremely valuable to student learners, and managing placements is a challenge.
- Two renewals are underway: Baking & Pastry Arts completed in August, and Administrative Assistant is likely to complete in September. In the School, only the Hospitality Degree has also gone through a formal review in the last five years, though Culinary Arts did a significant curriculum review in 2017.
- There are ongoing efforts to create partnerships, particularly in Culinary Arts; work is being done with Italian, Korean, and Irish culinary institutions and consulates.
- Most facilities and space changes are on hold until the Campus Master Plan is complete, but the need for more and better designed space is apparent.

School of Instructor Education
Shirley Lew presented the School’s action plan.

- A comprehensive review of the Provincial Instructor Diploma program was completed in 2018, and a major revision to the curriculum has already been approved. The new version of the program is expected to launch in 2020. It will be primarily a blended delivery model.
- A Trades Instructor Short Certificate was developed in partnership with the ITA to better support trades professionals looking to start teaching. The program ladders into the PIDP.
- They are developing a business case for an Educational Leadership Certificate and are revising the Online/eLearning Instruction Certificate.

School of Trades, Technology & Design
Brett Griffiths presented the School’s action plans.

- Many of the programs are under pressure to respond to technological changes in their industries. CAD & BIM has developed a new mechanical program that includes piping and HVAC based on recommendations from their Program Advisory Committee. Graphic Design needs to shift more to digital technology.
• Harmonization in the auto trades is ongoing. The Collision and Refinishing trade harmonization will take place in 2020, and Auto Service Technician has almost completed their multi-year effort.
• Heavy Mechanical Technology launches their first international cohort in September.
• The School is working on accreditation for two programs: CAD & BIM and Auto Service Technician. This will be the first accreditation for either program.
• New approaches to teaching are happening. Auto Collision and Refinishing is expanding their blended online and face-to-face distance programs, taught in more remote locations, though additional training for faculty to teach online is needed. Hair Design has restructured their curriculum to allow more flexibility based on the clients students are seeing.
• One renewal is underway, in addition to the two accreditation processes: Jewellery Art & Design will likely complete in September. No other program in the School has undergone renewal in the last five years.
• Teaching facilities are an ongoing concern. New classrooms were recently renovated in the automotive area in Building A, but more and better designed space is needed for most programs, especially Jewellery.

PREPARED BY: Todd Rowlatt, Chair, Quality Assurance Committee

DATE: August 27, 2019
TESOL PROGRAM RENEWAL SUMMARY REPORT

Submitted to:

David Wells, Dean, School of Arts and Sciences;
Shirley Lew, Dean, Library, Teaching and Learning Services;
Kathryn McNaughton, Vice President Academic, Students & Research
Elle Ting, Chair, Education Council
Todd Rowlatt, Chair, Quality Assurance Committee

TESOL Program Renewal Committee:

Carrie Leggatt, Department Leader EAL
Ken McMorris, Assistant Department Leader EAL
Sara Yuen, Self-Study Faculty Member
David Wells, Dean School of Arts and Science
Yulia Gracheva, Operations Manager School of Arts and Sciences
Tanis Sawkins, Director Partnership Development Office
Janet Latter, Acting Director Institutional Research
Marilyn Heaps, Committee Chair; Instructional Associate, Centre for Teaching, Learning and Research

Date Submitted: June 10, 2019
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Executive Summary

This report and its recommendations are the result of a formal program renewal that included a self-study and an external review of the Teaching English to Speakers of Other Languages (TESOL) certificate and diploma programs at Vancouver Community College (VCC). This is the second renewal for these programs, the first taking place 2012-13.

The certificate program is comprised of 12 credits and includes two courses: a theory course in Intensive TESOL Training as well as a Practicum. One of the admission requirements for this program is a bachelor degree. This credential is designed for individuals wanting to teach English to speakers of other languages both in Canada and abroad. Graduates of the current TESOL certificate are not granted any credit towards the current diploma program.

The TESOL Diploma program is comprised of 31.5 credits and includes 9 theory courses and an Internship. The diploma is designed for students who wish to teach English to adult speakers of other languages. An admission requirement for this program is also bachelor degree. The current program prepares graduates to teach internationally, or to teach in post-secondary educational institutions, community agencies or international schools in Canada.

Since its launch in 1986, the TESOL programs have generated revenue for the College. Both the TESOL Certificate and Diploma programs were suspended in early 2015 due to the significant loss of base funding to the College in 2014 and the resulting closure of all EAL areas at VCC. A need for Program Renewal was identified in the Program Review process in 2017/18 and the self-study has taken place in 2018/19. The program renewal was conducted in accordance with VCC’s Program Review and Renewal policy and procedures (C.3.2-Program-Review-and-Renewal-Policy___4Apr2018) between September 2018 and June 2019. While no curriculum developments funds were provided for this program renewal itself, $18,000 of funding has been dedicated for curriculum development resulting from this renewal.

The TESOL Program Renewal committee discussed and analysed data as per six Key Performance Indicators: Curriculum and Instruction; Student Outcomes; Faculty and Staff; Program and Student Support Services; Program Planning and Administration; and Learning Environment. Recommendations were then compiled from the deliberations at the renewal meetings.

An external review panel reviewed the self-study report and related appendices, and also conducted an external review site visit on April 5, 2019. A summary of the external review and recommendations from the external review panel are included in this final summary report.

The overall aim of this program renewal was to examine the TESOL programs’ strengths, challenges and opportunities in order to provide recommendations to enhance the educational quality of the programs, as well as to determine where in the College the TESOL programs could best be supported administratively.

Both the self study and external review support re-instituting the TESOL programs once curriculum revisions have been made. Final recommendations, located at the end of this Summary document,
include specific considerations for curriculum revisions. The self study has made the recommendation to move the TESOL programs to within the School of Instructor Education. The external review supports this recommendation.

Self-Study Report Summary

Final recommendations from the self-study are included in this report and are in support of re-instituting the TESOL programs once the curriculum has been updated. The committee wishes to acknowledge the relevance these programs have to the Integrated College Plan and to assist in the preparation of future faculty for the changing student demographic at VCC and throughout the province. Below is a summary of the key findings for each of the key performance indicators (KPI’s) as per the self-study.

Curriculum and Instruction: Key Findings

The self-study identified the following key findings: insufficient authentic practical experience; limited to no content on assessment (PBLA in LINC contexts); intercultural competencies not clearly identified in curriculum; limited to no content on relevant, recent changes in field e.g. ESL/literacy, identity issues, critical pedagogy, trauma informed instruction; limited inclusion of how to source ESL teaching materials online; lack of clarity re employment context for graduates; the curriculum does not ladder – i.e. there is no credit given to graduates of the certificate program for the diploma program, diploma does not ladder into any Master’s level programming; the Program Learning Outcomes are not current; the curriculum documents do not meet current governance standards; and neither certificate nor diploma programs meet the current credit policy.

Student Outcomes: Key Findings

Enrolment averages has been consistent for the TESOL Certificate for the past five years. Withdrawal numbers have been minimal with a high level of satisfaction overall with the education received. Almost half of certificate graduates plan to look for EAL work teaching immigrant populations. Students in the certificate program identified that grammar instruction and timing of practicum were the least helpful aspects of their experience; longer/more practicum time needed.

Diploma program numbers have been trending downwards but with an increase in international student registrations.

Other findings that apply to both certificate and diploma programs include: increase use of technology in classroom; increased need to include student centered approaches to learning, problem-based learning activities, and content about current assessment approaches (i.e. PBLA) and LINC/ELSA teaching contexts; increased need to include critical thinking and research skills; an update of teaching materials and resources is required. Industry survey mentions in hiring TESOL graduates, the minimum level of education required was Degree (46%) or Post Degree Diploma (27%). In lieu of a degree, only 18% of the respondents indicated a certificate was an acceptable credential. Graduates in 2016-2017 expressed a strong desire for the TESOL program to be reinstated.
Faculty and Staff: Key Findings

The following findings were identified: exploration is needed to determine whether TESOL faculty meet TESL Canada accreditation standards; there is no existing workload profile; the Area Hiring Criteria (AHC) do not reflect needs of the curriculum, nor do they consider requirements for teacher training/advanced theory and currency of faculty members in teaching EAL; the AHC do not include online teaching credentials or experience. Many faculty teaching in the TESOL programs were not regularized and were not eligible for professional development funds. As a result, it was challenging for faculty to maintain and update the curriculum.

Program and Student Support Services: Key Findings

The following program and student support services were surveyed as part of the self-study: Library; Learning Centre; Registrar’s Office; Marketing, Admissions; Indigenous Education and Community Engagement; Arbiter of Student Issues, Student Success Division; Web Team, Marketing and Communications; Student Records; and Counselling.

All of these program and student support service areas have provided support to TESOL students and faculty. All service areas suggest ongoing communication with the TESOL program faculty to ensure that they are ready and prepared to provide their support to students and faculty well before programming starts. For example, the Library and Learning Centre will need to update TESOL resources and ensure their hours of operation will meet the needs of TESOL students; Marketing and the Registrar’s Office will need lots of lead time to advertise and ensure enrolment.

Program Planning and Administration: Key Findings

The following key findings related to program planning and administration were identified as a result of the self-study:

- **Articulation**: there is no articulation of TESOL programming in BC.
- **Accreditation**: VCC currently has TESL Canada accreditation.
- **Affiliations and Partnerships**: VCC has previously had affiliation agreements with the University of Leicester and University of the Fraser Valley. Many informal partnerships exist between VCC and other post secondary education and community organizations.
- **Program Planning**: VCC’s Integrated College Plan; Program Review and Renewal Committee; and Program Review and Renewal Policy and Procedures; and School of Arts and Sciences 5-year plan support the revision of the TESOL programs. Consider a two to three year plan for the development and implementation of programming – i.e. design programming, develop and implement diploma with certificate exit.
- **Program Advisory Committee (PAC)**: there is currently no PAC for the TESOL programs in British Columbia.
- **Marketing and Recruitment**: considerate appropriate time to allow for marketing and recruitment of programs needs to be considered prior to launching revised programs
- **Succession Planning**: Discussion regarding the benefits of situating TESOL program(s) within the School of Instructor Education.
- **Labour Market Demand**: Projections reflect a need, but perhaps not an increased need, for TESOL positions over the next 10 years.
Learning Environment (Physical and Online): Key Findings

At present, there is no designated office and classroom space for the TESOL programs; classroom technology is required, i.e. interactive smart boards; addition of online activities into the curriculum will require use of computer labs; there is a need for current resources in library; consider the addition of Open Educational Resources.

The TESOL Program Renewal Committee has come to the following conclusions:

Based on the data reviewed for this renewal, the PR committee identified that the TESOL programs are relevant to today’s job market and a wide variety of job opportunities are available for graduates of the TESOL programs. While other educational institutions offer TESOL education, the committee feels that there is a viable place in the market for VCC. The curricula does require updating to reflect current institutional, educational and industry standards/practices and expectations. The programs should provide optimal opportunities for career growth of graduates. Additionally, faculty assigned to teach in these programs need to be current in TESOL as well as in best practices in teaching and learning.

Finally, the committee suggests situating the TESOL programs within the School of Instructor Education (SIE). The school has the administrative ability to run these programs using a cost recovery model. The Provincial Instructor Diploma (PIDP) offered by the SIE, and the TESOL programs have overlapping content. Shared courses could be complementary to both areas offering a variety of options for students.

External Review Report Summary

The External Review Team consisting of Dr. Huamei Han, Lisa Herrera, and Shawna Williams convened on April 5, 2019 to review the TESOL Program Self-Study Report and conduct a site visit to meet with the various stakeholders; and to provide an oral summation of findings, recommendations and suggestions. An External Review Report was then submitted.

Overall, the External Review Team (ERT) agrees with the spirit of all 33 recommendations made in the Self-Study Report. Suggestions for revising the wording of some of the self-study recommendations are made in order to include missing information or be more specific as to what will be achieved by the self-study recommendations. The ERT has six additional recommendations while Dr. Han has four to add to the Self-Study Report Recommendations, as well as some observations and recommendations emerged specifically from the Site Visit.

Based on the Self-Study Report and the Site Visit, the following strengths have been identified. VCC TESOL program has a track record of high student satisfaction with the program, high employment rate among graduates, and a solid reputation for producing graduates who could handle classroom teaching. The very limited curriculum materials of the past VCC TESOL program indicated a strong linguistic or psycholinguistic approach to TESOL training that centered on communicative competence, which has been the dominant approach developed since the 1980s. This explains that TESOL classroom teaching in Canada (and other Western countries) so far has largely focused on grammar and a task-based communicative approach to L2 teaching.
The program was situated in a college that enjoys a long-standing reputation and track records of offering affordable, accessible, and high-quality education and training for a highly diverse population in the Greater Vancouver area and beyond. VCC has an impressive, up-to-date, and astute Integrated College Plan that considers the challenges of the time, e.g., a time marked by a multitude of economic, social, technological, political, environmental, cultural and psychological change drivers (VCC Integrated College Plan 2018/19, p. 9-11), which clearly identifies and emphasizes developing “soft skills like critical thinking, team work and interpersonal communication” among students, as well as the top ten competencies required in 2020.

These “soft skills” and most of the “top ten competencies for 2020” involve thinking critically and communicating inter-culturally and intra-culturally, and language studies broadly defined (e.g., the field of applied linguistics, sociolinguistics, and educational linguistics) and the field of TESOL would be some of the most important feeder disciplines to better understand and describe what these skills and competencies really entail and how to develop them among students. Psycholinguistic approaches have proven strength in focusing on grammar, or “correctness”, but are limited in developing pragmatics, which deals with “appropriateness” or the often-implicit cultural rules of communication, for which socio-culturally sensitive approaches to language studies and to TESOL are needed.

Taken together, the strengths of the VCC TESOL program offer a potential direction for renewing the VCC TESOL program including its curriculum, and indeed great potential for the renewed TESOL program at VCC, and in the TESOL industry. Indeed, I see an alignment between VCC vision and values and the socio-culturally sensitive approaches in TESOL that have been growing since the 1980s, which would offer a rare opportunity for the Program to maintain its past reputation, and even to flourish.

Moving forward, overall the ERT recommends clearer articulation and better integration of VCC Vision, Values, and Commitment and Mission in the Renewal process, future implementation and potential periodical review of the curriculum and the program.

Dr. Han recommends building on past success to develop a new and distinct VCC TESOL identity, or brand, in the TESOL industry, commensurate with available resources, for Renewal of curriculum and program, and for subsequent continuity and sustainability. Dr. Han also recommends adopting socio-culturally sensitive approaches to language studies and to TESOL as an overarching frame, to complement the past linguistic-approaches to curriculum and programming, to better align with VCC Vision, Values, Commitment and Mission, and to achieve short-term goals of developing “soft skills” and long-term goals of building “top ten competencies for 2020” among TESOL program students.

To inform renewal, implementation, and future periodical review, the ERT recommends developing a strategy to include student input on programming, and on delivery, e.g., curriculum, instruction, and student support services including learning support, employment support, and so on.

Based on their review, the External Review Team has confidence that the renewal of the TESOL Program at VCC will follow a rigorous and thorough process according to the Self-Study recommendations, supplemented by additional recommendations provided by ERT as a team, and by Dr. Han. The ERT expects that as a result of this process, the renewed VCC TESOL Program will emerge as a stronger and even more valued contributor to the TESOL field in BC and Canada as it continues to develop well-prepared and well-regarded teachers of English to speakers of other languages.
Summary Table of Self Study and External Review Recommendations

The table below contains recommendations made by the TESOL Program Renewal self-study, the External Review of the self-study report, the external site visit and further external review recommendations.
### KPI: Curriculum and Instruction - Recommendations

#### Self-Study Recommendations
1. Curriculum revision and restructuring need to integrate laddering – i.e. certificate to diploma, diploma to Master’s degree
2. Develop an online strategy for department
3. Include more opportunities for authentic application of theory, as well as consider timing and length of practicum(s)
5. Curriculum needs to be proprietary to VCC and available for all TESOL faculty via shared drive, SharePoint etc.
6. Revisions need to reflect requirements of governance and policy.
7. Provide resources to develop and implement the curriculum

#### External Review of Self-Study Recommendations
- **Re: Recommendation #1:** Recommend postponing specific wording on the possible order of laddering until more data is collected. For example, the following wording could be used: “Curriculum revision and restructuring need to integrate laddering – i.e. consider how certificate and/or diploma can be laddered to Master’s degree.”

- **Re: Recommendation #2:** Recommend adding detail to clarify “online strategy for department,” e.g., that this recommendation is specifically about incorporating teaching about methods of online delivery in the TESOL training, and not about delivering TESOL training online, nor about a strategy for staff to work online (shared resources, etc.) which is reflected in #5. For example, the following wording could be used: “Develop a departmental strategy to incorporate teaching about methods of online delivery in TESOL training.”

- **Re: Recommendation #4:** Recommend changing wording to align with the Institutional Learning Outcomes (ILOs), or more generally with the Integrated College Plan in which VCC Vision, Values, Commitment and Mission are all included and are better elaborated, with examples being Indigenous education protocol, etc. For example, the following wording could be used: “Align with the Integrated College Plan 2018/19, including Indigenous Education Protocol, develop employability skills such as think critically and creatively, be socially responsible, and soft skills (including intra-/intercultural awareness, intercultural competencies, team work skills, and so on), among others.”

- **Re: Recommendation #5:** 1. Recommend consider this in conjunction with compensation under the category of “Faculty and staff.” For example, the following wording could be used: “Curriculum needs to be proprietary to VCC and available for all TESOL faculty via shared drive, SharePoint etc.; accordingly, a plan is needed to secure resources to compensate term instructors for curriculum development, e.g., those whose curriculum materials would become VCC proprietary.”
**External Review Site Visit Recommendations**

**Observation per recommendation #7:** Provide resources to develop and implement the curriculum: From the site visit, it appears that the current TESOL resources (in the ELL office) may be outdated and new resources will need to be procured in order to effectively develop and implement a new curriculum.

**Further ERT Recommendations**

**Recommendation #5:** The ERT recommends establishing a *Curriculum Advisory Committee* to re-envision and revise/develop the curriculum, and to advise on implementation and regularly review and update of the curriculum and the program in the future, e.g., every 5-to-7-years, to ensure the currency of the curriculum and the program, and the alignment with VCC Vision, Values, Commitment and Mission.

This Curriculum Advisory Committee could be separate from PAC, or could be built on the basis of PAC, with the membership changing over time, but ideally this committee would include, though not be limited to, expertise in broadly-based language studies, and to TESOL, as well as expertise in TESOL teacher education and in TESOL curriculum development, among others. Ideally, these forms of expertise share similar values aligned with VCC Values.

**Recommendation #6:** The ERT recommends conducting more research to inform decision making on the specifics of laddering the Certificate and/or the Diploma to Master’s degree.

**Recommendation #7, by Dr. Han:** To be “socially responsible,” recommends designing programs which would produce graduates who are qualified to teach domestically to go teach overseas - those who study overseas, mostly in the so-called developing countries, also deserve quality education like those study in Canada do. Socially responsible program design would involve critical analysis of common-sense industry practices driven by market but not backed up by current knowledge.
## KPI: Student Outcomes – Recommendations

### Self-Study Recommendations

8. Admission requirements – continue with degree requirement for both certificate and diploma  
9. Ensure the employment outcomes are explicit, both domestically and internationally  
10. Departmental plan to connect students with resources available at VCC  
11. Increase student centered approaches to learning, problem-based learning activities, and critical thinking and research skills into curriculum.  
12. Increase opportunities for students to apply theory to practice

### External Review of Self-Study Recommendations

**Re: Recommendation #9:** Recommend adding a strategy for regular review. For example, the following wording could be used: “Ensure the employment outcomes are explicit, both domestically and internationally, and **develop an ongoing strategy to review federal and provincial policy, and labour market conditions that impact student employment as well as TESOL program enrolment.**”

### External Review Site Visit Recommendations

**Observation per recommendation #9:** Ensure the employment outcomes are explicit, both domestically and internationally: From the site visit, it was clear from both graduates that employability has been an ongoing concern, and that information regarding employability—including types or the hierarchy of available employment opportunities in the industry, time to enter gainful employment, hours of work, and expected wages—be communicated to students in the program.

### Further Recommendations by Dr. Han

**Recommendation #8:** To promote “student success”, recommends paying attention to needs of various groups minoritized or disadvantaged on specific grounds, such as indigenous students, working-class students (economic, technology), students being the first generation attending college (cultural capital such as academic learning skills), recent immigrants, and students being marginalized on the basis of Sexual Orientation and Gender Identity (SOGI), race, religion, (dis)ability, mental health, and so on.
KPI: Faculty and Staff – Recommendations

Self-Study Recommendations
13. Review and revise area hiring criteria to ensure faculty meet TESL Canada standards as well as the requirements for Instructor Education
14. Review AHC to ensure that online teaching experience or credentials are included
15. Ensure that there is a core of regularized faculty to support continuity and sustainability.
16. Create an official workload profile
17. Establish guidelines to ensure faculty demonstrate currency in TESOL

External Review of Self-Study Recommendations
Re: Recommendation #14: Recommend clarifying “included.” For example, the following wording could be used: “Review AHC for instructors to ensure that online teaching experience or credentials are recognized, OR recognized and required.”

Re: Recommendation #15: Recommend adding detail about term instructors to specify the meaning of continuity and sustainability. For example, the following wording could be used: “Ensure that there is a core of regularized faculty, as well as a succession plan that includes opportunities for professional development and mentoring for TESOL term instructors, to support continuity and sustainability.”

External Review Site Visit Recommendations
During the site visit, it was difficult to get a wholesome faculty perspective given that only one previous TESOL instructor was present as a member of the Review-and-Renewal Committee, although the perspective of the administrative challenges was appreciated.

Re: recommendation #17: Establish guidelines to ensure faculty demonstrate currency in TESOL: The ERT would suggest adding provision for term instructors to have access to some aspects of professional development as normally funds would not be available to them, and it would be unreasonable to expect them to take on the expectation to “demonstrate currency” without department support.

Further Recommendations by Dr. Han
Re: Recommendation#13,: I recommend remove the reference to “native speaker” level English proficiency in the AHC, and instead using track records aligned with the program’s stated values and goals as an indicator when revising AHC for TESOL faculty, both core faculty and term instructors, in terms of currency of knowledge and skills in TESOL, and experience in TESOL and as teacher educators, balanced with areas of expertise, values and practices.
Some examples of the track records can include, but not limited to, practicing critical thinking, such as being familiar with current knowledge, skills, policies, and trends of a given time, but also able to critically analyze them; acting on awareness of the socio-political nature of TESOL in terms of promoting diversity, facilitating intra-/intercultural communication, and widening accessibility for identifiable under-served or marginalized groups.

Additional Recommendation : Additionally, given the crucial role of staff members in communicating with students and the larger community, the ERT recommends developing AHC for hiring support staff members, taking into consideration skills and experiences, values, and practices that align with the program’s stated values and goals.
### KPI: Program and Student Support Services – Recommendations

#### Self-Study Recommendations
18. Provide library with information re direction of the program and what information and support needs there are.
19. Provide Registrar’s Office with schedules in a timely fashion and ensure standardized language for program prerequisites that is easy to follow.
20. Develop departmental strategy to refer students to appropriate services (i.e. Learning Centre, Indigenous Education, Counselling, Arbiter of Student Issues etc.) in a timely manner to support positive student outcomes.
21. Provide TESOL program updates to college and external community.

#### External Review Recommendations

**Re: Recommendation #20**: Recommend adding and emphasizing “training for staff” to be an important part of the departmental strategy. For example, the following wording could be used: “Develop departmental strategy, including training for staff, to refer students to appropriate services (i.e. Learning Centre, Indigenous Education, Counselling, Arbiter of Student Issues etc.) in a timely manner to support positive student outcomes.”

#### External Review Site Visit Recommendations

**Observation as per the above section and per SS recommendation #18**: Provide library with information re direction of the program and what information and support needs there are: It was clear from the site visit that the library has been working to ensure the collection is relevant to TESOL students as per program directions, and the ERT agrees that it is important to ensure that TESOL department maintains a close connection with their library liaison and communicate the updated program needs timely.
### KPI: Program Planning and Administration – Recommendations

#### Self-Study Recommendations

22. Move TESOL programs to the School of Instructor Education  
23. Explore partnerships/pathways; laddering of program(s) into Master’s program  
24. Consider 2-3 year plan for development and implementation of all programming (i.e. design an overall plan, then start with diploma program with certificate exit;  
25. Maintain TESL Canada accreditation  
26. Renew Program Advisory Committee to provide support during program development and implementation  
27. Allow for ample time and resources to market programs.  
28. Explore setting up Articulation with other public post secondary institutions offering TESOL programs.

#### External Review Recommendations

**Re: Recommendation #25:** Recommend adding explore other possibilities. For example, the following wording could be used: “Maintain TESL Canada accreditation, and explore other accreditation possibilities; e.g., TESL Ontario.”

**Re: Recommendation #26:** Recommend adding curriculum development, as well as regular reviews after implementation to capture the need for input from multiple stakeholders into the curriculum development, and to ensure currency of the curriculum and the program after their respective launch. For example, the following wording could be used: “Renew Program Advisory Committee to provide support during curriculum development, program development, their respective implementation, and subsequent regular curriculum reviews and program reviews, e.g., every five-years, and etc.”

#### External Review Site Visit Recommendations

**Observation per recommendation #22:** Move TESOL programs to the School of Instructor Education: It seems clear from the site visit that this is supported by SIE and that they indicated that they currently have instructors who would meet TESOL hiring requirements; the ERT further notes that the self-study recommendations included that TESOL AHC will be reviewed and updated.

**Observation per recommendation #23:** Explore partnerships/pathways; laddering of program(s) into Master’s program: This recommendation was strongly supported by several of those whom we met with during the site visit, which appears to be a strong priority going forward.
### KPI: Learning Environment - Recommendations

<table>
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<tr>
<th>Self-Study Report Recommendations</th>
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<tbody>
<tr>
<td>29. Designate office space for faculty</td>
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<tr>
<td>30. Provide access to classrooms with interactive smart board and other classroom technologies</td>
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<tr>
<td>31. Provide access to computer labs</td>
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<tr>
<td>32. Update library resources</td>
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<tr>
<td>33. Explore Open Education Resources</td>
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<tr>
<th>External Review of Self-Study Recommendations</th>
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<tr>
<td><strong>Re: Recommendation #30 and 31:</strong> Given that smart boards and computer labs may become outdated even during the time of curriculum renewal, recommend combining these two recommendations into one. For example, the following wording could be used: “Provide access to current classroom technologies (e.g. smart boards, tablets, smartphone apps, high-speed Wi-Fi, and secure data storage such as Cloud storage/server, etc.) and develop a strategy to review and update new/emerging classroom technologies to serve curriculum and instructional needs.”</td>
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<tr>
<th>External Review Site Visit recommendation</th>
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<tr>
<td><strong>ERT recommendation per recommendation #30:</strong> Provide access to classrooms with interactive smart board and other classroom technologies: Although specific classrooms for TESOL students were not seen during the site visit, the ERT would also encourage classrooms that are supportive of active classroom techniques—not only technology—as EAL classes are depended upon classroom configurations that allow for flexible arrangements (e.g., modular, movable desks and tables).</td>
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TESOL Program Renewal Steering Committee Response to External Review Report

The TESOL Program Renewal Steering Committee appreciates the thoughtfulness, thoroughness, and effort put into the external report. The External Report validates, extends, clarifies, and provides reflection on points in the self-study.

The recommendations and comments made in the External Report challenged the Steering Committee to look more deeply into the self-study and question the adequacy of VCC’s policies and practices. On review, the Steering Committee felt comments made in the External Review are covered by VCC policies currently in place.

The Steering Committee was very impressed at the depth of the external report especially given there was no department or current students to consult. The professionalism and passion of the External Review Team was apparent.

The Steering Committee also appreciated that the External Review recognized the need for VCC to maintain/enhance TESOL programming.

Responses to External Report

David Wells, Dean of Arts and Sciences

With gratitude to the Renewal Committee and the External Review Committee, the recommendations are thorough and largely supportive of a TESOL program that is situated as part of a larger teacher education continuum, much of which is offered at VCC. I believe the primary challenges for the program have been the result of being a standalone credential(s) that operate in a vacuum, isolated both from other teacher education programming, as well as the other credentials within the TESOL area itself. As a result the content became frozen in time and the small scale of the offerings limited the ability to ensure program sustainability, or to support the required ongoing development of the curriculum and the faculty charged with the delivery of that curriculum. The recommendation to focus on laddering is essential for educators, increasingly looking for routes towards career development.

Situating these components within the School for Instructor Education better lends itself towards integration with a PIDP program that already ladders into a Master’s Degree Program at VCC. I believe this integration will also reduce duplication of instructional learning that may jointly occur within the Certificate, the Diploma, and for that matter the PIDP program itself. If the PIDP is the operating framework, than TESOL can focus on the competencies that are required in addition to those included within the PIDP portfolio, as well allowing for the assembly of interim credentials that will achieve the same ends as the Certificate and Diploma in a more efficient and flexible manner. More actively engaging technology and alternate learning formats will be essential to this redevelopment.
Shirley Lew, Dean Library, Teaching and Learning

I appreciate the thoughtful insights and recommendations from the ERT on the TESOL programs at VCC, particularly their endorsement of moving TESOL to the School of Instructor Education. Their comments, in combination with the self-study recommendations, provide a very helpful starting point to understand the impact and tremendous opportunities bringing together these programs under one unit represents.

Kathryn McNaughton, VP Academics, Students and Research

VCC is well-positioned to provide revised TESOL programming at both the certificate and diploma levels. Highly-qualified faculty, our location in a diverse metropolitan area, and our reputation in the area of language studies are all assets for a contemporary TESOL program. I am in support of the renewal of this program, and commend both the internal and external teams for their significant work on the review process. The outcome of curriculum renewal will be a program which will offer a strong learning experience for students.

Final Comments

The TESOL Program Renewal Steering Committee has reviewed and considered the External Review recommendations, as well as the recommendations in the self-study. Following this deliberation, the Steering Committee is making 35 final recommendations. These recommendations can be found in the table below.

The committee would like to extend their appreciation to the faculty, graduates, staff, administration, and external reviewers for their professionalism, objectivity and support throughout this Program Renewal process.
Final Recommendations of the TESOL Program Renewal Steering Committee:

KPI: Curriculum and Instruction

1. Integrate laddering of programs into curriculum revision and restructuring – i.e. certificate to diploma, diploma to Master’s degree
2. Develop an online strategy for department, including the delivery and incorporating teaching about methods of online delivery.
3. Include more opportunities for authentic application of theory, as well as consider timing and length of practicum(s)
4. Align with Indigenous education protocol, intercultural competencies, employability skills and other initiatives directed by the college strategic plans.
5. Make curriculum proprietary to VCC and available for all TESOL faculty, as directed by Departments’ leadership.
6. Reflect requirements of governance and policy when making revisions
7. Provide resources to develop and implement the curriculum
8. Align curriculum with local (e.g. settlement, international, EAP, etc.) and overseas teaching contexts

KPI: Student Outcomes

9. Continue with degree requirement for both certificate and diploma admissions
10. Ensure the employment outcomes, both domestically and internationally, are explicit and up-to-date.
11. Ensure departmental plan to connect students with resources available at VCC
12. Ensure current adult educational practices in TESOL (such as student centered approaches to learning, problem-based learning activities, critical thinking, and research skills) are present in the curriculum.
13. Increase opportunities for students to apply theory to practice

KPI: Faculty and Staff

14. Review and revise area hiring criteria to ensure faculty meet TESL Canada standards as well as the demands of the School of Instructor Education
15. Review AHC to ensure that online teaching experience or credentials are recognized and required
16. Ensure that there is core faculty and designated IRA release to support continuity and sustainability.
17. Create an official workload profile
18. Establish Department guidelines to encourage and support faculty currency in TESOL

KPI: Program and Student Support Services
19. Provide library with information re direction of the program and what information and support needs there are.
20. Provide Registrar’s Office with schedules in a timely fashion and ensure standardized language for program prerequisites that is easy to follow.
21. Develop departmental strategy to refer students to appropriate services (i.e. Learning Centre, Indigenous Education, Counselling, Arbiter of Student Issues etc.) in a timely manner to support positive student outcomes.
22. Provide TESOL program updates to college and external community.

KPI: Program Planning and Administration
23. Move TESOL programs within the School of Instructor Education
24. Pursue partnerships, pathways, and laddering of program(s) into Master’s program
25. Plan for development and implementation of all programming with a targeted start date of Sep 2020 (e.g. design an overall plan for Diploma program with a Certificate exit)
26. Establish PLAR processes for past graduates for entry into the Diploma
27. Maintain TESL Canada accreditation and explore other accreditation possibilities (e.g. TESL Ontario)
28. Renew Program Advisory Committee to provide support during program development, implementation, and ongoing delivery
29. Allow for ample time and resources to market programs
30. Explore setting up Articulation with other public post-secondary institutions offering TESOL programs

KPI: Learning Environment
31. Designate office space for faculty
32. Provide access to current classroom technologies (e.g. smart boards, tablets, smartphone apps, high-speed Wi-Fi, and secure data storage such as Cloud storage/server, etc.) and develop a strategy to review and update new/emerging classroom technologies to serve curriculum and instructional needs.
33. Provide classrooms that are supportive of active classroom techniques (e.g. modular, movable desks and tables)
34. Update library resources
35. Explore Open Education Resources
Program Renewal: TESOL Certificate and Diploma  
Education Council Report June 10, 2019

**Action Plan**

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

<table>
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<tr>
<th>#</th>
<th>Key Projects and Initiatives</th>
<th>Reasonable Timeline for completion of project</th>
<th>Resources Required / Assigned To</th>
<th>Evaluation Plan</th>
</tr>
</thead>
</table>
| 1  | Expression of interest                                          | Posted on Jun 14 2019  
Selected by Jun 28 2019                        | David Wells, Shirley Lew, Francesco Barillaro       | SME appointed by date                      |
| 2  | Release someone from SIE? (if available)                        | Jun 28 2019                                    | 50 hrs of release                                      | Delivered by deadline                    |
| 3  | Gap analysis plus report                                        | Sep 30 2019                                    | 50 hrs release person; plus Francesco; plus SIE release person | Delivered by deadline                    |
| 4  | Area hiring criteria (coordinator and faculty)                  | Sep 30 2019                                    | Shirley Lew; support from David Wells                 | Delivered by deadline                    |
| 5  | Form steering committee                                         | Begin now; ongoing to Fall 2019                | Francesco, Shirley                                    | Delivered by deadline                    |
| 6  | Concept paper (include Dept structure) for Oct EdCo meeting      | Sep 30 2019                                    | 10 hrs release person; Francesco; SIE release person  | Pass EdCo in Oct 2019                    |
| 7  | Program and course design                                       | Jan 2020                                       | 40 hrs release person; Francesco; SIE release person  | Delivered by deadline                    |
| 8  | Renew CD funding                                                | Feb 2020                                       | 5 hrs release person; Francesco                       | Pass Quality Assurance Committee         |
| 9  | Curriculum documentation                                        | May 2020                                       | Francesco, Shirley                                    | Pass EdCo, FAC, BoG                      |
| 10 | IRA release                                                     | Jun 2020                                       | Shirley                                              | Delivered by deadline                    |
## Key Projects and Initiatives

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<tbody>
<tr>
<td>11</td>
<td>Update resources (library, etc.)</td>
<td>Jun 2020 – Dec 2020</td>
<td>Shirley Lew</td>
<td>Delivered by deadline</td>
</tr>
<tr>
<td>12</td>
<td>Curriculum development</td>
<td>Jun 2020 – Dec 2020</td>
<td>Internal Faculty, Francesco</td>
<td>Delivered by deadline</td>
</tr>
<tr>
<td>13</td>
<td>Program rollout (marketing; website; registration; etc.)</td>
<td>Fall 2020</td>
<td></td>
<td>Delivered by deadline</td>
</tr>
<tr>
<td>14</td>
<td>Renew TESL Canada accreditation</td>
<td>Fall 2020 (Jan 2021 expiry)</td>
<td></td>
<td>Delivered by deadline</td>
</tr>
<tr>
<td>15</td>
<td>Find office space / teaching space</td>
<td>Fall 2020</td>
<td></td>
<td>Delivered by deadline</td>
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<tr>
<td>16</td>
<td>Hiring faculty and staff</td>
<td>Fall 2020</td>
<td></td>
<td>Delivered by deadline</td>
</tr>
<tr>
<td>17</td>
<td>Course development (including online courses)</td>
<td>Fall 2020</td>
<td></td>
<td>Delivered by deadline</td>
</tr>
<tr>
<td>18</td>
<td>Program start date</td>
<td>Jan 2021</td>
<td></td>
<td>Delivered by deadline</td>
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2018 HIGHLIGHTS

- Academic Plan 2018-2023
- Academic Schedule 2019-2020
- Campus Master Plan Process
- CourseLeaf Implementation
- English Language Proficiency Requirements Website Update
- Enrolment Plan 2018-19
- Institutional Learning Outcomes (ILOs)
- Integrated College Plan 2018-19
- New Health Sciences Admission Requirements Summary Grid
- Online Learning Strategy
- Quality Assurance Process Audit (QAPA)

PROPOSALS FOR NEW PROGRAMS

Education Council accepted the following concept papers for information:

- Computer Systems Technology Diploma
  - Date: February 13, 2018
- Access to Salon and Spa Citation
  - Date: September 11, 2018
- Access to Computer System Technology Citation
  - Date: September 11, 2018
- Transportation Trades Sampler Citation
  - Date: September 11, 2018
- Mechanical Technician Certificate
  - Date: September 11, 2018
- Provincial Instructor Diploma Program
  - Date: October 9, 2018
- Certificate in Educational Leadership
  - Date: October 9, 2018
- Gladue Report Writing Short Certificate
  - Date: November 13, 2018

MEETINGS

Education Council met on the second Tuesday of each month, except for July and August. There was a consent resolution in July.

2018 meeting dates:

<table>
<thead>
<tr>
<th>January 9</th>
<th>February 13</th>
<th>March 13</th>
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<tr>
<td>April 10</td>
<td>May 8</td>
<td>June 12</td>
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<td>September 11</td>
<td>October 9</td>
<td>November 13</td>
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<td>December 11</td>
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MEMBERSHIP

Chair: Todd Rowlatt
Vice-Chair: Jo-Ellen Zakoor
Executive: Todd Rowlatt, Jo-Ellen Zakoor, Taryn Thomson, Paul Yeung

Faculty, Transportation Trades
- Robert Kunka
  - Nov 2017–Oct 2019

Faculty, Arts and Sciences
- Janet Theny
  - Nov 2016–Oct 2018
- Natasha Mandryk
  - Nov 2018–Oct 2020

Faculty, College-at-Large
- David Branter
  - Nov 2016–Apr 2018
<table>
<thead>
<tr>
<th>Faculty, College-at-Large</th>
<th>Denise Beerwald</th>
<th>Jun 2018–Oct 2018</th>
</tr>
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<tbody>
<tr>
<td>Faculty, Arts and Sciences</td>
<td>Andrew Candela</td>
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<td>David Wells</td>
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<td>Kathryn McNaughton</td>
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<td>Kimberly Sanchez</td>
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<td>Ilyes Belhacene</td>
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<td>Paul Yeung</td>
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<tr>
<td>VCC President</td>
<td>Peter Nunoda</td>
<td>Ex Officio</td>
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</table>

**EDUCATION COUNCIL ELECTIONS**

Education Council had its elections for this year at its December 2017 meeting. All elections were by acclamation. The following members were elected for the period of January–December 2018:

- Chair of Education Council: Todd Rowlatt
- Vice Chair of Education Council: Jo-Ellen Zakoor
- EDCO Executive Members: Taryn Thomson and Paul Yeung
- Chair of Appeals Oversight Committee: Debbie Sargent
- Chair of Curriculum Committee: David Branter
- Chair of Education Policy Committee: Michael Tunnah
- Chair of Program Review and Renewal Committee: Jo-Ellen Zakoor
Several by-elections were held for committee chairs. All elections were by acclamation. The following members were elected:

- Chair of Curriculum Committee: Todd Rowlatt (June–December 2018)
- Chair of Education Policy Committee: John Demeulemeester (June–December 2018)
- Chair of Appeals Oversight Committee: Andrew Candela (September–December 2018)
- Chair of Program Review and Renewal Committee: Elle Ting (October–December 2018)

EDCO PLANNING DAY
Education Council held a half-day planning day on June 4, and a full planning day on December 7, 2018. In December, Disability Services discussed student accommodations, and the Indigenous Education and Community Engagement (IECE) department presented the Indigenous Education Protocol and the 7 Principles. In the afternoon, members of EDCO’s four standing committees were invited to a lunch to thank them for their valuable service to the College, followed by planning meetings for the Curriculum and Education Policy Committees.

STANDING COMMITTEES

CURRICULUM COMMITTEE
Chair: David Branter (Jan 2018–Apr 2018)
    Todd Rowlatt (Jun 2018–Dec 2018)

Curriculum Committee ensures that College curriculum development and revisions are consistent with approved processes and are undertaken in compliance with educational policies. The Committee provides quality assurance helping to ensure College curricula reflect sound pedagogical practices. Curriculum Committee is the first stop in the curriculum approval governance process, as its recommendations are formally considered by Education Council for approval or for advice to the Board of Governors.

In 2018 Curriculum Committee approved 8 proposals and recommended 51 proposals to Education Council.

Approved by Curriculum Committee:

- Minor revision to the CCAC 1084 Communications for Health Sciences course description
- Updates to the course pre-requisites for BIOL 1120, ENGL 1100, MATH 1111, and PYSC 1100
- Update to the CLFE 0311 Career Literacy Foundations course outline
- Removal of the pre-requisites for PSYC 1100 and PSYC 1200
- Update to HRCA 1391 pre-requisites to include HRCA 1390
- Name change for the Professional Cook 1 + Catering program
- Updates to the pre-requisites for CULI 1507
- Updates to Provincial Instructor Diploma Program content guide and course outlines for both PIDP and ONEL
Approved by Education Council and/or Board of Governors:

New Programs:
- Associate of Arts Degree (pending Board approval)
- Associate of Science Degree
- Bachelor of Applied Science in Dental Hygiene
- Business & Project Management Post-Degree Diploma
- Computer Systems Technology Diploma
- Counselling Skills Foundational Certificate
- Heavy Mechanical Technology Diploma
- Trades Instructor Short Certificate (pending Board approval)

Suspended Programs:
- Applied Technology for the Visually Impaired Certificate
- Interior Design Certificate (approved by Board of Governors February 13, 2019)
- Office Administration for the Visually Impaired Certificate
- TESOL Certificate and Diploma

Arts & Sciences

New Courses:

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Course Code</th>
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<td>Math 10 Skills Part 1</td>
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<td>MUSC 1054</td>
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<td>VOVI 0100</td>
<td>Introduction to Assistive Technology for the Visually Impaired</td>
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</table>
• Revisions to the Music Diploma program content guide and seven courses: MUSC 1030, MUSC 1031, MUSC 1033, MUSC 1155, MUSC 1255, MUSC 1399 and MUSC 1499
• Changes to the ASL & Deaf Studies program, including moving the courses from non-credit to credit-based
• Revisions to the University Transfer Science Certificate to include assured and competitive transfer pathways to SFU
• Revisions to the grading standard for ENGL 0661 Fundamentals of English 6A and ENGL 0662 Fundamentals of English 6B
• Revisions to admissions requirements for the University Transfer Arts Certificate program and the University Transfer Pathway to Health Sciences Certificate program

Continuing Studies

New Courses:
CNSK 1502 Foundations of Counselling
CNSK 1503 Theories of Counselling
CNSK 1504 Introduction to Family Systems
CNSK 1505 Individual Counselling Skills
CNSK 1506 Lifespan Development
CNSK 1507 Diversity, Inclusion and Culture
CNSK 1508 Assessment Practices
CNSK 1509 Personal and Professional Development
CNSK 1510 Indigenous Perspectives
CNSK 1511 Practicum

• Updates to Medical Device Reprocessing Technician admission requirements
• Revisions to CNSK 1401 Basic Counselling Skills and CNSK 1505 Individual Counselling Skills
• Renaming the credential from “Citation” to “Short Certificate” for the Renal Dialysis Technician program

Health Sciences

New Courses:
DENT 1505 Dental Radiography 1
DENT 2995 Dental Radiography 2
DENT 3745 Dental Radiography 3
DNTL 1107 Dental Radiography Module
HRCA 1130 Health and Healing 1
HRCA 1140 Common Health Challenges 1
HRCA 1230 Health and Healing 2
HRCA 1240 Common Health Challenges 2

• Changes to admission requirements for the Dental Reception Coordinator and Certified Dental Assisting (Distance) programs
• Changes to admission requirements and course modifications for the Certified Dental Assisting (Onsite) program, including three new courses
• Updates to admission requirements for NURS 1602 Human Anatomy & Physiology
• Updates to admission requirements for the Pharmacy Technician Diploma program
• Updates to the Acute Care for Health Care Assistants Citation program
• Updates to the Health Care Assistant Certificate (ESL Cohort), including the separation of two courses into four new courses
• Renaming the credential from “Citation” to “Short Certificate” for the Acute Care for Health Care Assistants program
Hospitality, Food Studies & Applied Business

New Courses:
- CULI 1517 Flavour Principles & Menus IE
- CULI 1520 Korean Cuisine
- HOSP 4365 Independent Study Project
- HOSP 4375 Hospitality Revenue and Analysis
- MGMT 1011 Information Technology Management
- MGMT 2006 Business Analysis and Systems Design
- MGMT 2021 Project Management Fundamentals
- MGMT 2022 Project Leadership
- MGMT 2023 Scope Management
- MGMT 2024 Risk and Procurement Management
- MGMT 2025 Project Scheduling Cost Management
- MGMT 2027 Integration Management
- MGMT 2028 Quality and Resource Management
- MGMT 2029 Communication Stakeholder Management
- MGMT 2030 Capstone

- Updates to the Legal Administrative Assistant Full-Time program admission requirements
- Updates to the Culinary Arts Diploma (International Cohort) program
- Creation of separate program content guides for the Bachelor of Hospitality Management Daytime and Executive Cohort programs and two new courses for the Executive Cohort
- Revisions to the Professional Cook 1 ITA Youth Certificate program
- Updates to the admission requirements for Professional Cook 1 Plus and Professional Cook 2
- Revisions to PLAR for the Bachelor of Hospitality Management program
- Revisions to admission requirements for the Hospitality Management Diploma program

School of Instructor Education

New Courses:
- PIDP 3300 Teaching Adults with the Brain in Mind
- PIDP 3310 Intercultural Competence
- PIDP 3320 Facilitating Learning Online Fundamentals
- PIDP 3330 Facilitating Learning Online Design
- PIDP 3340 Collaborative Learning in the College Classroom
- TRAI 3001 Industry Training Authority Fundamentals
- TRAI 3002 Trades Specific Facilitating Learning Fundamentals
- TRAI 3003 Trades Specific Assessment and Evaluation
- TRAI 3004 Trades Specific Student Engagement Techniques

- Updates to the Provincial Instructor Diploma Program, including revisions to the admission requirements, course list and instructional strategies

Trades, Technology & Design

New Courses:
- ACRD 1135 Detailing 1
- ACRD 1140 Welding, Heating and Cutting Steel 1
- ACRD 1155 Estimating, Planning and Scheduling 1
- ACRD 1220 Construction and Components 2
- ACRD 1240 Welding, Heating and Cutting Steel 2
- ACRD 1255 Estimating, Planning and Scheduling 2
- ACRD 2135 Detailing 2
- ACRD 2140 Refinishing Tools & Equipment
- ACRD 2145 Surface Preparation and Masking
- ACRD 2150 Using Refinishing Materials and Equipment
- ACRD 2155 Estimating, Planning and Scheduling 3
- ACRD 2236 Auto Glass Repair and Replacement
- ACRD 2240 Advanced Refinishing
- ACRD 2250 Mechanical and Electrical Systems
- ACRD 2255 Estimating, Planning and Scheduling 4
- ACRT 1120 Welding, Heating and Cutting Steel 1
- ACRT 1121 Automotive Detailing
- ACRT 1205 Transition to Industry
- ACRT 1230 Welding, Heating and Cutting Steel 2
- ACRT 1240 Welding, Heating and Cutting Steel 2
- ARPT 1170 Refinishing Tools and Equipment
- ARPT 1180 Technical Information and Documents
- ARPT 1181 Workplace Planning and Scheduling
- ARPT 1190 Using Materials and Equipment
- ARPT 1195 Components and Pre-Delivery
Deactivated Courses:
DRFT 1320 Architectural Concepts
DRFT 1386 Residential Wood Framing

- Updates to English and Math admission requirements for the Architectural Technician Certificate, CAD Technician Citation, Civil/Structural Technician Certificate, and Steel Detailing Technician Certificate programs
- Revisions to the program content guide and courses for the Hairstylist Certificate program
- Revisions to the Civil/Structural Technician Certificate program, including the creation of two new courses and deactivation of two courses
- Revisions to the program content guide and courses for the Auto Collision Repair Technician Certificate and the Auto Collision Repair Technician Certificate (High School Cohort) programs
- Revisions to five apprentice courses: ACAP 1001, ACAP 2001, ACAP 3001, ARAP 1001 and APAP 1001
- Revisions to courses and program content guide for the Auto Refinishing Prep Technician Certificate program
- ITA-mandated revisions to courses and program content guide for the Auto Collision and Refinishing Diploma program
- Name change and revisions to admission requirements for the Esthetics Certificate program
- Renaming the credential from “Citation” to “Short Certificate” for the CAD Technician program
- Revisions to the Automotive Service Technician Harmonized Foundation Certificate program
MEETINGS
Curriculum Committee met on the third Tuesday of each month, except in July.

2018 meeting dates: January 16 February 20 March 20
April 17 May 15 June 19
August 21 September 18 October 16
November 21 December 18

MEMBERSHIP
Alison Rudko, Associate Registrar, International Education (from June 2018)
Andy Sellwood, Faculty, Centre for Teaching, Learning & Research
Claire Sauvé, Senior Program Coordinator, Continuing Studies
David Branter, Faculty, Music, Dance & Design (to April 2018)
Denis Seremba, Associate Registrar
Emily Simpson, Faculty, Library & Learning Centre
Ilyes Belhacene, Student Representative (from November 2018)
Jacquie Harrison, Faculty, Instructor Education
Jo-Ellen Zakoor, Vice-Chair, Education Council (Ex Officio)
Karen Crossett, Support Staff, Records
Kathryn McNaughton, Vice President, Academic, Students & Research
Ken McMorris, Faculty, Language Studies
Lorena Espinoza, Faculty, Music, Dance & Design
Natalie Wood-Wiens, Manager, Indigenous Education & Community Engagement (from June 2018)
Natasha Mandryk, Faculty, Arts & Sciences (from December 2018)
Rachel Warick, Student Development
Reynaldo Chang, Faculty, Hospitality, Food Studies & Applied Business (from April 2018)
Robert Kunka, Faculty, Transportation Trades
Sarah Zelitt, Student Development (from November 2018)
Sheetal Donaldson, Faculty, Health Sciences
Shirley Lew, Dean, Library and Teaching & Learning Services
Tami Pierce, Director, Indigenous Education & Community Engagement (from June 2018)
Todd Rowlatt, Chair, Education Council (Ex Officio)
Vacant, Faculty, Arts & Sciences (to December 2018)
Vacant, Student Representative (to November 2018)

EDUCATION POLICY COMMITTEE
Chair: Mike Tunnah (Jan 2018–Jun 2018)
John Demeulemeester (Jun 2018–Dec 2018)

The members of Education Policy are responsible for the development and review of VCC’s educational policies. The committee reviews existing policies on a five-year cycle, and helps in the creation of new policies. Members aim to ensure the policies are sound, consistent, and fair, as well as striving to make each policy readable, clear and practical. Education Policy Committee acts in an advisory role to Education Council on all policy review-related matters.

In 2018, Education Policy Committee reviewed 15 policies and recommended 11 policies to Education Council.

Approved by Education Council and/or Board of Governors:
C.1.1 Grading, Progression and Withdrawals
C.1.3 Granting of Credentials
C.1.6 Registration
C.3.2 Program Review & Renewal
C.3.14 Curriculum Development and Approval
D.1.2 Selection of Library Materials
D.2.2 Awards
D.3.6 Admissions

Rescinded by Education Council and/or Board of Governors:
D.2.1 Student Academic Medal Awards
D.3.8 Criminal Record Check

In Governance Review:
A.1.2 Student Appeal to the Board
C.1.4 Assignment of Credits to Courses
C.3.7 Student Field Trips
C.3.8 Transportation of Students
D.1.4 Curriculum/Instructional Materials Created within the College

MEETINGS
Education Policy Committee met on the second Wednesday of each month, except for July and December.

2018 meeting dates: January 10 February 14 March 14
April 11 May 9 June 13
August 8 September 12 October 10
November 14

MEMBERSHIP
Alison Woods, Faculty, Arts & Sciences
Cheryl Howrigan, Faculty, Language Studies
Dennis Innes, Dean, Hospitality, Food Studies & Applied Business
Ella-Fay Zalezsak, Faculty, Library & Learning Centre
John Demeulemeester, Faculty, Hospitality, Food Studies & Applied Business
Karen Brooke, Faculty, Instructor Education
Kathryn McNaughton, Vice President, Academic, Students & Research
Ken Morrison, Faculty, Music, Dance & Design
Les Apouchtine, Associate Registrar
Maija Wiik, Faculty, Student Development
Marilyn Heaps, Faculty, Centre for Teaching, Learning & Research
Matt Stevenson, Program Coordinator, Centre for Continuing Studies
Mike Tunnah, Faculty, Hospitality, Food Studies & Applied Business (to June 2018)
Moreah Hamend, Faculty, Health Sciences
Natalie Wood-Wiens, Manager, Indigenous Education & Community Engagement (from Sep 2018)
Nicole Degagne, Coordinator, Curriculum & Policy
Paul Yeung, Support Staff, Admissions
Tami Pierce, Director, Indigenous Education & Community Engagement (from Sep 2018)
Tanny Marks, Arbiter of Student Issues (Ex Officio)
Todd Rowlatt, Chair, Education Council (Ex Officio)
Wendy LaFrance, Student Development (Designate)
Vacant, Student Representative
Vacant, Faculty, Transportation Trades
The Appeals Oversight Committee is responsible for defining the standard processes through which VCC conducts its appeals. Members are responsible for ensuring consistency and fairness across all of VCC’s appeals procedures, including redefining appeals policies for the betterment of the College and all those involved. The Appeals Oversight Committee is also one of the key resources for training for appeal panels through its [annual] Tribunal Training Day. Appeals Oversight Committee acts in an advisory capacity to Education Council on all appeals-related matters. One of the committee’s main projects in 2018–2019 was the development of an online Tribunal Training Moodle course, which has been promoted on myVCC and is open for all members of the college community to access and utilize prior to sitting on appeal tribunals. The committee is in the process of integrating appeals-related resources into a consistent space and package.

MEETINGS
The Appeals Oversight Committee met four times: February 7, April 4, June 6 and October 3.

MEMBERSHIP
Andrew Candela, Faculty, Arts & Sciences (from September 2018)
Andy Sellwood, Faculty, Centre for Teaching, Learning & Research (from June 2018)
Dave McMullen, Registrar (to September 2018)
Debbie Sargent, Dean, Health Sciences (to June 2018)
Denis Seremba, Associate Registrar (from October 2018)
Denise Beerwald, Faculty, Health Sciences (from October 2018)
Dennis Innes, Dean, Hospitality, Food Studies & Applied Business
Gordon McIvor, Dean, Continuing Studies
Jane Shin, Dean, Student Development (to April 2018)
Janet Theny, Faculty, Arts & Sciences
Jo-Ellen Zakoor, Faculty, Health Sciences (to September 2018)
Nona Coles, Student Development (Designate) (from April 2018)
Tanny Marks, Arbiter of Student Issues (Ex Officio)
Todd Rowlatt, Chair, Education Council (Ex Officio)
Vacant, Faculty (to June 2018)
Vacant, Student Representative

The Program Review and Renewal Committee is responsible for guiding fundamental aspects of VCC, such as program review, program renewal, and CD fund allocation. Members of the Program Review and Renewal Committee ensure all of these processes are clearly defined, and are constantly on the lookout for new and better methods to improve integral College processes.

In 2018–2019 the College underwent the Quality Assurance Process Audit (QAPA), a process commissioned by the Ministry of Advanced Education, Skills & Training (AEST) and developed by the Degree Quality Assurance Board (DQAB) to support “rigorous, ongoing program and institutional quality assessment” (QAPA webpage).

Following months of preparation and dialogue, VCC hosted a panel of three (3) assessors who completed a 1.5-day site visit on November 21–22, 2019, as part of the external review phase of the QAPA process. The QAPA assessment team was chaired by Dr. Robin Fisher of the Degree Quality Assessment Board (DQAB) and included Mr. John Boraas (Vice President-Education, Camosun College) and Ms. Kathy Siedlaczek (Associate
Dean, Academic Planning and Quality Assurance, BCIT). During this site visit, the assessors met with representatives from the three (3) sample programs (Bachelor of Science in Nursing, Jewellery, and School of Instructor Education), as well as a cross-sectional group that included those directly involved with quality assurance work at VCC.

The site visit and subsequent review culminated in the assessors’ report, which was received by VCC on December 10, 2018. The report was extremely positive: the assessors praised VCC’s “well thought out and developed policy structure around quality assurance” and its committed, collaborative approach to quality improvement. The key recommendation put forth in the report was for the College to reexamine the frequency of [annual] program reviews.

As per the QAPA Framework Timeline, VCC had ninety (90) days to respond to the report and created a response in the form of an action plan, which was approved by Education Council on March 12, 2019 and submitted to the QAPA assessment team on March 25, 2019. A letter dated August 16, 2019 confirmed that VCC successfully completed the QAPA process with no need for a follow-up progress report.

CURRICULUM DEVELOPMENT FUNDS 2018/19

The College sets aside an annual budget for curriculum development funds that support projects related to our educational programming. It is meant to support new ideas, and foster creativity and innovation. The budget is $400,000. Education Council’s Standing Committee on Program Review and Renewal provides advice to the Vice President, Academic, Students & Research in allocating the funds. The request for funds was overwhelming – over $1.1 million was requested. As a result, the committee gave priority to: 1) projects identified in the Academic or department-level plans; 2) projects currently in-progress needing additional funds for completion; 3) projects arising from Program Reviews or Renewals; and 4) projects needed for program accreditation.

The funded projects were:
1. Renewal of Bachelor of Music Degree program
2. LINC: Curriculum Module Bank, Blended Learning Master Shell and Welcome LINC
4. EAL Pathways: blended learning–completion of ELSK 0720; development of ELSK 0815 and ELSK 0820
5. EAL Pathways: digitizing Portfolio Based Language Assessment
6. EAL Pathways: development of lower-level introductory options (ELSK 0415 and ELSK 0420)
7. EAL Pathways: part-time option for ELSK 0930 Intensive Academic Reading and Writing
8. Renewal of Applied Business programming
9. New curriculum development: Professional Baking
10. New program development: Business and Project Management Post-Degree Diploma
11. Development of student success strategies for the Hospitality Diploma program
12. Upgrade and expansion of Automotive Service Technician (AST) E-pprentice/Moodle courses
13. Development of new Mechanical Technician Certificate to align with other certificates in the CAD & BIM Technologies department
14. Major program revision for Civil Structural Technician Certificate
15. Program development: Heavy Mechanical Technology (HMT) International Diploma
16. Renewal of PIDP (Provincial Instructor Diploma) and ONEL (Online e-Learning Certificate)
17. Renewal of VCC's Counselling Skills programs: development of the Addiction Counselling Advanced Certificate
18. Merchandising Associate Certificate revision and online course development
19. Gladue Report Writing Program credential and online development to expand pilot into a VCC credentialed program
20. Renewal of Leadership program area (suite of seven certificate programs)
21. Makeup Artistry Certificate program: preparation for program renewal
22. Bachelor of Applied Science in Dental Hygiene: to complete the DQAB external review process
23. Bachelor of Science in Nursing: Progression and Unsafe Practice
24. Denturist Sciences Program: to complete development of the new Denturist program
25. Review and realignment of two courses in the Health Care Assistant/ESL program to improve student success
26. Revisions to Occupational/Physical Therapist Assistant program (part 3 of curriculum plan)
27. Practical Nursing (PN)/Access to Practical Nursing (APN) curriculum updates
28. New program development: Pre-Health Sciences

MEETINGS
Program Review and Renewal Committee met on the fourth Tuesday of each month, except for July, August, and December.

2018 meeting dates:

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
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<tbody>
<tr>
<td>January</td>
<td>January 23</td>
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<td>February</td>
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<td>March</td>
<td>March 2 (CD Funds)</td>
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<td>April</td>
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<td>May</td>
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<td>June</td>
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<td>October</td>
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<td>November</td>
<td>November 27</td>
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MEMBERSHIP
Brett Griffiths, Dean, School of Trades, Technology & Design
Brian Beacham, Director, Institutional Research (to September 2018)
Claire Sauvé, Senior Program Coordinator, Continuing Studies
Elle Ting, Faculty, Centre for Teaching, Learning & Research (from October 2018)
Garth Manning, Faculty, Centre for Teaching, Learning & Research
Janet Latter, Manager, Institutional Research (from September 2018)
Jo-Ellen Zakoor, Faculty/Dean, Health Sciences
Kathryn McNaughton, Vice President, Academic, Students & Research
Kimberly Sanchez, Student Representative (to June 2018)
Marilyn Heaps, Faculty, Centre for Teaching, Learning & Research
Paul Yeung, Support Staff, Admissions
Pervin Fahim, Coordinator, Office of the Vice President, Academic, Students & Research
Shirley Lew, Dean, Library, Teaching & Learning Services
Todd Rowlatt, Chair, Education Council (Ex Officio)
Ysabel Sukic, Faculty, School of Hospitality, Food Studies & Applied Business (from June 2018)
Vacant, Faculty (to June 2018)
Vacant, Student Representative (from July 2018)

PREPARED BY: Elle Ting, Chair, Education Council
DATE: September 3, 2019