



Vancouver Community College Education Council Meeting Agenda

October 13, 2020

3:30–5:30 p.m. Videoconference

Meeting Link: <https://vcc.zoom.us/j/61510966510>

Item	Topic	Action	Speaker	Time	Attachment	Page
1.	CALL TO ORDER			1 min		
2.	ACKNOWLEDGEMENT		E. Ting	1 min		
3.	ADOPT AGENDA	Approval	E. Ting	1 min	✓	1-2
4.	APPROVE PAST MINUTES	Approval	E. Ting	1 min	✓	3-8
5.	ENQUIRIES & CORRESPONDENCE	Info	E. Ting	1 min		
6.	BUSINESS ARISING					
	a. Online Experience Student Survey	Info	D. Wells	15 min	✓	9-17
	b. Update: Online Learning Classroom Agreement	Info	S. Lew, A. Sellwood	10 min	✓	18-20
	c. Concept Paper: Nail Technology Certificate	Info	B. Griffiths	10 min	✓	21-29
	d. Program Discontinuance: Interior Design Certificate	Approval	C. Sauv�	10 min	✓	30-43
	e. Program Suspension: Renal Dialysis Technician Short Certificate	Approval	C. Sauv�	10 min	✓	44
	f. EdCo Annual Planning Calendar	Info	E. Ting	2 min	✓	45
7.	COMMITTEE REPORTS					
	a. Curriculum Committee					
	i. Program Updates: Network Technology Administration and Security Post-Degree Diploma and Network Security Advanced Certificate	Approval	S. Khullar	5 min	✓	46-59
	ii. New Program: Accounting Diploma	Approval	D. Innes, F. MacDonald	10 min	✓	60-109
	iii. New Program: Marketing Technology Diploma	Approval	D. Innes, F. MacDonald	10 min	✓	60, 110-152
	iv. Curriculum Documentation Approval Time Frame 2021	Info	T. Rowlatt	1 min	✓	153

	b. Policy Committee	Info	N. Mandryk	2 min
	c. Appeals Oversight Committee	Info	L. Griffith	5 min
	d. Education Quality Committee	Info	T. Rowlatt	5 min
8.	RESEARCH REPORT	Info	E. Ting	5 min
9.	CHAIR REPORT	Info	E. Ting	5 min
10.	STUDENT REPORT	Info	P. Patigdas	5 min
11.	NEXT MEETING & ADJOURNMENT	Info	E. Ting	1 min

Next meeting:
November 10, 2020
3:30-5:30 p.m.

EdCo Planning Day:
November 20, 2020
9:00 a.m.-12:00 p.m.

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

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

Guests

Andrew Dunn
 Andy Sellwood
 Bonnie Chan
 Bruce McGarvie
 Claire Sauvé
 Dennis Innes
 Laurence Mollerup
 Pervin Fahim
 Phoebe Patigdas
 Shirley Lew
 Taryn Thomson

Regrets

Ali Oliver
 Brett Griffiths
 Lisa Hunter
 Shane McGowan
 Sukhmanjot Singh

Recording Secretary

Darija Rabadzija

1. CALL TO ORDER

- The meeting was called to order at 3:31 p.m.

2. ACKNOWLEDGEMENT

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

3. ADOPT AGENDA

MOTION: THAT Education Council adopt the September 8, 2020 agenda as presented.

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

4. APPROVE PAST MINUTES

MOTION: THAT Education Council approve the June 9, 2020 minutes as presented.

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

5. ENQUIRIES & CORRESPONDENCE

- E. Ting reported that the Academic Governance Council will hold its next biannual meeting in October and invited members to bring forward topics for discussion.

a) Online Learning: Classroom Agreement

- S. Lew and A. Sellwood presented the Classroom Agreement and accompanying cover letter. The agreement was developed to address questions around privacy and academic integrity related to recording of lectures and online assessments, while providing best practices for accessibility and Universal Design for Learning (UDL). The document aims to allow for flexibility and considerations on a case-by-case basis, rather than mandating a specific course of action. S. Lew thanked the members of the working group, sponsored by D. Wells: Surinder Aulakh, T. Marks, D. Stevenson, T. Rowlatt, B. Higgins, J. Demeulemeester, Y. Sukic, and A. Sellwood.
- The question was raised whether this document requires approval by Education Council. S. Lew had consulted with D. Wells, E. Ting, and T. Rowlatt. It was felt that approval was not required, since the document provides guidance around privacy legislation and existing VCC policies, rather than establishing new policy.
- While guidance on best practices was appreciated, concerns were raised about instructors' autonomy and the expectations communicated to students. Some council members suggested revising the wording to clarify instructors' role in deciding whether or not to record lectures, or to accept alternative assessments suggested by others (students, department leader, or Student Services).
- There was a discussion about expectations for students to participate in an online learning environment. It was noted that students are made aware upfront of the nature of programming they are signing up for. Unexpected issues may still arise, such as limited internet connectivity; decisions on how to respond need to be made on a case-by-case basis.
- There were concerns about the Zoom disclaimer feature used to obtain consent for recordings. Students have the option to either provide consent and access the Zoom session, or to exit. This could create pressure for students to consent in order to avoid delays in accessing course materials. S. Lew and A. Sellwood explained that this was discussed, but the disclaimer was seen as the best way to obtain unambiguous consent, rather than allowing students to opt out, for example, by turning off their cameras. In addition, even with video disabled, students' names would remain visible, raising privacy concerns.
- With regards to the means of assessment, the point was raised that adjustments may become necessary during a course, and it may not always be possible to inform students at the start of a class. There were concerns around faculty workload related to creating ad hoc alternative assessments; in addition, discussing students' misgivings may be sufficient to address and assuage their concerns.
- It was also suggested to
 - provide a flow chart to clarify whom students should contact regarding different issues
 - clarify that while students must not share materials, faculty may share non-confidential documents (e.g., quizzes)
 - expand the list of College members with access to recorded assessments to allow for investigation of student conduct matters (e.g., deans, Office of Student Conduct & Judicial Affairs)
 - provide guidance on best practices for download and storage of Zoom recordings in accordance with the Records Management policy (two-year retention period; avoid storing on local drives)
- The agreement was distributed to department leaders to be shared with instructors in time for the beginning of the term. It was acknowledged that this is a working document, and there is room for further conversations and adjustments to wording. Feedback can be sent to A. Sellwood, and instructors can contact the CTLR for support.

b) Academic Master Plan Update

- D. Wells provided an update in the context of the College’s shift from the Integrated College Plan (ICP) to the Academic Master Plan (AMP) and Strategic Innovation Plan (SIP). The Academic Master Plan falls within the SIP’s key priority of “Building programs of the future.” The AMP’s structure is broken down into high-level priority goals; long-term objectives (based on broad categories from the ICP); and short-term objectives with a 1–3-year timeframe. All (academic) categories from the ICP were retained in the document. The overall planning process for departments is not expected to change.
- Some examples of short-term objectives include creating an Indigenization Planning Framework (*Prioritize diverse ways of being*) and establishing an Admissions, Assessment & Recognition Working Group related to student admission and PLAR (*Democratize the acquisition of knowledge, skills, and competencies*). Other objectives focus on microcredentials and badging (*Create alternative pathways to competencies*); online/blended delivery and partnerships (*Ensure platform agnostic learning*); and Work-Integrated Learning (WIL).
- The development of the AMP included discussions at Leaders’ Forum before COVID-19, as well as wider engagement through an online feedback tool. There are plans to resume engagement at Leaders’ Forum and more broadly across the College. Education Council was invited to provide feedback; questions or comments can be sent to D. Wells.

c) Education Council Elections

- D. McMullen announced the upcoming Education Council elections. Due to the remote working and learning environment, paper forms will be replaced with fillable PDF forms. Forms will be available on myVCC and need to be submitted to elections@vcc.ca; specific instructions will be provided later this week. The elections announcement will be communicated widely to students via posters, emails, and social media.

d) Curriculum Changes during COVID-19

- Following up on EdCo’s approval in May of a [provisional process](#) for curriculum changes due to COVID-19, E. Ting announced that a spreadsheet was drafted for deans and departments to report these changes to EdCo. Feedback was requested from deans on the draft spreadsheet, and the final version provided on August 10. While there is no specific reporting deadline, E. Ting asked deans to share the document with their departments to populate the information.
- D. McMullen reported that the timeline for accepting the Duolingo English Test as an option for demonstrating English Language Proficiency was extended. Originally approved in March as a pilot for admission to the 2020/21 year, the lack of an alternative test makes it necessary to continue accepting Duolingo; International Education is already admitting students for September 2021. This decision will be revisited once IELTS testing becomes available again.

e) EdCo Meeting Schedule 2021

MOTION: THAT Education Council approve the 2021 Education Council Meeting Schedule as presented.

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

7. COMMITTEE REPORTS

a) Curriculum Committee

i) Consent Resolution:

- **New Course: COMP 0300**
- **Program Update: First-year University Transfer Engineering Certificate**
- **Program Update: Steel Construction Modelling Technician Certificate**

- These curriculum proposals were included for the record; they were approved via consent resolution (effective June 24, 2020).

ii) Course Update: MUSC 3117 Creative Music Improvisation 1

MOTION: THAT Education Council approve, in the form presented at this meeting, revisions to the MUSC 3117 Creative Music Improvisation 1 course outline.

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

- T. Rowlatt presented the proposed revisions to include PLAR (Prior Learning Assessment & Recognition). While PLAR has informally been available for several Music courses, the formal update of this course was required to allow a current student to graduate. The entire Bachelor of Applied Music curriculum is currently being revised. Curriculum Committee requested some rewording, specifically to course learning outcomes, which was completed.

iii) Program Update: Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Diploma

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

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

- T. Rowlatt and B. McGarvie presented the proposal to combine the first-year certificate with the second-year diploma curriculum into one two-year diploma program. Currently, students complete one of three one-year certificate programs before registering in the second-year diploma program. Combining the curriculum in one program content guide clarifies the program structure and two-year duration, alleviating issues around study permits for international students. Students with a recently completed certificate can ladder into the second year; students enrolled in the two-year diploma program have the option to exit with a certificate after the first year. Changes requested by Curriculum Committee were completed, most significantly to clarify that the Steel Construction Modelling specialization is only available in the first year.

iv) New Programs: Jewellery Art & Design Diploma & Certificate

MOTION: THAT Education Council approve, in the form presented at this meeting, the curriculum for the Jewellery Art & Design Diploma, the Jewellery Art & Design Certificate, and 19 new courses; and recommend the Board of Governors approve the two credentials.

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

- T. Rowlatt presented the significantly redesigned Jewellery Art & Design Diploma and Certificate programs. Changes were based on recommendations from the 2018/19 program renewal; these included a higher level of technical skill, access to newer technologies, and more comprehensive business training. Some specialized techniques were removed; the plan is to develop an optional third year for students interested in these specializations. A part-time option is now available (except for the first term), which is expected to increase accessibility and improve retention. Curriculum Committee commended K. Jones for her work developing this curriculum.

v) Update: Provisional Approval of New Programs Ad Hoc Committee

- T. Rowlatt reported that the committee met several times to discuss the provisionally approved Electronics Repair Technology Diploma program, and approved minor adjustments to assessments and learning outcomes in the first five courses. The first program intake was postponed from September 2020 to January 2021 due to enrolment challenges for this hands-on program in the current pandemic. The committee will continue to meet during the first run of the program. T. Rowlatt felt the committee was able to provide valuable support to the new department leader.

vi) Program and Course Deactivations: Administrative Assistant Certificate

- T. Rowlatt reported that the Administrative Assistant Certificate and associated courses were deactivated in CourseLeaf and thus removed from the website, due to replacement by new programs: the Administrative Professional 1 & 2 Certificates and the Administrative Professional Certificate (International). He inquired whether EdCo agreed with receiving this item for information only, considering approval of the new programs as implicit approval to deactivate the old program. EdCo members had no concerns regarding this approach.

b) Policy Committee

i) C.3.13 Academic Year (formerly Academic Schedule)

MOTION: THAT Education Council recommend, in the form presented at this meeting, C.3.13 Academic Year policy and procedures for approval by the Board of Governors.

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

- N. Mandryk presented the related policies C.3.13 and C.3.15. Policy C.3.13 Academic Year addresses high-level planning of important dates. The major change is to publish dates 3 years in advance, rather than 18 months, which simplifies enrollment planning and scheduling.

ii) C.3.15 Academic Schedule (formerly Academic Timetable & Room Booking)

MOTION: THAT Education Council recommend, in the form presented at this meeting, C.3.15 Academic Schedule policy and procedures for approval by the Board of Governors.

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

- N. Mandryk presented the policy, which was revised by an Administrative Policy Committee working group. The policy addresses program-level planning. The most significant change is establishing four-month terms as the general standard (Sept-Dec, Jan-Apr, May-Aug), while still allowing exceptions for programs that cannot fit within this structure. This change reflects the Registrar's Office's efforts to simplify and streamline program structures as part of its Student Experience project.

iii) C.3.10 Educational Affiliations (formerly Affiliation Agreements (Education))

MOTION: THAT Education Council approve sending C.3.10 Educational Affiliations policy and procedures out for community feedback.

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

- N. Mandryk presented the policy, which was revised by T. Rowlatt as part of the regular policy review cycle. The policy applies to partnerships between VCC and another post-secondary institution (or other partner organization) involving joint provision of an educational experience to students, typically involving issuance of a credential. A major policy change is the inclusion of joint research projects. Agreements *outside* the scope of this policy include articulation agreements in the B.C. Transfer Guide and agreements for the sole purpose of providing practicums.
- Procedures were also clarified and streamlined, informed by the recent process of establishing an affiliation agreement with Vancouver Film School (VFS).

c) Appeals Oversight Committee

i) Update to Terms of Reference

MOTION: THAT Education Council approve the updated Appeals Oversight Committee Terms of Reference.

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

- L. Griffith reported that two working groups were struck to develop a protocol for appeals and an appeals tracking process. She thanked E. Ting and H. Parisotto for their participation in these subcommittees, and will provide updates on the progress to Education Council. ⁸
- The committee's terms of reference were revised to update position titles and add representatives from Indigenous Education and Community Engagement, International Education, and support staff; new members from these areas have been appointed.

d) Education Quality Committee

i) Annual Program Reviews 2020

- T. Rowlatt reported that committee discussed with D. Wells whether to conduct annual program reviews this year in view of the COVID-19 pandemic. The decision was made to move forward with reviews, as they provides a valuable opportunity for departments to reflect and debrief, and the resulting action plans feed into the Academic Plan. The program review form was slightly modified to add questions specific to the impacts of COVID-19, and timelines for completion extended to November/December.

8. RESEARCH REPORT

- The Research Ethics Board (REB) continues to receive an increasing number of inquiries regarding course-based reviews, which cover all student projects within a course.
- A working group was established to plan an event combining Research Day (postponed due to COVID-19) and the Teaching and Learning Symposium for next spring.
- The CTLR submitted a successful proposal to BCcampus for a project implementing alternative assessments as a means of protecting academic integrity. The proposal was selected for an 18-month BCcampus Research Fellowship.

9. CHAIR REPORT

- E. Ting reported that the EdCo Executive is planning a half-day online session for EdCo Planning Day in November, and will reach out to council members to share ideas and suggest topics.

10. STUDENT REPORT

- P. Patigdas reported that SUVCC is re-opening its offices (Broadway Campus: Mon & Tue, Downtown Campus: Wed & Thu, 10 – 4 p.m.). Outside of office hours, a virtual helpdesk is available; students can continue to contact SUVCC via email and social media. Students can reserve handbooks (agendas) and schedule a pick-up or have them mailed.
- Planning for SUVCC elections is well underway; students will be informed via posters and social media.

11. NEXT MEETING AND ADJOURNMENT

- The next Education Council meeting will be held on October 13, 2020, 3:30-5:30 p.m.

MOTION: THAT Education Council adjourn the September 8, 2020 meeting.

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

- The meeting was adjourned at 5:09 p.m.

Elle Ting
Chair, VCC Education Council



VCC ONLINE STUDENT EXPERIENCE SURVEY

July 28, 2020

ABSTRACT

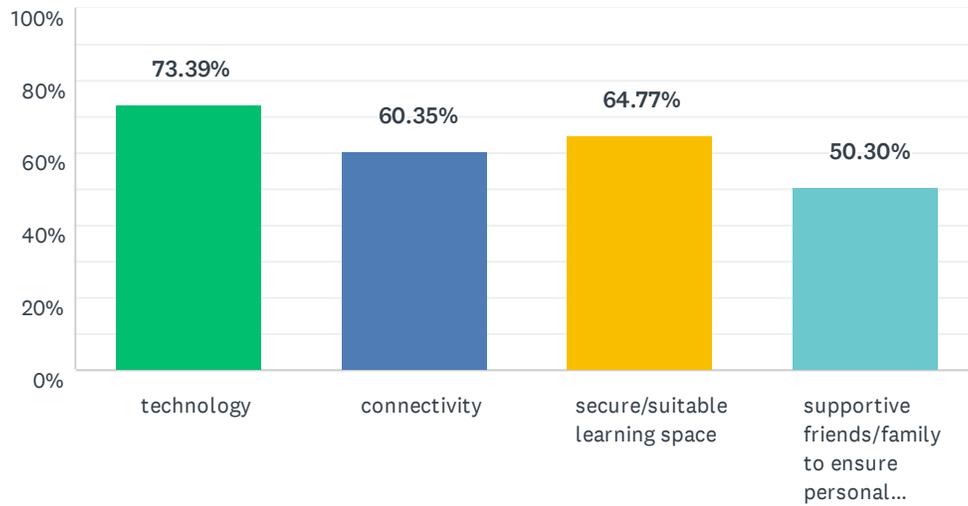
The Institutional Research Department deployed the VCC Online Student Experience Survey on July 13th, 2020 to 9591 VCC students. The survey received 1695 responses, 1275 completed and 420 partially completed the survey. Long responses are listed in each question with identifiers removed.

Institutional Research

Alexandra Cai

Q1 What things in your home learning environment will be helpful to your learning? (check all that apply)

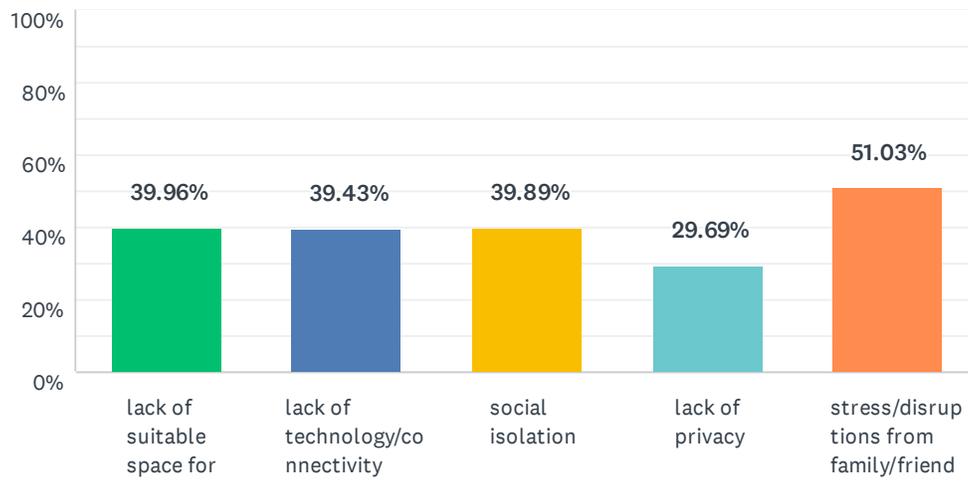
Answered: 1,672 Skipped: 22



ANSWER CHOICES	RESPONSES	
technology	73.39%	1,227
connectivity	60.35%	1,009
secure/suitable learning space	64.77%	1,083
supportive friends/family to ensure personal connection	50.30%	841
Total Respondents: 1,672		

Q2 What things in your home learning environment will be challenging to your learning? (check all that apply)

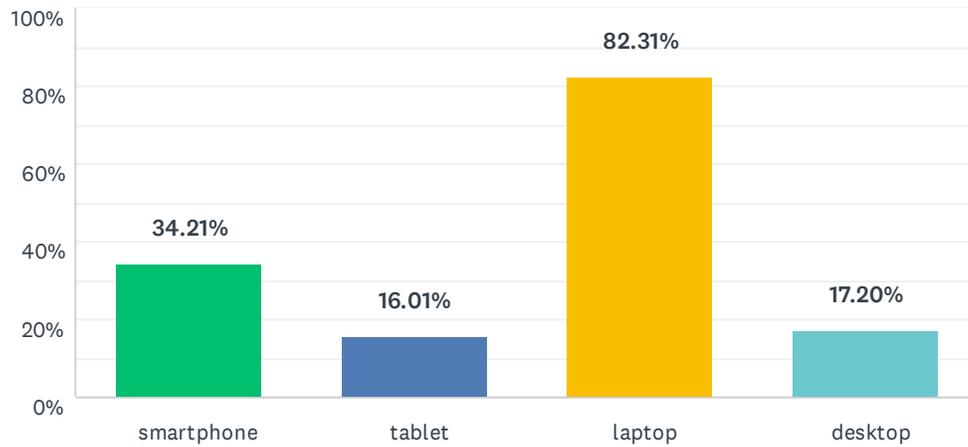
Answered: 1,509 Skipped: 185



ANSWER CHOICES	RESPONSES	
lack of suitable space for learning	39.96%	603
lack of technology/connectivity	39.43%	595
social isolation	39.89%	602
lack of privacy	29.69%	448
stress/disruptions from family/friends	51.03%	770
Total Respondents: 1,509		

Q3 What is the primary device you have used, will be using, in learning online at VCC? (check all that apply)

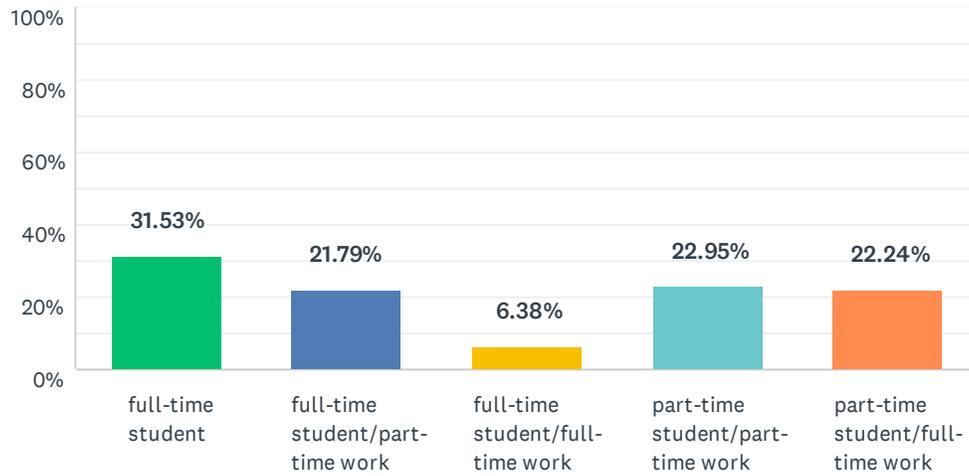
Answered: 1,605 Skipped: 89



ANSWER CHOICES	RESPONSES	
smartphone	34.21%	549
tablet	16.01%	257
laptop	82.31%	1,321
desktop	17.20%	276
Total Respondents: 1,605		

Q4 How your time currently is allocated? (check all that apply)

Answered: 1,551 Skipped: 143



ANSWER CHOICES	RESPONSES	
full-time student	31.53%	489
full-time student/part-time work	21.79%	338
full-time student/full-time work	6.38%	99
part-time student/part-time work	22.95%	356
part-time student/full-time work	22.24%	345
Total Respondents: 1,551		

Q5 How important to you are the following aspects of online learning to your success:

Answered: 1,484 Skipped: 210

	VERY IMPORTANT	SOMEWHAT IMPORTANT	NOT IMPORTANT	N/A	NOT USED	TOTAL
a) Early access to course learning materials	68.92% 1,020	25.41% 376	3.58% 53	1.01% 15	1.08% 16	1,480
b) The provision of a welcome video or other course/program orientation	39.53% 585	40.20% 595	15.07% 223	1.76% 26	3.45% 51	1,480
c) Discussion boards for class materials	47.97% 708	37.47% 553	10.64% 157	1.36% 20	2.57% 38	1,476
d) Online Library access	48.37% 712	33.29% 490	9.04% 133	2.51% 37	6.79% 100	1,472
e) Break-out sessions for group discussion	36.20% 531	39.40% 578	17.66% 259	3.20% 47	3.54% 52	1,467
f) On-call technological support	45.41% 667	33.42% 491	11.44% 168	3.34% 49	6.40% 94	1,469
g) Recorded lectures	59.50% 874	26.68% 392	6.81% 100	2.11% 31	4.90% 72	1,469
h) Virtual school events (VCC welcome days)	22.27% 326	31.69% 464	30.81% 451	5.33% 78	9.90% 145	1,464
i) Access to tablets or laptops	67.46% 989	16.58% 243	9.14% 134	3.55% 52	3.34% 49	1,466
j) Recorded Q & A sessions	44.40% 650	36.54% 535	10.45% 153	2.53% 37	6.08% 89	1,464
k) Financial Assistance (including cost of internet service)	52.11% 765	24.46% 359	12.53% 184	4.22% 62	6.74% 99	1,468
l) Videos and Powerpoint Presentations from the instructor	75.68% 1,114	20.24% 298	2.04% 30	1.22% 18	0.88% 13	1,472
m) Online textbooks and related materials	74.59% 1,098	20.11% 296	3.13% 46	0.75% 11	1.49% 22	1,472
n) Written assignments	47.92% 704	39.35% 578	8.99% 132	2.25% 33	1.50% 22	1,469
o) Quizzes	50.58% 741	37.06% 543	8.53% 125	2.12% 31	1.71% 25	1,465
p) Interactive media (games, flashcards, etc.)	35.79% 525	38.10% 559	17.86% 262	3.48% 51	4.84% 71	1,467
q) Videos from third parties	27.73% 406	49.80% 729	15.64% 229	3.42% 50	3.48% 51	1,464
r) Synchronous class sessions (Zoom)	57.51% 846	29.37% 432	8.70% 128	1.84% 27	2.58% 38	1,471

Frequently Occurring Concepts

Q6. Do you agree that flexibility and/or convenience in scheduling and attendance of online courses is important and why?

Yes, I agree. Flexibility and/or convenience in scheduling and attendance of online courses is important because:

- students may not have access to internet, computer, or a quiet place to study all the time.
- it works well for those who have a full-time job to fit school work into an already full-time work schedule.
- it saves time for commuting to campus.
- it adapts to the current pandemic situation and allows students to do social distancing while having access to course material.
- students will not be overstressed.
- it helps students to achieve work-life balance.
- students will have time for other commitments and responsibilities, such as work, children, or family.

No, I don't agree. Flexibility and/or convenience in scheduling and attendance of online courses is NOT important because:

- fixed schedules work better for those who have procrastination or lack of self-discipline.
- flexibility makes students unproductive.
- students feel a lack of support from instructors.
- students should be dedicated to school work and have other activities planned to accommodate school instead of the other way around.
- fixed schedule allows better communication/interactions with instructors/classmates.

Q7. Do you agree that instructor presence – live (synchronous) interactions between student and instructor are essential to the student experience and why?

Yes, I agree that instructor presence is essential to the student experience because:

- it allows students to ask questions and get feedback in time.
- it is essential to interact with instructors.
- students can get clarification/explanation from instructors on course materials.
- students feel supported.
- students need guidance from instructors.
- it fosters participation and connection.
- it makes learning more effective.
- students are more focused during class.

No, I do not agree that instructor presence is essential to the student experience because:

- I have taken online courses and passed them with self-studying.
- I am able to learn independently as long as instructors are available to answer questions by email.
- PowerPoints/recorded lecture videos are sufficient.

Q8. What are your thoughts about learning in an online environment?

- Students need to be more responsible and active with their learning.
- very convenient
- prefers in-person over online learning
- helps to balance work and school
- easy to lose interest and motivation
- Students vary in their comfort level and experience with technology.
- saves commute time and money
- feel isolated
- less communication/interaction with instructors/classmates
- requires a lot of self-studying and self-discipline
- online learning is necessary during pandemic to keep everyone safe
- great opportunity for students who can't attend in-person classes to achieve educational goals
- some programs require actually training
- provides flexibility
- easily distracted by family
- had to do adjustment to online learning from classroom settings

Q9. What advice would you give instructors of online or hybrid courses?

- more organized class time
- have some fun activities
- lively and interesting lecture
- speak slowly and clearly
- better explanation of course material
- allow students to ask questions during class
- give students an opportunity to study materials before lecture
- more individual time/practice with students
- be flexible with office hours
- be patient with students
- provide help/training for students on utilizing tools and technologies
- treat students online same as in-person
- give breaks during online class
- get to know your students
- more hands-on practice
- more interactions with students
- post more useful resources for student success
- prompt reply/feedback from instructors
- instructors are available to students by phone or email
- be present, engaged, and supportive
- clear expectations
- helpful and respectful instructor
- reasonable amount of assignments
- recorded lecture videos

Q10. What things helped to build a sense of community in your online experience?

- caring/involving/engaging instructor
- messages/emails from instructor
- interactions with instructors/classmates
- group discussions/activities
- Zoom meetings
- teamwork
- presentations
- class forums
- Question and Answers (Q&A)
- breakout rooms
- group chat (no instructor involved)
- one-to-one interaction with instructor

Q11. What is required to make an online learning experience safe and welcoming for you?

- protected privacy
- stable wifi/internet-connection
- secured network
- caring/good/interesting/passionate instructor
- instructors are available to students
- non-judgemental
- flexible scheduling
- welcome videos
- organized materials from instructors
- prompt feedback from instructors
- protection of personal information
- technology support provided for students
- freedom of expression
- clear rules and expectations
- being able to communicate/interact with instructors/classmates
- no harassment of students
- respectful environment

Online Learning Classroom Agreement

Cover Letter for Instructors

The attached online learning classroom agreement was produced in order to clarify a variety of issues and questions that have come up in relation to teaching online. For example, issues around the recording of Zoom class sessions and assessments, privacy, accessibility, and best practices for Universal Design for Learning (UDL). The agreement is consistent with VCC policies and procedures, as well as privacy legislation.

This agreement is intended to be shared by instructors in their courses to address issues such as privacy while promoting a positive and effective online learning environment for everyone.

Instructors should review the contents of this classroom agreement with their students at the start of the course.

The agreement states that informed consent is required before each Zoom session is recorded. It is recommended that instructors use the 'Recording Disclaimer' feature in Zoom in order to obtain consent. The Recording Disclaimer feature works in such a way that if a student does not provide consent then they automatically exit the session.

The instructor should then continue with the recording.

It is recommended that online live lectures (e.g. delivered via Zoom) are recorded or pre-recorded in order to support universal design for learning and accessibility. However, to foster open dialogue and to protect the privacy of students and instructors, it is recommended that activities like interactive group work and group discussions are not recorded. Instructors should use their discretion to decide when it is appropriate to stop and start recording based on the nature of the online class activities. These considerations also apply to breakout rooms.

If students do have issues around participating in online activities or completing required online assessments, instructors should discuss these issues with the student to seek workable solutions. The appropriate coordinator, department leader or dean of the area should be consulted if further support is needed. Instructors may contact Disability Services for support regarding student accessibility concerns.

If instructors have questions about integrating this agreement into their classes or would like further support they should email IASupport@vcc.ca

Questions regarding student accommodations in the online environment should be directed to disabilityservices@vcc.ca

Online Learning: Classroom Agreement

VCC is committed to an accessible and supported online learning environment that respects privacy with respectful dialogue/discussion.

This classroom agreement supports a positive and effective online learning environment for instructors and students.

Classroom agreement between students & instructors

LEARNING ENVIRONMENT

- To support a rich learning environment, follow [Zoom Etiquette For Online Classes](#).
- VCC's educational policies and procedures apply to the online learning environment. Nothing in this agreement displaces VCC Policy and/or collective agreements. Issues that fall outside this classroom agreement will be dealt with according to VCC Policy. Examples of relevant policies or procedures include:
 - [D.4.3 Student Code of Conduct \(non-educational matters\)](#)
 - [D.4.5 Student Educational Conduct](#)
 - [A.3.6 Standards of Employee Conduct & Conflict of Interest](#)
 - [A.3.9 Records Management](#)
 - [A.3.3 Freedom of Information and Protection of Privacy \(FOIPPA\)](#)
 - [D.4.1 Students with Disabilities](#)
- Students who are unable to participate in online learning activities must talk with instructors outside of class time. Instructors will determine appropriate ways for students to meet course requirements or if additional support is needed.
- Additional support or guidance can be provided by the department leader, or student service area, such as the Arbiter of Student Issues Office, the VCC Privacy Officer, or Disability Services, etc.
- Students should not share course materials such as tests, quizzes, and recordings with people not registered in the course.

RECORDING OF ONLINE CLASSES

- All recordings follow privacy and confidentiality legislation.
- Instructors may record some or all of the online live sessions (Zoom) to support universal access and accessibility. Instructors will ask students for their consent to be recorded in each class. It is the student's responsibility to leave the session if they do not give consent to be recorded.
- If a student does not give consent to be recorded for privacy reasons, the content will be provided in another way (for example via a link to the recording etc.).

- Students must not record the session (and breakout room sessions) using any medium or recording tool unless the instructor and all students give clear consent.

ONLINE ASSESSMENTS

- The instructor will tell students in advance how course exams, tests, quizzes, will be conducted and invigilated online (e.g. via Zoom).
- Students who can't complete any online assessments due to access to technology, accessibility concerns, or other barriers should talk to their instructor before the assessment activity.

ACCESS AND USE OF RECORDINGS

- If assessments are recorded, recordings will be stored for two years at the college and then discarded, as per the records management policy.
- Recordings of assessments will only be accessible to the student, the instructor, and the department leader of the program area.
- All recordings (online lectures and assessments) may be used for student educational conduct or individual non-educational conduct purposes.

New Concept Paper Proposal

Nail Technology Certificate

Name of Program:

Nail Technology Certificate Course 1& 2

School/Centre:

Trades, Technology & Design

Credential Level:

Certificate

Anticipated Start Date:

September 2021

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

Contact(s)

Name	E-mail	Phone/Ext.
Louise Dannhauer	ldannhauer@vcc.ca	8331

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.

Over previous years, there has been tremendous growth in the field of nail technology, however there are limited avenues of training options, none of which are within the public sector. The development of the Nail Technology program is intended as an extension to the Esthetics & Spa Therapy Program, for those students wishing to advance their knowledge in nail technology theory and training. This program also seeks to encourage prospective students who wish to focus their studies on this section of the industry only.

Program learning goals will seek to combine both foundation and advanced techniques in advanced nail technology, which includes natural nail, hand and foot topics, progressing to artificial nail application and specialized services and techniques.

The purpose of the Nail Technology Program is to provide students with the skills and knowledge necessary to enter the nail technology industry and be able to provide a wide variety of services by having the ability to understand the all aspects of theory and business application. Graduates will be able to seek the occupation as a nail technologist, which includes, but not limited too

- Nail Technician on cruise ships, local or destination nail studios, spas/salons
- Free-lance technician within the movie industry
- Corporate of brand specialist trainer or business advisor
- Influencer
- Business owner Entrepreneur

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

This new program aligns with the department plan by re-developing previously run programs newly designed by faculty to elevate the level of training we can offer to students.

Adding this new program to the department of Hairstylist and Esthetics & Spa Therapy provides engagement and alignment with industry and fully supports VCC's Key Success Drivers.

Education Quality: The program will provide students with access to new educational and training opportunities. The program can be offered both face-to-face or online through innovative practices designed recently to support learning centered programming that is relevant. Students will gain both theatrical and hands-on experience that focuses to be flexible and career oriented.

Operational Excellence: Faculty and staff within the department hold the credentials and advanced training to be confident to deliver this program, working together to build a program which will elevate the department. This program will utilize existing space within the salon/ spa at the downtown campus with the opportunity to grow as the program excels

Financial Stability and Sustainability: The nail technology Program seeks to maintain financial stability by being both cost recovery, and having the ability to offer advanced services to the community within VCC's salon & Spa. By joining our other programs within the department, the hard work of sustaining social and environmental responsibility will continue

Reputation Management: VCC's Hairstylist and Esthetics & Spa Therapy Programs have grown exponentially over the years, aiding in supporting the grown and identity of the VCC brand. This new program will positively impact VCC reputation by bringing this additional course to the esthetics and spa industry.

Business Development: The Hairstylist and Esthetics & Spa Therapy department has worked hard over the years to develop strong relationships with the spa and salon industry and stakeholders. These partners, stakeholders and supporters of our programs have voided through our Professional Advisory Committee (PAC) and through partnership discussions the high level of interest in supporting this new program.

Skills obtained in the Nail Technology program are key to enacting VCC's values of student success, excellence, diversity, and stewardship.

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

The Nail Technology Program supports students with the ability to continue their education in advanced topics of nail technology and will also encourage students from the Hairstylist Foundation Program and Continuing Studies, Makeup Artistry Certificate to further their education within this creative industry. This gives the opportunity for the cosmetologist to become more knowledgeable about all aspect of the beauty industry. Learners can easily transition from existing programs and certificates into this course, providing opportunities for advancement in all aspect of the beauty industry.

Needs Assessment

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

The current Esthetics & Spa therapy program does not cover nails extensions, nail art, hard gel and acrylic. This is a rapidly growing area in the beauty industry.

The Nail Technology Program is intended to support Esthetic & Spa Therapy students with essential skills, provide authentic learning opportunities, and make additional educational and career opportunities accessible. The course will support growth in technical knowledge which will further their success within the esthetics industry. The Nail Technology program will also give students the ability compete in Skills Canada and World Skills.

VCC's Esthetics & Spa Therapy Program covers outcomes recognized in Course 1 of this program, however the content that will be covered in Course 2 will be advanced theory and practical knowledge. Current Esthetics and Spa Therapy students will be able to scaffold into Course 2. New students, or those who do not have prior learning assessment recognition, will take both course 1 and 2.

This advanced training is needed in order for perspective students to be confident and certified to administer these services.

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

Graduates of the current Esthetics program from VCC that are currently working in salon and spa services, request advance courses. The reputation of the esthetics program at VCC is strong and we continue to deliver industry ready students. We anticipate continued demand for advanced training in the salon and spa/salon industry.

<https://www.jobbank.gc.ca/marketreport/outlook-occupation/14043/BC>

8700 workers are employed in the spa industry 9% male 91% female. 34%mostly full time. 13% age15-24, 56% age 25-44, 29% age 45-64, 2% age 65+

The Increase of spas and salons in British Columbia has led for a need of nail technicians.

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

Nail technology and nail art are evolving and trending in the Esthetics industry. Owners of successful salon and our PAC members have both endorsed these areas of study based on the demand they are seeing. Our Esthetics students have asked about these programs. Currently our students are leaving to pursue nail technology programs in other institutions.

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 similar programs in the province offered by private institutions. VCC being a public college can offer better tuition and training to these students. Hours may vary from 300-420 hours. Length of program varies from 3-6month and prices range from \$5000-\$8000

<https://www.blanchemacdonald.com/programs/nail-technician-courses/>

<http://www.universities-colleges-schools.com/john-casablanca-institute>

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

n/a

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?

Our target students are international and domestic students who are graduates from high school, or previous graduates of VCC's Esthetics & Skin therapy program, Hairstylist foundation programs and Makeup Artistry programs.

These students will come from of a variety of genders, ages, ethnic backgrounds and educational and work backgrounds. Further offerings would likely be provided to other special interest groups and/or high school aged youth to provide additional opportunities for students to gain experience.

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

Students will be recruited from the current and past Esthetics & Spa Therapy, Hair styling Foundation and Make up programs at VCC

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 department will work with international and Student Development to ensure student success. VCC acknowledges and respect differences in each other and are committed to maintaining an environment that is inclusive for all.

Quality

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

n/a

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?

There is currently a PAC for the Esthetics & Spa Therapy program within the department. The department will engage industry to support graduates.

The topic of the nail technology program has been discussed and there are requests to hire students from our course at VCC

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

Current faculty are fully qualified.

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

Students will be allocated time to perform services in a real life, client-based salon/spa environment. They will utilize the information gained on practical treatment set up and take down to assist in services and general operations of the salon/spa public space.

Objectives incorporated into the program will also include practical and theoretical knowledge on fundamental services. These will include: manicure, pedicure, gel nails, various artificial nail applications, and nail art

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 program will run for sixteen (16) weeks. Sixteen students will be enrolled in each intake.

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.

Graduates of the Nail Technology Certificate course complements the Esthetics & Skin Therapy, Hairstylist Foundation and Make Up certificate programs.

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

The program will run full time for sixteen (16) weeks 25 hours per week and part time for thirty two (32) weeks 12.5 hours per week.

Course may be offered face to face, online or a blended format.

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.

This program has two courses Nail Foundations for those who are defining their journey without any background in Nail or Esthetics. Artificial Nails leads to a pathway towards various applications of artificial nails and nail art to students who already have an education in esthetics.

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.

There is a pre-existing educational room with manicure tables and sinks. Exhaust fans for dust, chemical and odors are needed to perform acrylic procedures in our current space.

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

\$3000 has been allocated in Curriculum development funds

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?

n/a

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):

n/a

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?

Case attached

Attach Initial Business Case

Business Case.docx

Costing of Nail program_2 (2).xlsx

PART 3: ADDITIONAL INFORMATION

Provide any additional information if necessary.

Tuition Fees

Not sure, what tuition will be based on credits

Funding and costs

The nail technology program can recover costs by creating a revenue and charging clients for service

- Full set of artificial nails \$35
- Nail fills \$25
- Manicure \$15
- Gel manicure \$20
- Gel pedicure \$35
- Regular pedicure \$25
- Paraffin Treatment \$5

Classroom/lab renovations/IT

- Classroom space - classroom space will not be an issue
- No cost for lab renovations
- There is existing classroom space for this course
- There is no investment needed in software

Equipment

An instructor kit will contain all items needed to teach course 1 &2

4 Year projection Tuition and Fees

Nail Technology Certificate Course 1 is 9.5 credits, Nail Technology Certificate Course 2 is 8.5 credits total 18.5 credits

The Nail Technology program will run two part time course a year equalling 32 weeks, and two full time coursed equalling 16 weeks

Operating Costs (Direct and Indirect Capital Costs)

Not anticipated operation costs associated with this program

School of Trades, Technology & Design
Nail Program

Org Code:

Scenarios	Break-Even
Tuition per credit per student	\$ 287
Tuition per student	\$ 4,595
No. of Intakes	4
No. of students per intake - Domestic	16
No. of students per intake - International	0
Total students (with X FTE attrition) - Domestic	16
Total students (with X FTE attrition) - International	0
Student FTE	16
Duration - instructor months	4
Duration - days	80
Other days	0
Department head release days	0
Duty days per year	180
Instructor FTE required per intake	0.44
Number of credits	16
Tuition Fee per Credit -Domestic	\$ 4,595
Support Staff FTE	0.00
Operational costs	\$ 0
Revenue per credit per student	\$ 287
Cost per credit per student	\$ 287
Revenue per student	\$ 4,595
Cost (breakeven tuition fee) per student	\$ 4,595
Breakeven tuition fee per credit per student	\$ 287
Tuition fees per student - Domestic	\$ 4,595
Block fund per student	\$ 0

Revenue	
Tuition revenue -Domestic	\$ 73,520
Block funding	\$ -
Total revenue	\$ 73,520
Instructor	
Salary (step 1)	\$ 42,282
Benefits (26%)	\$ 10,993
Total instructor costs	\$ 53,276
Support Staff	
Salary	\$ -
Benefits (30%)	\$ -
Total support staff costs	\$ -
Total labour cost	\$ 53,276
Operational costs	
Operational Expenses	\$ -
Total operational costs	\$ -
Indirect student support	
Indirect student support	\$ 20,245
Total indirect student support	\$ 20,245
Total expenditures	\$ 73,520
Net contribution to VCC overhead / (Deficit)	\$ -
Net contribution to VCC overhead / (Deficit)	0.0 %

Gross Margin Income Statement

Revenue from tuition and block fund allocation	\$ 73,520
Direct instructors cost	\$ 53,276
Direct non-labour cost	\$ -
Direct support staff cost	\$ -
Gross margin	\$ 20,245
Indirect IRA cost	\$ -
Indirect support staff cost	\$ -
Total indirect expenditures	\$ -
Surplus / (Deficit) (prior VCC overhead)	\$ 20,245
VCC Institutional support (Overhead 38%)	\$ 20,245
Net Surplus / (Deficit)	\$ -

Gross margin breakeven tuition per student	\$ 3,330
Minimum number of students to cover gross margin	12
Minimum number of students to cover direct + indirect	12
Minimum number of students to cover all costs	16



DECISION NOTE

DATE: October 13, 2020

PREPARED FOR: Education Council

ISSUE: Discontinuance of the Interior Design Certificate program

BACKGROUND:

On February 12, 2019, the Board of Governors voted to suspend, per Policy C.3.3 Suspension and/or Discontinuance of Programs, the Interior Design Certificate run out of Continuing Studies at VCC.

Subsequently the program underwent Program Renewal, led by a Program Renewal Steering Committee, which reviewed the Key Performance Indicators (Curriculum and Instruction, Student Outcomes, Program Planning and Administration, Faculty and Staff, Program and Student Support Services, and Physical and Learning Environments) and produced a Final Report and corresponding Action Plan per Policy C.3.2 Program Review and Renewal.

Based on the findings from the program renewal self-study and feedback from industry consultations, the recommendation of the Program Renewal Steering Committee is to discontinue the Interior Design programming at VCC.

DISCUSSION:

Changes in the certification and accreditation of Interior Designers, certified by the Council for Interior Design Qualifications (CIDQ) and the Council for Interior Design Accreditation (CIDA) and the Interior Design training programs in North America, resulted in the VCC INTD program not meeting or having any pathways towards the requirements for accreditation or certification, as a bachelor's degree is now a minimum requirement to become a "registered interior designer (R.I.D.)" through the Interior Designers Institute of British Columbia (IDIBC).

Since the suspension of the program in 2019, the program has been taught out; current students either graduated or transferred to BCIT, and there are no longer any students working through the program.

RECOMMENDATION:

That Education Council recommends Discontinuance of the Interior Design Certificate Program at VCC.

PREPARED BY:

Claire Sauvé, Interim Dean, Continuing Studies
Erin Lenz, Operations Manager, Continuing Studies



PROGRAM RENEWAL

Final Report

Interior Design Certificate

Submitted to

Claire Suave, Interim Dean, School of Continuing Studies

David Wells, Vice President Academic, Students & Research

Todd Rowlatt, Chair, Program Review & Renewal Committee

Elle Ting, Chair, Education Council

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

On June 25, 2020

By

Francesco Barillaro, Instructional Associate, Centre for Teaching, Learning, & Research (Chair)

Claire Sauve, Interim Dean, School of Continuing Studies

Justin Ewart, Interior Design Program Coordinator

Jamie Banfield, Interior Design Instructor

Lou Solina, Continuing Studies Program Assistant

Patris Aghakian, Associate Director, Institutional Research

Erin Lenz, Continuing Studies Operations Manager

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1 Executive Summary

Vancouver Community College has been offering programming in Interior Design since 1985. The first certificate was established in 1998. In January 2017, the Council for Interior Design Accreditation (CIDA) implemented a significant change to their regulatory requirements, raising the level of post-secondary completion for interior designers from a certificate to a Bachelor's degree. As the development and delivery of Bachelor's level training is typically beyond the scope of Continuing Studies programming, it became clear that the program in its current form would no longer be recognized as an accredited training delivery institution, and would therefore no longer align with student and industry needs.

Beginning in August 2018, there was a marked decline in enrollment numbers and tuition revenue in the wake of industry changes, and in February 2019 the program was suspended. In April 2019, efforts were underway to sunset the program and undergo a program renewal to determine viable programming alternatives. The program renewal process began in July 2019 and was conducted in accordance with VCC's Program Review and Renewal Policy and Procedures C.3.2. The self-study was completed in March 2020 and involved data from a number of sources including annual program reviews, DACSO, industry survey and consultations, departmental records, and course evaluations. Both a competitive scan and labour market analysis were also conducted. VCC Institutional Research provided enrollment and attrition data.

Throughout the renewal, the steering committee considered several programming alternatives, such as repositioning the certificate program to focus on interior decorating, which does not require bachelor level education, or developing a series of non-credit professional development courses to meet industry demand. Justin Ewart, Interior Design Program Coordinator, conducted industry consultations from experts in the field regarding possible future direction of the program, which served as the external review of the program. (The steering committee felt that industry consultations would serve as the external review given that the program is suspended and would not be reinstated as a credentialed program – See Section 3.) Programming recommendations from industry included:

- Developing professional development courses for interior designers
- Offering an interior decorating certificate
- Creating a series of "Business for Creatives" courses
- Offering a textiles certificate
- Developing a preparation course for the National Council of Interior Design Qualification (NCIDQ) exam.

The steering committee met to review the industry recommendations and discuss the pros and cons of each. After review of the self-study and industry feedback, the steering committee recommends the development of a new 'Business for Creatives' course series targeted to emerging creative

professionals in the design-related fields. A separate action plan, submitted alongside this final report, presents the key initiatives generated by the dean, program coordinator, and operations manager.

2 Self-Study Report Summary

2.1 Overview

This section provides a summary of the findings and conclusions from the self-study report. The self-study team analyzed data sources, identified key findings, and provided recommendations related to the six KPIs in its resultant self-study report.

2.2 Key Performance Indicators (KPIs) – Key Findings

2.2.1 Curriculum and Instruction

As of January 2017, to be registered with the Interior Designers Institute of British Columbia (IDIBC), interior designers in British Columbia need a bachelor's degree from a program accredited by the Council for Interior Design Accreditation (CIDA), 3520 hours of supervised interior design experience, and successful completion of the National Council of Interior Design Qualification (NCIDQ) exam. An interior design certificate from VCC does not meet the minimum education requirement, which graduates have commented on:

The program is not aligned with requirements set by the Interior Design Council of BC. This program barely gives you any qualifying experience in the field (VCC Interior Design Graduate, DACSO report).

The VCC Interior Design Certificate prepared students for a variety of roles within the interior design profession and industry. Students were challenged to recognize, recall, and describe the elements and principles of design and to apply this information to the selection, arrangement, and assembly of materials, finishes, textiles, colours, and furnishings within residential interior spaces. The program consisted of 37 credits and was composed of 14 courses (448 hours). There was no specific order in which these courses had to be taken; however, two courses did require prerequisites. Students could take up to 5 years to complete the program.

Courses were delivered face-to face and part-time, typically during evenings and weekends. Registration took place on an *a-la-carte* basis, where student could take courses in no particular order. This led to students being at different skill sets and knowledge levels in the class, impacting the overall learning experience for students. One graduate wrote:

There could be improvement in the availability of the courses and overall structure of the program. There were many of us in the program who had to wait for months or even years

for a class they needed. For those more serious in completing the certificate over those who just want to take a one-off class needs to be weighted upon enrollment (VCC Interior Design Graduate, DACSO report).

A cohort model may have been better for overall student success and satisfaction. From April 2016 until January 2020, 81 courses were offered. 35% of these were cancelled due to low enrollment. 81 courses at max enrollment could have seen 1,620 student registrations. However, there were only 522 registrations in the 52 course that ran.

One of the goals for the program renewal was to find our niche market, our competitive advantage on other interior design training/education providers. The self-study team created an industry survey to identify what education and skills industry professionals are looking for in potential employees and what they saw as missing. The team also wanted to know how these industry professionals saw the interior design field evolving. Survey respondents identified a need for increased fluency in drafting software (e.g. AutoCad, Sketchup, Revit); a better knowledge of construction, materials and building codes; more training in design; and more development of soft skills such as work ethic, communication skills, professionalism, and leadership. Small business management and project management were also identified as extremely important. Eco/Green design was seen as a major industry trend moving forward.

2.2.2 Student Outcomes

Attrition for the 14 courses in the program was relatively low from the years 2014-2015 up to 2018-2019. (Attrition for the program is not a trackable metric due to the a-la-carte registration structure.) Student enrollment and tuition revenue, however, started to decline after January 2017 when the changes to regulatory requirements came into effect. The number of registrations per year, from 2014 to 2018, reached 230 in 2015 and dipped to a low of 130 in 2018. The average of student headcount over the five year period (Fiscal Year 2014-2015 to 2018-2019) is 72.4, with a peak of 95 in 2015-2016 and a low of 53 in 2018-2019. The program saw 34 students graduate between 2014 and 2018.

The BC Student Outcomes DACSO Summary of Survey Results (2014-2018) for Interior Design included responses to the question of graduate satisfaction with the Interior Design program. The total number of respondents was 19 out of 34 graduates during this period. Some key points to note:

- 72% of graduates were satisfied with the education they received
- 26% of students ranked the quality of instruction good or very good
- 32% of students ranked the amount of practical experience good or very good
- 56% of students ranked the relevance of topics as good or very good
- 37% of students ranked the organization of the program as poor or very poor
- 53% of student ranked covering standards used as adequate

Various components of satisfaction were ranked relatively low compared to typical VCC programs. This data is unsurprising due to the challenges with this program, ranging from lack of alignment with industry standards, administrative turnover, and class scheduling concerns.

Course evaluations (n=439) from 2014-2018 for the Interior Design program were compiled and analyzed. In 410 course evaluations, students would recommend the respective course. Comments on course evaluations were limited, but included the following feedback, which touches on various elements of curriculum and instruction, program planning, and learning environment:

- Develop a dedicated course on perspective and rendering
- Encourage more variety in instructional delivery
- Provide opportunities to view different spaces, via field trips and additional visuals
- Include more fundamentals
- Incorporate critique into curriculum
- Combine courses to improve integration
- Increase course length; provide more time to do exercises
- Improve equipment and real-world drafting examples
- Reduce class sizes/utilize larger classrooms
- Consider alternative textbooks and assignments to improve relevance
- Improve clarity of assignments

2.2.3 Program Planning and Administration

Program Planning

Key action items from the annual departmental reports over the last five years include increasing professional development course offerings in the program area, enhancing relationships with industry partners, and identifying options for program redesign and rebranding as a result of CIDA's changes to their regulatory requirements. A variety of non-credit professional development courses were offered between 2014-2018 without much success, including:

- Illustrator for Interior Designers
- Residential Space Planning
- Basics of Brand Development
- Freelancing and Finances
- Creative Brief and Presentation

Without focused marketing resources, these courses did not secure sufficient registrations to run, despite an expression of interest and need from industry and students.

Efforts to develop new relationships with industry partners and form a new PAC in 2018-2019 were also unsuccessful. The decision was made in February 2019 to suspend the program and begin the program renewal to identify industry needs and determine the best course of action for the Interior Design Program.

Accreditation

The VCC Interior Design Certificate program is not currently in alignment with regulatory requirements from the CIDA.

Affiliations and Partnerships

This program does not currently have any affiliations or partnerships.

Program Advisory Committee (PAC)

This program has not had an active Program Advisory Committee since 2016. The program has encountered challenges securing PAC members due to lack of compensation and changes to industry regulatory requirements. During the final PAC meeting September 2016, the members discussed how the program could stay relevant given the 2017 regulatory changes. The Dean at that time was clear that VCC would not be offering a bachelor's program to compete with BCIT or Kwantlen. Programming options PAC members discussed included: a certificate in interior/residential decorating; a one-year foundational program that exposes students to a variety of options in the interior design/decorating industry; continuing education courses in fabrics, textiles, colour theory; and professional upgrading courses in project management, business, soft skills, and design software specializing in construction.

Marketing and Recruitment

Marketing and recruitment efforts have been effectively discontinued during the teach-out phase of the program. In lieu of this, the program staff have been liaising with individual students to review program completion options on a case-by-case basis.

In general, marketing of the program was limited as there is no freedom for Continuing Studies to do its own promotions of the program. Should we move forward with the programming recommendations coming out of the self-study, we would need a more focused marketing strategy to successfully build and grow our niche in the market.

Labour Market Demand

In BC, certification is required to use the designation of Interior Designer. As a result of the 2017 regulatory changes, our program can no longer offer what market demands in terms of the minimum education requirement to become an interior designer.

2.2.4 Faculty and Staff

The Interior Design Certificate program is housed within the School of Continuing Studies. The Program Coordinator facilitates the day-to-day functioning of the program. The Program Coordinator is supported by the Continuing Studies team, which includes the Program Assistant, Senior Program Coordinator, Operations Manager, Associate Registrar, and the Registrations Office.

The instructors report to the Program Coordinator. The Dean of Continuing Studies leads the School of Continuing Studies.

Prior to the program suspension, and during the teach-out phase, the program was supported by seven instructors, all of whom are industry professionals with years of experience in their respective fields.

One instructor suggested that Continuing Studies provide annual workshops to instructors that could cover administrative “how to” tasks (e.g. logging into the network and email) as well as teaching strategies, student engagement, lesson planning, etc.

2.2.5 Program and Student Support Services

The Program Assistant is typically the first point of contact with students who enquire by phone or email. Inquiries are referred to the Program Coordinator for advising on an as-needed basis. Course registrations are managed by the Continuing Studies Registrations Office. Students can register by phone, in person or online. In general, as courses were typically in the evenings and weekend, VCC Student Support Services did not receive many visitations from students in the program.

2.2.6 Physical and Learning Environments

The classroom setup did not support experiential learning in the field, so students may not have been developing the skills required in industry. One student wrote:

What I learned was quite minimal, and I feel like that I may not apply the skills I learned in the real situation. The certificate wasn't really helpful to get into the industry. Maybe it was because I didn't have any experience in the field. There wasn't practical work for me to move onto a job (VCC Interior Design Graduate, DACSO report).

Currently, there are no dedicated facilities for Interior Design courses at VCC (e.g. no drafting facilities). Comments submitted on course evaluations have echoed previous findings on drawbacks of the VCC learning environment in general, but are not specific to Interior Design, including but not limited to classroom size and condition, absence of services during evening hours, etc. Overall, there was no commitment to the design aspect of the learning environment, and classrooms had nothing related to design that would inspire or excite students.

Self-Study Recommendations

See Section 5 below.

3 Industry Consultations Summary

Given the unique nature of this renewal, the steering committee discussed if there was a need to conduct an external review of the program as outlined by VCC policy. With no program to review, facilities to tour, or students and instructors to interview, and the fact that the program would not be reinstated as a credentialed program due to the changes in regulatory requirements, the steering committee felt it was best to focus its efforts on industry needs and how VCC can meet these needs given the regulatory change. Industry consultations were held to identify needs and future programming options.

An industry survey that was sent out to industry professionals in November 2019. Key skills industry professionals are looking for, as identified in the survey, include:

- Knowledge in design principles
- Fluency in technology/software (drafting software, computer skills, general office programs)
- Knowledge of construction, building materials, and building codes
- Soft Skills (e.g. work ethic, communication skills, professionalism, leadership)

Small business management and project management were also identified as extremely important in the interior design field. Eco/Green design is seen as a major industry trend.

The Program Coordinator conducted one-on-one industry consultations regarding possible future directions of the program, resulting in the five following recommendations, which were not universally supported by all stakeholders:

- Developing professional development courses for interior designers
- Offering an interior decorating certificate (similar to George Brown College)
- Creating a series of “Business for Creatives” courses (targeted to emerging creative professionals in design-related fields)
- Offering a textiles certificate (similar to Capilano’s discontinued certificate)
- Developing a preparation course for the National Council of Interior Design Qualification (NCIDQ) exam.

Industry stakeholders who opposed the recommendations above cited concerns about suitability of an exam preparation course in the absence of an ‘anchoring’ program and the difficulty of offering topical courses in a stand-alone course environment. Currently, the ability for Continuing Studies to market individual courses is limited by the college’s marketing strategy being primarily geared towards program-level recruitment. In order for future non-credit course series to be successful, effective positioning of programming and thoughtful consideration of the course series structure (i.e. micro-credentials) are essential.

While there may not have been universal agreement on these topics, there was some agreement on the validity of offering a variety of business, software, and other relevant courses to interior designers, including but not limited to:

- AutoCAD/SketchUp
- Adobe Creative Suite
- Entrepreneurship & Business Skills
- Budgeting
- Marketing
- Social Media
- Presentation and Portfolio Development

4 Steering Committee Response to Industry Recommendations

The steering committee met on February 26, 2020 to discuss the findings from the self-study and industry recommendations. Each recommendations was discussed in detail. A summary of the discussion is provided below.

1. Professional Development Courses for Interior Designers

VCC's history of offering Interior Design programming was acknowledged and appreciated. However, it was felt that without a successful interior design program, it doesn't make sense to offer a series of professional development courses in this area. Continuing Studies also tried running professional development courses in Interior Design in the past, but there were no registrations and courses did not run.

2. Interior Decorator Certificate

The steering committee felt VCC's Interior Design Certificate was in between decorating and design but was competing with BCIT. The committee discussed the possibility of rebranding the program, and calling it Interior Decorating. However, Interior Designer, and steering committee member, Jamie Banfield felt there wasn't a real need or market for a program like this. Decorating, he feels, is the easy way to do design without going to school. People interested in Interior Decorating are everywhere and setting up their own small businesses. Most are also self-taught. There is no regulation or quality standards, and people do this without insurance. There are also web-based platforms out there where people will design a space for \$49.

3. Business for Creatives Courses

This is a niche and there is limited competition in this area, such as Emily Carr's Professional Practice course series. VCC's target audience would include those studying or working in a variety of artistic occupations: e.g. fashion designers, graphic designers, make-up artists, interior designers, jewellery artists, retail design, photographers, etc. Many times, the 'business' course of a design-related program is not nearly detailed enough, nor does it properly prepare students with the skills needed to run a successful small business or lead a team of people. Knowing how to run a business in a creative space is extremely important. Equally important are the skills needed to lead teams of people, skills which are sought after by many employers. There is a gap in business-/leadership-related programming geared towards the creative, artistic professions. The School of Continuing

Studies already has a number of courses in other areas that can be modified and added to the 'Business for Creatives' series, giving students more choice and flexibility to build their own credential or micro-credential. There are many possibilities and potential partnerships that can be explored with this type of programming.

4. Textiles Certificate

There does not seem to be a demand for this type of programming. Capilano used to have a textiles certificate program, but it has been discontinued for some time now.

5. National Council of Interior Design Qualification (NCIDQ) Exam Preparation Course

The steering committee felt that without an accredited Interior Design program at VCC, we are in no position to offer an exam preparation course in this area. The programs at BCIT and Kwantlen, both accredited with CIDA, help students prepare for the exam.

6. Eco/Green Design

The steering committee also briefly discussed eco/green design since this was identified by industry professionals as a new trend coming. There are opportunities here, but this would require higher resources and in-depth planning. This could be something to be considered in the long term.

4.1 Dean Response to Industry Recommendations

Interior Design has a long history at VCC; however, the program area has not been able to compete in current years with competing programs at BC Institute of Technology, Kwantlen Polytechnic University, and Vancouver Arts and Design Academy; these institutions have dedicated facilities and faculties, and the capacity to deliver bachelor degrees, which is now required as entry-to-practice.

The Steering Committee responses to the industry suggestions are well thought-out and practical. VCC Continuing Studies is currently engaged in a redesign of the Leadership Suite of programs into stackable micro-credentials in practical leadership and management, with a focus on running a small business, and the Business for Creatives courses may fit well into that space.

5 Final Comments and Recommendations

Upon completion of the self-study and industry consultations, it appears that the suspension of the program due to lack of industry alignment was a sound decision. Market demand for future programming in a related program area (such as interior decorating) remains uncertain. Recent efforts to offer non-credit interior design and decorating courses have not generated enough interest to run successfully. Various alternatives for interior-design specific professional development courses were considered; however, it does not seem that there is enough agreement amongst industry stakeholders to validate one particular course of action over another.

It seems that Continuing Studies at VCC is not well-positioned to offer credentialed programming specific to interior design following the industry changes in 2017, and that shifting focus towards alternative topic areas may be a better use of limited program development resources. At this time, the College may benefit from the development of courses geared towards a more general audience of creative professionals, but that may also be relevant for interior designers.

Based on the consultations with industry and internal conversations to date, the recommended course of action is to discontinue interior design courses at VCC Continuing Studies, and consider packaging existing courses in a new course series with a thematic underpinning of 'Business for Creatives'. This course series should be modular in nature, and remain accessible to existing and emerging creative professionals as they build their own businesses or develop relevant skills for careers with current and future employers. Based on initial consultations with interior design professionals, topics should include:

- Business Foundations
- Business Growth Strategies
- Sales
- Customer Service/Relationship Management
- Contract Management
- Budgeting for Projects
- Trade/Supplier Relations
- Marketing and Branding
- Social Media
- Adobe Creative Suite (Photoshop, Illustrator)
- Web Design

The School of Continuing Studies currently offers a wide variety of courses of this nature that could be repackaged to meet this need. Additional course offerings could be developed for added flexibility and breadth, and the course series could be offered as a build-your-own micro-credential. Further consultation with other creative programs within VCC (e.g. Digital Media Design, Fashion Design, Jewellery) to refine offerings within this series would be beneficial before proceeding. Investigating partnership opportunities with other institutions (i.e. Emily Carr) may also be worthwhile.

A longer-term possibility that has potential would be to explore programming options in eco design since this is an upcoming trend. This project, however, would require broader support from the college and more time to research and conceptualize.



Program Renewal: Interior Design Certificate Education Council Report (June 25, 2020)

Action Plan

Based on the findings from the program renewal self-study, and feedback from industry consultations, it has been decided that Continuing Studies (CS) will no longer offer Interior Design programming at VCC. Currently, CS is working on the Leadership Suite of Programs program revisions, and there may be opportunities in the future, within this suite of programming, to repackage and develop small business and leadership courses geared towards creative professionals. This will be explored at a later date, however.

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
1	See above			
2				
3				
4				
5				
6				
7				



DECISION NOTE

DATE: October 13, 2020

PREPARED FOR: Education Council

ISSUE: To approve a request for suspension of the Renal Dialysis Short Certificate program

BACKGROUND:

The first Certificate in Renal Dialysis was launched in Continuing Studies in 1999. The program went through a formal renewal in 2015/16, and the new Renal Dialysis Short Certificate Program (RENL) was launched in 2018. The current program is a 278-hour short certificate, completed over two months of full-time study.

The program has been facing many challenges over the past several years, including but not limited to:

- The high turnover rate in leadership roles within the local health authorities, resulting in inconsistencies in communication and program offerings.
- The steady decline in the demand for training since 2013, as local hospitals have increasingly opted to run their own in-house training. VCC has only run the program three times since 2013.

DISCUSSION:

Due to the inconsistent Renal Dialysis program offerings over the past seven years, the program has not been included in the 2019/20 enrollment plan, and will not be included in the 2020/21 enrollment plan. Fraser Health Authority has recently announced their intention to deliver another in-house training program for the fall of 2020, thus eliminating the need for VCC to offer the program in the next year or two. Both the Continuing Studies Dean and Renal Dialysis Program Coordinator agree that without a need from the Regional Health Authorities for VCC to run this program, it is not viable.

Continuing Studies would thus like to suspend the program, in accordance with *Policy C3.3: Suspension and/or Discontinuance of Programs*. The policy states "if the department and Dean agree on a recommendation to suspend or discontinue a program, a Feasibility Report is not required. A proposal with supporting rationale will be submitted to Education Council for advice to the Board, and the Board will make the final decision."

RECOMMENDATION

It is recommended that Education Council approve suspension of the Renal Dialysis Short Certificate program, effective immediately. Upon suspension, Continuing Studies will work with Marketing to develop a communication strategy and refer waitlisted students to Advising so they can explore VCC health program alternatives.

PREPARED BY:

Claire Sauvé, Interim Dean, Continuing Studies
 Rebecca Bennett, Program Coordinator, Renal Dialysis and Health Sciences Continuing Studies
 Erin Lenz, Operations Manager, Continuing Studies



DECISION NOTE

PREPARED FOR: Education Council

DATE: October 13, 2020

ISSUE: Revisions to sequencing in two programs: Network Technology Administration and Security Post-Degree Diploma and Network Security Advanced Certificate

BACKGROUND:

Education Council recently approved three new Network Technology programs in June 2020. Two of those programs are returning for small revisions. Initially, the Network Technology Administration and Security Post-Degree Diploma (PDD) and the Network Security Advanced Certificate program content guides simply provided a Course List of the courses required to complete the credentials. The two credentials share a number of courses. The PDD is primarily aimed at international students, while the Advanced Certificate will primarily be for domestic students taking courses part-time.

After approval, International Education asked that the courses be listed in a Plan of Study grid (courses are listed in specific terms instead of a simple list).

DISCUSSION:

Sid Khullar, Program Coordinator of Networking Technology, presented the proposal. The major concern was that, typically, students in programs that list courses by specific terms are not able to take those courses in a different order. However, the Advanced Certificate program is for part-time students that might take courses in a different order. To manage this concern, a statement was added that courses may be taken in any order as long as all pre-requisites are met.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the revisions to the program content guides for the Network Technology Administration and Security Post-Degree Diploma and the Network Security Advanced Certificate.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: September 16, 2020

Program Change Request

Date Submitted: 09/03/20 5:16 pm

Viewing: **Network Technology Administration and Security Post-Degree Diploma**

Last approved: 08/27/20 8:45 am

Last edit: 09/17/20 10:05 am

Changes proposed by: skhullar

In Workflow

1. **6046 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**

Program Name:

Network Technology Administration and Security Post-Degree Diploma

Credential Level: Post-Degree Diploma

Effective Date: September 2021

Effective Catalog Edition: 2020-2021

School/Centre: Continuing Studies

Department: Computers - City Centre (6046)

Contact(s)

Approval Path

1. 09/03/20 5:27 pm
Sid Khullar
(skhullar): Approved for 6046 Leader
2. 09/04/20 9:58 am
Rebecca Bennett
(rbennett): Approved for Senior PC
3. 09/08/20 1:49 pm
Claire Sauve
(csauve): Approved for CCS Dean
4. 09/16/20 2:35 pm
Todd Rowlett
(trowlett): Approved for Curriculum Committee Chair

History

1. Jul 29, 2020 by Sid Khullar (skhullar)
2. Aug 27, 2020 by Darija Rabadzija (drabadzija)

Name	E-mail	Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8670

Program Content Guide

Purpose

This program provides graduates with the fundamental IT skills to work in a variety of positions related to network administration and security. Students will gain a strong foundation in network systems administration and automation, desktop support, and computing and network infrastructure. Students will then move on to topics such as perimeter security, data communications, digital forensics, encryption, network exploits and vulnerabilities, and penetration testing.

Students will learn through a variety of hands-on experiences within a computer lab environment. Students will work with both Windows and Unix-like operating systems.

Graduates of this program will be prepared for a variety of positions in network administration and security, such as Information Systems Analyst/Consultant, Computer and Information Systems Manager, or User Support Analyst.

Admission Requirements

An undergraduate degree from an accredited university

English proficiency demonstrated by *one* of the following:

VCC ELA (English Language Assessment) with minimum scores of: Listening 25/30, Speaking 27/30, Reading 50/70 and Essay 16/20, *or*

TOEFL iBT with a minimum score of 84 (minimum score of 21 in each section), *or*

Academic IELTS with a minimum score of 6.5 (no band less than 6.0)

Prior Learning Assessment & Recognition (PLAR)

Prior Learning Assessment and Recognition (PLAR) is not available for this program.

Program Duration & Maximum Time for Completion

This program can be completed in two years with full-time study. The program must be completed within 3 years.

Program Learning Outcomes

Students who graduate from the program will be able to:

Plan, create, and implement computer network systems

Work with clients and team members to provide desktop/server support

Implement IT system and data security policies

Design, implement and maintain a full virtualization environment

Engage in computer forensic investigation

Design, implement, maintain, and monitor a network using Windows and Linux operating systems.

Lead, manage, and direct small-to-medium scale IT projects

Perform shell scripting or other basic scripting tasks

Perform data backups and disaster recovery operations

Operate master consoles to monitor the performance of computer systems and networks and to co-ordinate access and use of computer networks

Evaluate and install computer hardware, networking software, operating system software and software applications

Maintain, troubleshoot and administer the use of local area networks (LANs), wide area networks (WANs), wireless networks, mainframe networks, computer workstations, connections to the Internet and peripheral equipment

Instructional Strategies, Design, and Delivery Mode

Students will engage with the material in this program through hands-on exercises and projects involving typical IT work situations, including scenarios from industry. Other instructional strategies include the use of case-studies and group discussions based around current events related to IT news, and the demonstration of troubleshooting techniques.

Class-time will utilize active-learning strategies such as problem-based learning, simulations, and interactive classroom lectures. Some classes may be delivered partially or fully online.

Evaluation of Student Learning

Students will be assessed through a wide range of activities such as presentations, assignments, quizzes, projects, learning journals, and exams.

Students are required to maintain a minimum GPA of 2.0 in each term to progress to the next term of the program.

To receive a Post-Degree Diploma in Network Technology Administration and Security, a student must achieve a minimum grade of C (60-64%) in each course.

Recommended Characteristics of Students

This program is suited for students who wish enter the IT field or who have an interest in computers and information technology.

Students should have:

an interest in keeping their technical skills up-to-date

an interest in network administration and security

good communication, research, and problem-solving skills

an aptitude for working with technology hands on

Courses

Part-time students may take courses in any order as long as course prerequisites are met.

Plan of Study Grid

First Year

Term One	Credits
<u>ITOP 1101A+ Hardware</u>	2
<u>ITOP 1102 Networking Fundamentals</u>	2
<u>ITOP 1105 Security Fundamentals</u>	2
<u>ITOP 1106 Service Manager</u>	2
<u>ITOP 1107 Linux Server Fundamentals</u>	2
<u>ITOP 1108 Windows Desktop Support</u>	2
Credits	12

Term Two

<u>ITOP 1103 Windows Server Fundamentals</u>	2
<u>ITOP 1109 PowerShell</u>	2
<u>ITOP 2306 Virtualization and Cloud Computing</u>	3
<u>ITOP 2309 Data Communications and Networks</u>	4.5
Credits	11.5

Term Three

<u>ITOP 1104 Active Directory</u>	2
<u>ITOP 2202 Networking with Cisco Technologies</u>	4
<u>ITOP 2204 Computing Security Architecture</u>	3.5
Credits	9.5

Second Year

Term One

<u>ITOP 2203 Wireless Technology Networks</u>	3.5
<u>ITOP 2308 Enterprise Messaging and Collaboration Services</u>	3
<u>ITOP 2411 Advanced Network Systems</u>	4.5
Credits	11

Term Two

ITOP 2205 Infrastructure Project	1
ITOP 2414 Encryption, Public Key Infrastructure Architecture and Administration	3.5
ITOP 2415 Network Exploits, Vulnerabilities and Penetration Testing	4.5
Credits	9
Term Three	
ITOP 2201 Professional Development	1
ITOP 2307 ITIL Foundation	1
ITOP 2310 Industry Capstone Project	3
ITOP 2403 Introduction to Network Optimized Monitoring	2
ITOP 2412 Computer Forensics for the First Responder	2
Credits	9
Total Credits	62

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

Course List

Code	Title	Credits
ITOP-1101	A+ Hardware	2.0
ITOP-1102	Networking Fundamentals	2.0
ITOP-1103	Windows Server Fundamentals	2.0
ITOP-1104	Active Directory	2.0
ITOP-1105	Security Fundamentals	2.0
ITOP-1106	Service Manager	2.0
ITOP-1107	Linux Server Fundamentals	2.0
ITOP-1108	Windows Desktop Support	2.0
ITOP-1109	PowerShell	2.0
ITOP-2201	Professional Development	1
ITOP-2202	Networking with Cisco Technologies	4
ITOP-2203	Wireless Technology Networks	3.5
ITOP-2204	Computing Security Architecture	3.5
ITOP-2205	Infrastructure Project	1
ITOP-2306	Virtualization and Cloud Computing	3
ITOP-2307	ITIL Foundation	1
ITOP-2308	Enterprise Messaging and Collaboration Services	3
ITOP-2309	Data Communications and Networks	4.5
ITOP-2310	Industry Capstone Project	3
ITOP-2403	Introduction to Network Optimized Monitoring	2
ITOP-2411	Advanced Network Systems	4.5
ITOP-2412	Computer Forensics for the First Responder	2
ITOP-2414	Encryption, Public Key Infrastructure Architecture and Administration	3.5
ITOP-2415	Network Exploits, Vulnerabilities and Penetration Testing	4.5

Code Title

Total Credits

0

Transcript of Achievement

Transcript of Achievement

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

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

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	95-100		4.33
A	90-94		4.00
A-	85-89		3.67
B+	80-84		3.33
B	75-79		3.00
B-	70-74		2.67
C+	65-69		2.33
C	60-64	Minimum Pass	2.00
C-	55-59		1.67
D	50-54		1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credit	N/A
EX		Exempt. Credit granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

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

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

of each Program level or semester.

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

VCC Education and Education Support Policies

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

Rationale and Consultations

Provide a rationale for this proposal.

Added Plan of Study Grid.

Are there any expected costs to this proposal.

Consultations

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Marketing Information

FOR MARKETING PURPOSES ONLY. DO NOT EDIT.

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

This program is for: International

Marketing Description

Advance your skills in network infrastructure, administration, support, and security for careers in computer information systems management and analysis.

Program Change Request

Date Submitted: 09/03/20 5:23 pm

Viewing: **Network Security Advanced Certificate**

Last approved: 08/27/20 8:49 am

Last edit: 09/17/20 10:05 am

Changes proposed by: skhullar

Program Name:

Network Security Advanced Certificate

Credential Level: Advanced Certificate

Effective Date: September 2021

Effective Catalog Edition: 2020-2021

Edition:

School/Centre: Continuing Studies

Department: Computers - City Centre (6046)

Contact(s)

In Workflow

1. **6046 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**

Approval Path

1. 09/03/20 5:27 pm
Sid Khullar
(skhullar): Approved for 6046 Leader
2. 09/04/20 9:58 am
Rebecca Bennett
(rbennett): Approved for Senior PC
3. 09/08/20 1:50 pm
Claire Sauve
(csauve): Approved for CCS Dean
4. 09/16/20 2:35 pm
Todd Rowlatt
(trowlatt): Approved for Curriculum Committee Chair

History

1. Jul 29, 2020 by Sid Khullar (skhullar)
2. Aug 27, 2020 by Darija Rabadzija (drabadzija)

Name	E-mail	55 Phone/Ext.
Sid Khullar	skhullar@vcc.ca	8670

Program Content Guide

Purpose

The purpose of this program is to prepare students for entering the field of network security as an information systems security professional, network security analyst/architect, computer forensic investigator, network defense technician, and security operator. This program can also help individuals with prior industry experience to enhance their skills and knowledge in information technology (IT).

Students will develop skills in using platforms for implementing network operation and security tools, threat mitigation, digital forensics analysis, systems analysis, and decision-making in computer security operations.

Courses in this program will help prepare students to write certain industry certification exams from [CompTIA](#), [Linux Professional Institute](#), and [EC-Council](#).

Admission Requirements

A diploma or a degree in an information technology (IT) specific field, or a combination of education and industry experience/certifications in IT.

Examples of relevant diplomas include Computer Systems Technology, Computer Information Technology, Computer Network Administrator, and Computer Information Systems Administration.

International students must demonstrate English Language Proficiency through *one* of the following:

VCC ELA (English Language Assessment) with minimum scores of: Listening 25/30, Speaking 27/30, Reading 50/70 and Essay 16/20, *or*

TOEFL iBT with a minimum score of 84 (minimum score of 21 in each section), *or*

Academic IELTS with a minimum score of 6.5 (no band less than 6.0)

Prior Learning Assessment & Recognition (PLAR)

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

PLAR is available for all courses in the program. However, a maximum of 50% of the program credits can be accessed through PLAR.

Methods for assessing prior learning may include exams, a review of relevant work experience and/or recent industry certifications, and other evaluations.

Please contact the program area for details.

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

Program Duration & Maximum Time for Completion

Students may complete the program within 1 to 2 years on a part-time basis. The program must be completed within 3 years.

Program Learning Outcomes

Students who graduate from the program will be able to:

Design, implement, maintain, and monitor a networked virtual environment using Windows and Linux operating systems

Implement IT system security

Operate and maintain IT system performance and security

Identify vulnerabilities of a computer network infrastructure

Investigate cyber events and digital evidence and engage in computer forensic investigation

Collect and evaluate cybersecurity information for operations planning

Conduct tests and perform security and quality controls

Assess physical and technical security risks/threats to data, software and hardware

Develop policies, procedures and back up plans to minimize the effects of security breaches

Instructional Strategies, Design, and Delivery Mode

Students will engage with the material in this program through hands-on exercises and projects involving typical IT network security situations, including scenarios from industry. Other instructional strategies include the use of case-studies and group discussions based around current events related to network security.

Class-time will utilize active-learning strategies such as problem-based learning, simulations, and interactive classroom lectures. Some classes may be delivered partially or fully online.

Evaluation of Student Learning

Students will be assessed through a wide range of activities such as assignments, quizzes, projects, presentations, and exams.

To achieve the Network Security Advanced Certificate, students must successfully complete all of the five courses shown below.

Recommended Characteristics of Students

This program is suited for students who wish to further their technical skills in network security. Students should have:

- an interest in keeping their technical skills up-to-date.
- an interest in cyber security, digital forensics, and business administration
- good communication, research, and planning skills
- experience or knowledge of computer network operations

Courses

Courses may be taken in any order as long as course prerequisites are met.

Plan of Study Grid

Term One	Credits
<u>ITOP 2411</u>Advanced Network Systems	4.5
<u>ITOP 2413</u>Network Optimized Monitoring	4.5
Credits	9
Term Two	
<u>ITOP 2412</u>Computer Forensics for the First Responder	2
<u>ITOP 2414</u>Encryption, Public Key Infrastructure Architecture and Administration	3.5
<u>ITOP 2415</u>Network Exploits, Vulnerabilities and Penetration Testing	4.5
Credits	10
Total Credits	19

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

Course List

Code	Title	Credits
ITOP-2411	Advanced Network Systems	4.5
ITOP-2412	Computer Forensics for the First Responder	2
ITOP-2413	Network Optimized Monitoring	4.5
ITOP-2414	Encryption, Public Key Infrastructure Architecture and Administration	3.5
ITOP-2415	Network Exploits, Vulnerabilities and Penetration Testing	4.5
Total Credits		0

Transcript of Achievement

Transcript of Achievement

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

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

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	95-100		4.33
A	90-94		4.00
A-	85-89		3.67
B+	80-84		3.33
B	75-79		3.00
B-	70-74		2.67
C+	65-69		2.33
C	60-64	Minimum Pass	2.00
C-	55-59		1.67
D	50-54		1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credit	N/A
EX		Exempt. Credit granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

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

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

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

VCC Education and Education Support Policies

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

at: <http://www.vcc.ca/about/governance--policies/policies/>

Rationale and Consultations

Provide a rationale for this proposal.

Added a plan of study for international cohort.

Are there any expected costs to this proposal.

Consultations

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Marketing Information

FOR MARKETING PURPOSES ONLY. DO NOT EDIT.

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

This program is for: Domestic
 International

Marketing Description

Learn the latest methods in network analysis, architecture, forensics, and defence for careers in information systems security.

What you will learn

What to expect

Reviewer

Comments



DECISION NOTE

PREPARED FOR: Education Council

DATE: October 13, 2020

ISSUE: New Programs: Accounting Diploma and Marketing Technology Diploma

BACKGROUND:

The School of Hospitality, Food Studies and Applied Business is proposing two new programs: an Accounting Diploma and a Marketing Technology Diploma. The programs use many of the same first-year courses as the Canadian Business Management and the Business and Project Management Post-Degree Diplomas, but unlike those programs, they are designed for both domestic and international student enrolment.

The Marketing Technology Diploma prepares students for entry-level positions in brand management, customer relationship database management, and the technology of traditional and digital marketing. The Accounting Diploma prepares students for positions as accounting assistants and technicians, auditing clerks, and tax preparers.

New departments will be established for these programs. The proposed start date is September 2021.

DISCUSSION:

Dennis Innes, Dean of Hospitality, Food Studies and Applied Business, and Fred MacDonald, curriculum developer, presented these proposals. Curriculum Committee reviewed them at its September 2020 meeting. There were numerous smaller revisions. The larger issues were:

- The evaluation plans across both programs were very heavy on exams and quizzes. Curriculum Committee recommended varying the assessments and looking for more real-world options. A variety of changes to the evaluation plans have been made, though the programs are still test-heavy.
- Clarity in the course descriptions in two sets of courses that cover related topics: MGMT 2045 Intermediate Accounting 1 and MGMT 2055 Intermediate Accounting 2; and MGMT 2008 International E-Commerce and MGMT 2009 Advertising and Marketing Communication. Revisions were made to the course descriptions, learning outcomes, and topics to align the learning.
- A question whether any of the courses should have “lab” hours. Dean Innes confirmed they do not need any lab hours listed.

Dean Innes has requested that these two programs be approved provisionally. New departments will be set up, and new faculty will be hired. He believes that the Provisional Approval of New Programs

Committee will be an appropriate venue for additional support during the launch and first few years of these programs.

RECOMMENDATION:

THAT Education Council provisionally approve, in the form presented at this meeting, the curriculum for the Accounting Diploma program, including nine new courses, and recommend the Board of Governors approve the credential.

THAT Education Council provisionally approve, in the form presented at this meeting, the curriculum for the Marketing Technology Diploma program, including one revised and seven new courses, and recommend the Board of Governors approve the credential.

PREPARED BY: Todd Rowlett, Chair, Curriculum Committee

DATE: October 5, 2020

Program Change Request

New Program Proposal

Date Submitted: 10/02/20 11:17 am

Viewing: **Accounting Diploma**

Last edit: 10/02/20 11:17 am

Changes proposed by: fmacdonald

In Workflow

1. **4801 Leader**
2. **SHP Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Ministry Review
6. Board of Directors

Program Name:

Accounting Diploma

Credential Level: Diploma

Effective Date: September 2021

Effective Catalog Edition: 2021-2022

Edition:

School/Centre: Hospitality, Food Studies & Applied Business

Department: Canadian Business Mgmt Diploma (4801)

Contact(s)

Approval Path

1. 09/07/20 3:32 pm
Dennis Innes
(dinnes): Approved for SHP Dean
2. 09/25/20 1:52 pm
Todd Rowlatt
(trowlatt): Rollback to Initiator
3. 10/04/20 10:43 am
Todd Rowlatt
(trowlatt): Approved for 4801 Leader
4. 10/05/20 1:19 pm
Dennis Innes
(dinnes): Approved for SHP Dean
5. 10/05/20 3:57 pm
Todd Rowlatt
(trowlatt): Approved for Curriculum Committee Chair

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

Program Content Guide

Purpose

The Accounting Diploma is being designed to provide students with a solid foundation in business management in the first year of the program and an opportunity for more advanced, specialized study of accounting in the second year.

Students graduating from the Accounting Diploma are prepared to work as accounting assistants, auditing clerks, tax preparers, and accounting technicians.

Admission Requirements

Grade 12 graduation or equivalent

Knowledge of English demonstrated by one of the following:

English 12 with a minimum 'C+' grade or equivalent, *or*

[English Language Proficiency](#) at an English 12 'C+' level

Knowledge of mathematics demonstrated by one of the following:

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

Pre Calculus 11 with a C+ grade or equivalent, *or*

VCC Math 0861 and 0871 with a C+ grade *or*

VCC Math Assessment with the following scores: Basic Math with a minimum 80% *and* Algebra with a minimum 60%

Prior Learning Assessment & Recognition (PLAR)

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

PLAR is available for the following courses: MGMT 1001 Business Mathematics, MGMT 1021 Computer Applications for Management.

Only 6 credits of this program may be completed by PLAR.

Methods for assessing prior learning may include exams, portfolios, interviews, and other evaluations.

Please contact the Department for details. If PLAR is successful, transcripts will reflect an 'S' grade (satisfactorily completed), which is not included in grade point average (GPA) calculations

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

Program Duration & Maximum Time for Completion

The program will have four academic terms and must be completed within five years from the date the student began studies in the first term of the program.

Program Learning Outcomes

Upon completion of this diploma graduates will be able to:

Communicate effectively and respectfully as business professionals

Apply business principles, theories, skills and best practices

Record financial transactions for sole proprietorships, partnerships, private enterprises, publicly accountable enterprises and non-profit organizations

Prepare and present financial statements, and reports for sole proprietorships, partnerships and private enterprises

Apply fundamental management accounting and financial management concepts to assist with the decision-making in an organization

Use accounting software to perform accounting, payroll and tax remittance functions in a computerized format

Prepare individual income tax returns and provide basic tax planning advice in compliance with the Canadian Income Tax Act

Apply critical thinking and problem solving techniques to make sound management decisions and recommendations

Apply principles of corporate social responsibility, sustainability and ethics in their work as business professionals

Instructional Strategies, Design, and Delivery Mode

The courses will be presented using a variety of instructional strategies, resources and activities including lectures, case studies, discussions, presentations, and individual and group work. Courses have been designed with learner centred approaches that promotes collaboration and student engagement.

Accounting classes will be actively supported by computerized accounting lab activities using the latest industry standard software.

Evaluation of Student Learning

Evaluation of courses is determined by the instructors and may include a combination of midterm and final examinations, quizzes, assignments, homework, individual and group projects, case studies, and simulations. To encourage active learning and student engagement, each course will have a mechanism to evaluate individual student participation.

Students must receive a minimum cumulative grade point average of C+ (2.33) upon completion of all courses to successfully graduate and a minimum cumulative grade point average of C (2.00) in each term to advance into subsequent courses/terms in the program.

Recommended Characteristics of Students

Detail-oriented and meticulous
 Well-developed analytical and critical thinking skills
 An interest in the field of business and commerce
 Good basic computer literacy
 A strong sense of ethics, integrity and accountability
 Excellent organizational skills
 Ability to work well with others in a diverse team environment

Courses

Accounting Diploma

Plan of Study Grid

First Year

Term One	Credits
<u>MGMT 1001</u> Business Mathematics	3
<u>MGMT 1004</u> Communications in the Canadian Workplace	3
<u>MGMT 1021</u> Computer Applications for Management	3
<u>MGMT 1006</u> Fundamentals of Marketing	3
<u>MGMT 1035</u> Financial Accounting 1	3
Credits	15

Term Two

<u>MGMT 1002</u> The Canadian Economy	3
<u>MGMT 1011</u> Information Technology Management	3
<u>MGMT 1003</u> Principles of Management	3
<u>MGMT 1045</u> Financial Accounting 2	3
<u>MGMT 2014</u> Financial Management	3
Credits	15

Second Year

Term One

<u>MGMT 1005</u> Organizational Behaviour	3
<u>MATH 1111</u> Introduction to Statistics	3
<u>MGMT 2035</u> Management Accounting	3
<u>MGMT 2045</u> Intermediate Accounting 1	3
<u>MGMT 2001</u> Accounting Software Applications	3
Credits	15

Term Two

<u>MGMT 1010</u> Business Sustainability and Ethics	3
<u>MGMT 2017</u> Canadian Business Law	3
<u>MGMT 2002</u> Canadian Income Tax 1	3

<u>MGMT 2003</u> Business Data Analytics	3
<u>MGMT 2055</u> Intermediate Accounting 2	3
Credits	15
Total Credits	60

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:

Transcript of Achievement

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	71-75		2.67
C+	66-70		2.33
C	61-65		2.00
C-	56-60		1.67
D	50-55	Minimum Pass. May not proceed to next level.	1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory. In accordance with departmental evaluation procedures.	N/A
U		Unsatisfactory. In accordance with departmental evaluation procedures.	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credits	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

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

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

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

Rationale and Consultations

Provide a rationale for this proposal.

This new program addresses VCC's Key Success Drivers:

1. Educational quality - This new program will allow VCC to deliver accessible, current, high-quality business education in the heart of Vancouver's business community.
2. Financial Stability and Sustainability - This new program will increase both domestic and international enrollments at VCC. By blending classes to include both domestic and international students, the programs will provide the school with a stable source of new tuition revenue that will cover all program costs and provide a return back to the institution. This mixed class delivery will open up business education to domestic students that has not been available for over a decade at VCC.
3. Reputational Management - This new diploma gives VCC a chance to enhance its' reputation as a responsive, accessible, post-secondary institution that is helping students prepare for rewarding career opportunities while assisting with the growth and development of the local business community.
4. Business Development - VCC will open discussions with local public institutions who offer a business degree to discuss partnerships that will create a 2+2 degree articulation for students who wish to complete a bachelor's degree after completing their diploma in Accounting at VCC.

Are there any expected costs to this proposal.

Consultations

Consultated Area	Consultation Comments
Other	February 2020. Barry McGillivray, Associate Dean, Okanagan College School of Business. Barry provided guidance and curriculum support for the initial development of this new program.

Consultated Area	Consultation Comments
Affiliation, Articulation, and/or Accreditation Bodies	Chartered Professional Accountants of BC. Denise Chan, Manager Learning Partnerships with the CPA Western School of Business (CPAWSB), and Sukaina Rashid, Senior Director, Business Intelligence and Learning Partnerships, CPAWSB met with Dean Dennis Innes and Fred MacDonald on February 24, 2020. They presented The CPA Prerequisite Course Articulation process and The CPA Framework for Recognition of a Post Secondary Institution. An update meeting with the CPA was held on May 5, to discuss the progress of the new diploma and the time frame for articulation process.
Faculty/Department	Al Petrone, Department Head, Canadian Business Management (CBM) Post Degree Diploma. Met with Al Petrone on February 19, 2020 to discuss the scope and intent of these new programs. Al worked with his faculty to facilitate a presentation to the CBM faculty group.
Faculty/Department	CBM faculty presentation. March 11, 2020. Presented the initial concept for the new diplomas to the CBM faculty group. Invited feedback on the concepts and proposed courses.
Faculty/Department	Shirley Tan and Jessie Yang, Instructors in the CBM Department. Provided detailed feedback on the proposed Accounting courses during multiple meetings between March and August, 2020.
Other	Todd Rowlatt, March 23, 2020, Chair of Curriculum Committee. Todd provided advice and guidance on the Concept Paper for this new diploma, the overall structure of the proposed new curriculum and the governance process.
Information Technology (IT)	Elmer Wasink, Associate Vice President IT and CIO, May 6, 2020. Consulted with Elmer regarding the IT and software requirements for this new diploma.

Consultated Area	Consultation Comments
Registrar's Office	<p>Les Apouchtine, Associate Registrar Records, April 23, 2020. Les provided advice and guidance regarding the course numbering for this new diploma.</p> <p>Bonnie Chan, Associate Registrar, May 21, 2020. Met with Bonnie to discuss potential enrolment numbers, proposed start date and admission requirements.</p>
Library	<p>Elena Kuzmina, E-resources, Collections and Open Resources Coordinator, VCC Library. May 12, 2020. Met with Elena to review the library resources that will be required to support the new courses in this diploma. Elena provided advice and guidance on free or low cost textbook resources that can be used to support some of the courses.</p>
Marketing & Communications	<p>Karen Wilson, Executive director, Marketing and Communications, May 19, 2020. Discussed this new diploma with Karen. She will review the Concept Paper and assign a marketing team member to assist with the promotion of this new program. Karen stressed the need to ensure that sufficient funds are allocated to adequately promote the new program.</p>
International Education	<p>Jennifer Gossen, Director International Education. Jennifer provided on-going advice and guidance regarding the development of this program from February to May, 2020. Discussions with Jennifer included the potential international student demand for this program, the proposed admission standards and a competitive analysis of similar programs in the greater Vancouver area.</p>
Centre for Teaching, Learning, and Research (CTRL)	<p>Elle Ting, Instructional Associate, Centre for Teaching, Learning and Research. May, 2020. Elle reviewed the concept paper for this new program and arranged for Instructional Associates to review the proposed curriculum. Garth Manning, Francesco Barillaro and Lucy Griffith provided curricular support and guidance for the new program from May to August 2020.</p>

Consultated Area	Consultation Comments
Faculty/Department	Costa Karavas, Math Department, May 20, 2020. Costa developed Math 1111, Statistics and has considerable experience with the delivery of this course. He has suggested that separate Statistics classes be arranged for the new cohorts of Accounting students. These classes than can be adapted to the learning needs of the accounting students.
Financial Aid	Murray MacGregor, Financial Aid, May 21-22, 2020. Provided Murray with initial information to be used in the New Program Request for Student Aid Eligibility. Based on the information provided, Murray believes that this program will qualify for BC and out-of-province student assistance.
Student Services	Jane Shin, Associate Vice President, Student Success, May 22, 2020. Jane provided an overview of the student success supports that will be required for this new student body. She reviewed the full range of services available in her area and suggested further consultation with the department leaders in her area.
Other	Tania Dong, Human Resources Advisor, May 28, 2020. Discussed the proposed timeline for the launch of this new program and the anticipated hiring needs for new faculty and support staff.
Assessment Centre	Wendy LaFrance, Supervisor of Advising and Assessments, and Patricia Mori, Assessment Lead, June 3, 2020. Wendy and Patricia reviewed reviewed and suggested changes to the proposed admission requirements.

Consultated Area	Consultation Comments
Disabilities Services	<p>Briana Higgins, Department Head, Disability Services, Ron Kee, Disability Counsellor, Ali Oliver, Disability Advisor, June 4, 2020. Met with members of the Disability Services team. There were two main areas of feedback:</p> <ol style="list-style-type: none"> 1. That consideration be given by the new program department to provide a part-time or reduced course load option for students with a disability who require an accommodation. 2. That the new department consider Universal Design for Learning (UDL) principles when developing the new courses for this program.
Indigenous Education & Community Engagement (IECE)	<p>Clayton Munro, Dean, Indigenous Education and Community Engagement, June 9, 2020. met with Clayton to discuss this new program' s admission targets for indigenous students and the inclusion of learning outcomes that address business development in indigenous communities.</p>
Other	<p>Shirley Mauger, Chair of Accounting Programs , Douglas College. July 30, 2020. Shirley discussed Douglas College's experience delivering a similar Accounting Diploma Program. Offered to provide advice and guidance as this new program is being developed.</p>
Faculty/Department	<p>Dennis Innes, Dean, School of Hospitality, Food Studies and Applied Business. Dennis provided overall direction, support and guidance for the development of this new program in regular meetings held between February and September, 2020.</p>

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

FOR MARKETING PURPOSES ONLY. DO NOT EDIT.

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

This program is for:

Marketing Description

What you will learn

What to expect

Reviewer

Comments

Dennis Innes (dinnes) (09/07/20 3:31 pm): Once both new diplomas are approved by Ed Co, we want to use the Provisional Approval Process to launch and update the programs. The Accounting diploma will have to be "approved" by the CPA, which may result in some course learning outcomes changes. This may affect some of the Marketing diploma courses.

Todd Rowlatt (trowlatt) (09/25/20 1:52 pm): Rollback: changes from CC

Key: 149

Course Change Request

New Course Proposal

Date Submitted: 10/02/20 11:20 am

Viewing: **MGMT 1021 : Computer Applications for MGMT**

Last edit: 10/02/20 11:20 am

Changes proposed by: fmacdonald

Programs
referencing this
course

[146: Marketing Technology Diploma](#)

[149: Accounting Diploma](#)

Course Name:
Computer Applications for Management

Effective Date: September 2021

School/Centre: Hospitality, Food Studies & Applied Business

Department: Canadian Business Mgmt Diploma (4801)

Contact(s)

In Workflow

1. **4801 Leader**
2. **SHP Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 09/07/20 10:18 am
Dennis Innes
(dinnes): Approved
for SHP Dean
2. 09/25/20 1:52 pm
Todd Rowlatt
(trowlatt): Rollback
to Initiator
3. 10/04/20 10:43 am
Todd Rowlatt
(trowlatt): Approved
for 4801 Leader
4. 10/05/20 1:20 pm
Dennis Innes
(dinnes): Approved
for SHP Dean
5. 10/05/20 3:57 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

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

Banner Course Computer Applications for MGMT

Name:

Subject Code: MGMT - Business Management

Course Number 1021

Year of Study 1st Year Post-secondary

Credits: 3

Course Description:

Students are introduced to the use of computers in the business environment. Topics covered include word processing, presentation graphics and spreadsheets. Computer concepts including software and data communications are covered at the intermediate level.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

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

Methods for assessing prior learning may include exams, portfolios, interviews, and other evaluations.

Please contact the Department for details. If PLAR is successful, transcripts will reflect an 'S' grade (satisfactorily completed), which is not included in grade point average (GPA) calculations

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

Course Learning

Outcomes (CLO):

Upon successful completion of this course, students will be able to:	
CLO #1	Create various types of professional-looking documents, newsletters, academic papers, direct mailings, and business reports using Microsoft Word

Upon successful completion of this course, students will be able to:	
CLO #2	Develop various types of worksheets and charts, such as mortgage tables, financial statements, statistical analyses, and business projections using Microsoft Excel
CLO #3	Design a professional presentation that incorporates text, graphics, SmartArt objects, audio and video, and other media elements using Microsoft PowerPoint
CLO #4	Deliver a professional presentation with Microsoft PowerPoint
Instructional Strategies: Lectures, Demonstrations, Online lab Work, Group Work.	

Evaluation and Grading

Grading System: Letter Grade (A-F)
C

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	15	Weekly assignments
Quizzes/Tests	25	Microsoft Word
Quizzes/Tests	35	Microsoft Excel
Quizzes/Tests	15	Microsoft PowerPoint
Project	10	PowerPoint project

Hours by Learning Environment Type

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Introduction to Microsoft Word, Excel, and PowerPoint

Document formatting using character, paragraph, and document styles and templates

Managing lists and inserting tables

Inserting and formatting graphic objects

Navigating the Excel user interface, using Excel commands and entering cell data

Performing calculations, formatting and modifying worksheets

Printing and managing workbooks

Creating Microsoft PowerPoint presentations using slide view, outline view, and templates

Inserting, modifying and formatting text, graphics, audio and video on slides

Preparing presentation materials for delivery and export, including notes pages and handouts

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

This course uses the following eBook resources:

- Title: Exploring Office 2016 eText with MyITLab Access Code
- Author: Poatsy, Series Editor (multiple authors per application textbook)
- Publisher: Pearson Education, Canada

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

Accounting Diploma

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 10/02/20 11:21 am

Viewing: **MGMT 1035 : Financial Accounting 1**

Last edit: 10/02/20 11:21 am

Changes proposed by: fmacdonald

Programs
referencing this
course

[149: Accounting Diploma](#)

Course Name:

Financial Accounting 1

Effective Date:

September 2021

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Canadian Business Mgmt Diploma (4801)

Contact(s)

In Workflow

1. **4801 Leader**
2. **SHP Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 09/07/20 10:44 am
Dennis Innes
(dinnes): Approved
for SHP Dean
2. 09/25/20 1:52 pm
Todd Rowlatt
(trowlatt): Rollback
to Initiator
3. 10/04/20 10:43 am
Todd Rowlatt
(trowlatt): Approved
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4. 10/05/20 1:20 pm
Dennis Innes
(dinnes): Approved
for SHP Dean
5. 10/05/20 3:57 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

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

Banner Course Financial Accounting 1

Name:

Subject Code: MGMT - Business Management

Course Number 1035

Year of Study 1st Year Post-secondary

Credits: 3

Course Description:

Students are introduced to the system in which information is collected by the accounting process and presented by financial statements. Accounting cycle, statement preparation, special journals, internal control and the accounting for cash, inventory, payroll, merchandising and sales tax are examined. Basic financial reporting is reviewed.

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 accounting's conceptual framework and underlying assumptions
CLO #2	Describe the purpose of each financial statement and explain the elements of each
CLO #3	Describe the common types of financial accounts
CLO #4	Record business transactions in the journal and post them to the accounting ledger
CLO #5	Differentiate between accrual accounting and cash-basis accounting
CLO #6	Prepare adjusting and closing entries and basic financial statements
CLO #7	Prepare and use a bank reconciliation

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

CLO #8	Apply internal control to cash receipts and cash payments
CLO #9	Use standard accounting tools to account for and control the assets and liabilities of a business
CLO #10	Use the perpetual and periodic inventory systems
CLO #11	Use the cost of goods sold (COGS) model to calculate the direct cost of producing goods for a company

Instructional

Strategies:

Lectures, Demonstrations and lab Work

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	5	Group assignment
Project	5	Group project
Project	5	Moodle activities
Quizzes/Tests	40	
Midterm Exam	25	Midterm may consist of more than one exam
Final Exam	20	

Hours by Learning Environment Type

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Accounting Overview

Recording Business Transactions

Measuring Business Income and Adjustments

Completing the Accounting Cycle

Merchandise Operations

Accounting for Merchandise Inventory

Accounting Information Systems - Sage50 or QuickBooks Overview

Internal Control and Bank Reconciliations

Receivables

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Accounting Diploma

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 10/02/20 11:21 am

Viewing: **MGMT 1045 : Financial Accounting 2**

Last edit: 10/02/20 11:21 am

Changes proposed by: fmacdonald

Programs
referencing this
course

[149: Accounting Diploma](#)

Course Name:

Financial Accounting 2

Effective Date:

September 2021

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Canadian Business Mgmt Diploma (4801)

Contact(s)

In Workflow

1. **4801 Leader**
2. **SHP Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 09/07/20 10:45 am
Dennis Innes
(dinnes): Approved
for SHP Dean
2. 09/25/20 1:52 pm
Todd Rowlatt
(trowlatt): Rollback
to Initiator
3. 10/04/20 10:43 am
Todd Rowlatt
(trowlatt): Approved
for 4801 Leader
4. 10/05/20 1:21 pm
Dennis Innes
(dinnes): Approved
for SHP Dean
5. 10/05/20 3:57 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

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

Banner Course Financial Accounting 2

Name:

Subject Code: MGMT - Business Management

Course Number 1045

Year of Study 1st Year Post-secondary

Credits: 3

Course Description:

This course builds on the skills learned in MGMT 1035. Students are introduced to tangible and intangible assets, investments, depreciation and liabilities. Students examine the structure of corporations and learn how to account for corporate earnings, prepare statements of cash flow and analyze financial statements.

Course Pre-Requisites (if applicable):

MGMT 1035 Financial Accounting 1

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

No

Course Learning**Outcomes (CLO):**

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the types of tangible and intangible assets that a business may own
CLO #2	Measure and account for the cost and depreciation of property, plant and equipment
CLO #3	Explain various classes of liabilities and the accounting methods appropriate for each
CLO #4	Explain the main features of a corporation and account for its' earnings, dividends and stock splits
CLO #5	Prepare a statement of cash flows
CLO #6	Calculate sales taxes due and payable for a business
CLO #7	Analyze financial statements

Instructional

Strategies:

Lectures, Demonstrations and Lab Work

Evaluation and Grading

Grading System: Letter Grade (A-F)
C

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	5	Group assignment
Project	5	Group project
Project	5	Moodle activities
Quizzes/Tests	40	
Midterm Exam	25	Midterm may consist of more than one exam
Final Exam	20	

Hours by Learning Environment Type

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Property, Plant, and Equipment

Intangible Assets

Course Topics:

Current Liabilities (CL) and Payroll

Corporations - Balance Sheet and Statement of Retained Earnings

Corporations - Income Statement

Long Term Liabilities

Investments

Cash Flow Statements

Financial Statement Analysis

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Accounting Diploma

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Todd Rowlatt (trowlatt) (09/25/20 1:52 pm): Rollback: changes from CC

Course Change Request

New Course Proposal

Date Submitted: 10/02/20 11:22 am

Viewing: **MGMT 2001 : Accounting Software Apps**

Last edit: 10/02/20 11:22 am

Changes proposed by: fmacdonald

Programs
referencing this
course

[149: Accounting Diploma](#)

Course Name:

Accounting Software Applications

Effective Date:

September 2021

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Canadian Business Mgmt Diploma (4801)

Contact(s)

In Workflow

1. **4801 Leader**
2. **SHP Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 09/07/20 11:15 am
Dennis Innes
(dinnes): Approved
for SHP Dean
2. 09/25/20 1:52 pm
Todd Rowlatt
(trowlatt): Rollback
to Initiator
3. 10/04/20 10:43 am
Todd Rowlatt
(trowlatt): Approved
for 4801 Leader
4. 10/05/20 1:21 pm
Dennis Innes
(dinnes): Approved
for SHP Dean
5. 10/05/20 3:57 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

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

Banner Course Accounting Software Apps

Name:

Subject Code: MGMT - Business Management

Course Number 2001

Year of Study 1st Year Post-secondary

Credits: 3

Course Description:

Students are introduced to Quickbooks and Sage 50 Accounting software. Students learn the basic and advanced functionality of both programs to complete accounting transactions in a computerized format. These transactions include the recording of journal entries, accounts receivable, accounts payable, producing financial statements and managing payroll and tax remittance.

Course Pre-Requisites (if applicable):

MGMT 1021 Computer Applications for Management

MGMT 1011 Information Technology Management

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Use Quickbooks to set up customer, employee and vendor modules in the software
CLO #2	Use QuickBooks to record: journal entries, cash, accounts receivable and accounts payable
CLO #3	Use Quickbooks to produce financial statements
CLO #4	Use Sage 50 to create, adjust or reverse accounting entries in the accounts payable, accounts receivable, general and payroll modules of the software
CLO #5	Use Sage 50 to create a new company data file using a Chart of Accounts template

Upon successful completion of this course, students will be able to:	
CLO #6	Use the Sage 50 Accounting General Ledger module to produce financial reports and prepare a bank reconciliation
CLO #7	Use Sage 50 to create, modify, or delete inventory or service items, customer accounts and supplier accounts
CLO #8	Set up and use Sage 50 Accounting Payroll module
CLO #9	Set up and use Sage 50 Departments, Security and Budgets
Instructional Strategies: Lectures, Demonstrations, Computerized Lab Activities.	

Evaluation and Grading

Grading System: Letter Grade (A-F)
C

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	
Quizzes/Tests	10	
Project	25	QuickBooks and Sage 50 Projects
Midterm Exam	20	QuickBooks exam
Final Exam	25	Sage 50 exam

Hours by Learning Environment Type

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

QuickBooks:

1. Introduction to QuickBooks.
2. General ledger accounts, customer and vendor profiles
3. Recording day-to-day transactions, adjusting entries in the vendor, customer and company module
4. Processing manual and computer-generated cheques
5. Printing journals, general ledger reports, aged analysis, trial balance and financial statements

Sage 50:

1. Introduction to Sage 50 Accounting and security options
2. Creating a new company
3. Setting up the General Ledger, entering Budgets and Chart of Accounts, and adjusting entries
4. Printing journals, general ledger reports and trial balances
5. Generating financial statements and preparing Bank Reconciliations
6. Set up and activation of the Accounts Receivables Module, Accounts Payable Module, Payroll Module and the Project Module
7. Processing day-to-day transactions using project tracking from journal entry, accounts receivable, accounts payable and payroll module

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Accounting Diploma

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 10/02/20 11:23 am

Viewing: **MGMT 2002 : Canadian Income Tax 1**

Last edit: 10/02/20 11:23 am

Changes proposed by: fmacdonald

Programs
referencing this
course

[149: Accounting Diploma](#)

Course Name:

Canadian Income Tax 1

Effective Date:

September 2021

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Canadian Business Mgmt Diploma (4801)

Contact(s)

In Workflow

1. **4801 Leader**
2. **SHP Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 09/07/20 11:17 am
Dennis Innes
(dinnes): Approved
for SHP Dean
2. 09/25/20 1:52 pm
Todd Rowlatt
(trowlatt): Rollback
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3. 10/04/20 10:43 am
Todd Rowlatt
(trowlatt): Approved
for 4801 Leader
4. 10/05/20 1:21 pm
Dennis Innes
(dinnes): Approved
for SHP Dean
5. 10/05/20 3:57 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

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

Banner Course Canadian Income Tax 1

Name:

Subject Code: MGMT - Business Management

Course Number 2002

Year of Study 2nd Year Post-secondary

Credits: 3

Course Description:

Students are introduced to Canadian income taxation. Topics include liability for tax, the calculation of net income for tax purposes for both individual and corporate taxpayers, and the calculation of taxes for individual taxpayers. Students use software to prepare tax returns.

Course Pre-Requisites (if applicable):

MGMT 1035 Financial Accounting 1

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Determine the residency and tax consequences of a taxpayer
CLO #2	Calculate income from employment, business, property or other sources
CLO #3	Determine all applicable deductions for an individual taxpayer
CLO #4	Determine gains and losses on the disposition of capital property
CLO #5	Assess general tax issues for an individual
CLO #6	Calculate net income for tax purposes and income taxes payable for an individual in routine situations
CLO #7	Complete basic tax returns for individuals

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

CLO #8	Explain the difference between tax evasion and tax avoidance and the legal consequences of these actions
CLO #9	Identify potential tax problems and ethical tax planning strategies to ameliorate the problems

Instructional

Strategies:

Lectures, Demonstrations, Lab Work, Case Studies and Group Work.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Assignments	20	Tax return assignment
Midterm Exam	35	The Midterm may consist of more than one exam
Final Exam	35	

Hours by Learning Environment Type

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

1. Introduction to Federal Taxation in Canada
2. Procedures and Administration
3. Income or Loss from an Office or Employment
4. Taxable Income and Tax Payable for Individuals
5. Capital Cost Allowance
6. Income or Loss from a Business
7. Income from Property
8. Capital Gains and Capital Losses
9. Other Income, Other Deductions, and Other Issues
10. Retirement Savings and Other Special Income Arrangements
11. Ethics and the ethical decision-making process

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Accounting Diploma

Additional Information

Provide any additional information if necessary.

Course Change Request

New Course Proposal

Date Submitted: 10/02/20 11:24 am

Viewing: **MGMT 2003 : Business Data Analytics**

Last edit: 10/02/20 11:24 am

Changes proposed by: fmacdonald

Programs
referencing this
course

[146: Marketing Technology Diploma](#)

[149: Accounting Diploma](#)

Course Name:

Business Data Analytics

Effective Date:

September 2021

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Canadian Business Mgmt Diploma (4801)

Contact(s)

In Workflow

1. **4801 Leader**
2. **SHP Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 09/07/20 10:28 am
Dennis Innes
(dinnes): Approved
for SHP Dean
2. 09/25/20 1:52 pm
Todd Rowlatt
(trowlatt): Rollback
to Initiator
3. 10/04/20 10:43 am
Todd Rowlatt
(trowlatt): Approved
for 4801 Leader
4. 10/05/20 1:22 pm
Dennis Innes
(dinnes): Approved
for SHP Dean
5. 10/05/20 3:57 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

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

Banner Course Business Data Analytics

Name:

Subject Code: MGMT - Business Management

Course Number 2003

Year of Study 2nd Year Post-secondary

Credits: 3

Course Description:

In the business world, it is important to turn ever-increasing amounts of data into useful information that can be easily seen and understood. In this course students learn the fundamental principles and practices of business data analysis and how to communicate business intelligence in visual formats. Working with a variety of data sources and software, students learn to make sense of quantitative business data by discerning meaningful patterns, trends, relationships and exceptions that reveal business performance, potential problems and opportunities

Course Pre-Requisites (if applicable):

MGMT 1001 Business Mathematics

MGMT 1021 Computer Applications for Management

MGMT 1011 Information Technology Management

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 value of data analytics and visualization for business organizations
CLO #2	Analyze data and create basic and advanced data visualizations
CLO #3	Enhance data analysis and create interactivity using custom calculation
CLO #4	Perform advanced analysis by joining and blending data from different sources
CLO #5	Enhance visualizations with custom formatting, labels and annotations

Upon successful completion of this course, students will be able to:	
CLO #6	Present data using story points and fully interactive dashboards
CLO #7	Use data analysis to create financial modeling projections
Instructional Strategies: Lectures, Lab work, Group Work, Data Analysis Projects	

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Assignments	30	
Project	35	Data Visualization Projects
Final Exam	25	

Hours by Learning Environment Type

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Introduction to Data Analytics and Business Intelligence

Course Topics:

Creating Visualizations and Dashboards

Foundational to Advanced Analytics

Row-Level and Aggregate Calculations

Table Calculations

Formatting Visualizations

Telling a Data Story with Dashboards

Adding Value to Analysis - Trends, Distributions and Forecasting

Advanced Techniques

Presenting Data Stories

Data analysis and financial modeling

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Accounting Diploma

Additional Information

Provide any additional information if necessary.

Supporting

documentation:

Course Change Request

New Course Proposal

Date Submitted: 10/02/20 11:26 am

Viewing: **MGMT 2035 : Management Accounting**

Last edit: 10/02/20 11:26 am

Changes proposed by: fmacdonald

Programs
referencing this
course

[149: Accounting Diploma](#)

Course Name:

Management Accounting

Effective Date:

September 2021

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Canadian Business Mgmt Diploma (4801)

Contact(s)

In Workflow

1. **4801 Leader**
2. **SHP Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 09/07/20 10:49 am
Dennis Innes
(dinnes): Approved
for SHP Dean
2. 09/25/20 1:53 pm
Todd Rowlatt
(trowlatt): Rollback
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3. 10/04/20 10:43 am
Todd Rowlatt
(trowlatt): Approved
for 4801 Leader
4. 10/05/20 1:24 pm
Dennis Innes
(dinnes): Approved
for SHP Dean
5. 10/05/20 3:58 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

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

Banner Course Management Accounting

Name:

Subject Code: MGMT - Business Management

Course Number 2035

Year of Study 2nd Year Post-secondary

Credits: 3

Course Description:

This course refines and extends the range of financial models developed in MGMT 1035: Financial Accounting 1, with changes from the past to the future. The budget replaces the balance sheet, performance and analysis replaces the income statement and the cash flow forecast replaces the cash flow statement. Break-even analysis, and make-or-buy, pricing and capital investment decisions are studied.

Course Pre-Requisites (if applicable):

MGMT 1035 Financial Accounting 1

MGMT 1021 Computer Applications for Management

MGMT 1001 Business Mathematics

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Prepare a basic manufacturing income statement
CLO #2	Apply the cost-volume-profit framework to different managerial decisions
CLO #3	Prepare a comprehensive master budget
CLO #4	Calculate and interpret material price and quantity variances, labour rate and efficiency variances and variable overhead spending and efficiency variances
CLO #5	Apply the relevant cost framework to managerial decisions regarding equipment replacement, outsourcing, special orders, constrained resource and addition or deletion of products

Instructional

Strategies:

Lectures, Demonstrations, Group Work, Project Work

Evaluation and Grading

Grading System: Letter Grade (A-F)
C

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	10	
Project	20	Master Budget Project
Midterm Exam	35	Midterm may consist of more than one exam
Final Exam	35	

Hours by Learning Environment Type

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

1. Managerial Accounting Overview
2. Cost Concepts and Cost Behaviour Analysis
3. Job Order Costing
4. Process Cost Accounting

Course Topics:

5. Activity-Based Costing
6. Cost-Volume-Profit Analysis
7. Incremental Analysis
8. Alternative Inventory Costing Methods
9. Pricing/Transfer Pricing
10. Budget Planning
11. Budgetary Control and Accounting
12. Standard Cost and Balanced Scorecard

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

Horngren's Financial & Managerial Accounting, Latest Edition, Nobles, Mattison, and Matsumura, Pearson.

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

Accounting Diploma

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Todd Rowlatt (trowlatt) (09/25/20 1:53 pm): Rollback: changes from CC

Course Change Request

New Course Proposal

Date Submitted: 10/02/20 11:27 am

Viewing: **MGMT 2045 : Intermediate Accounting**

1

Last edit: 10/02/20 11:27 am

Changes proposed by: fmacdonald

Programs
referencing this
course

[149: Accounting Diploma](#)

Course Name:

Intermediate Accounting 1

Effective Date:

September 2021

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Canadian Business Mgmt Diploma (4801)

Contact(s)

In Workflow

1. **4801 Leader**
2. **SHP Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 09/07/20 11:14 am
Dennis Innes
(dinnes): Approved
for SHP Dean
2. 09/25/20 1:53 pm
Todd Rowlatt
(trowlatt): Rollback
to Initiator
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Todd Rowlatt
(trowlatt): Approved
for 4801 Leader
4. 10/05/20 1:24 pm
Dennis Innes
(dinnes): Approved
for SHP Dean
5. 10/05/20 3:58 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
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Banner Course Intermediate Accounting 1

Name:

Subject Code: MGMT - Business Management

Course Number 2045

Year of Study 2nd Year Post-secondary

Credits: 3

Course Description:

This course builds on the introductory financial accounting skills that were developed in Financial Accounting 1 and 2. Students focus on building technical financial reporting competencies in accordance with the standards, rules and guidelines published by the Chartered Professional Accountants of Canada (CPA). Topics include the conceptual framework for financial reporting, the measurement of revenue, the correction of errors, and the accounting for changes in accounting policies and estimates.

Course Pre-Requisites (if applicable):

MGMT 1035 Financial Accounting 1

MGMT 1045 Financial Accounting 2

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain the history and development of accounting standards in Canada
CLO #2	Assess and evaluate accounting information for proper preparation of statements using International Financial Reporting Standards (IFRS) or Accounting Standards for Private Enterprise (ASPE)
CLO #3	Identify issues relating to revenue and expense recognition and apply the appropriate criteria for recording them
CLO #4	Apply appropriate recognition and measurement standards for various classes of assets

Upon successful completion of this course, students will be able to:	
CLO #5	Apply accounting theory, financial statement analysis, financial statement format and disclosure requirements according to CPA requirements
CLO #6	Use accounting standards to account for errors and changes in accounting policy
Instructional Strategies: Lectures, demonstrations, group work and case studies	

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	
Participation	10	
Project	10	Group project
Midterm Exam	25	Midterm may consist of more than one exam
Final Exam	35	

Hours by Learning Environment Type

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Canadian Financial Reporting

IFRS/ASPE Conceptual Framework

Accounting Information Systems and Reporting Measurements

Structure of Financial Reports and Their Relationships

Financial Position and Cash Flows

Revenue Recognition

Cash and Receivables

Inventory

Investments

Property, Plant, and Equipment

Depreciation, Disposition and Impairment

Intangible Assets and Good will

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

Students will require a financial calculator for this course. A Texas Instruments BA-II Plus is recommended, but any brand or model of non-programmable financial calculator, which can perform time-value-of-money calculations, is acceptable.

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

Accounting Diploma

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 10/02/20 11:27 am

Viewing: **MGMT 2055 : Intermediate Accounting**
2

Last edit: 10/02/20 11:27 am

Changes proposed by: fmacdonald

Programs
referencing this
course

[149: Accounting Diploma](#)

Course Name:

Intermediate Accounting 2

Effective Date:

September 2021

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Canadian Business Mgmt Diploma (4801)

Contact(s)

In Workflow

1. **4801 Leader**
2. **SHP Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 09/07/20 11:19 am
Dennis Innes
(dinnes): Approved
for SHP Dean
2. 09/25/20 1:53 pm
Todd Rowlatt
(trowlatt): Rollback
to Initiator
3. 10/04/20 10:43 am
Todd Rowlatt
(trowlatt): Approved
for 4801 Leader
4. 10/05/20 1:25 pm
Dennis Innes
(dinnes): Approved
for SHP Dean
5. 10/05/20 3:58 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

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

Banner Course Intermediate Accounting 2

Name:

Subject Code: MGMT - Business Management

Course Number 2055

Year of Study 2nd Year Post-secondary

Credits: 3

Course Description:

This course builds on the skills learned in MGMT 2045, Intermediate Accounting 1. Students develop skills working with liabilities, equities, pensions, leases, taxes and accounting for errors and changes in accounting policy. Generally Accepted Accounting Principles (GAAP) used in recording and presenting financial statements are emphasized throughout the course.

Course Pre-Requisites (if applicable):

MGMT 2045 Intermediate Accounting 1

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

No

Course Learning**Outcomes (CLO):**

Upon successful completion of this course, students will be able to:	
CLO #1	Describe the Conceptual Framework for Accounting Reporting (Conceptual Framework), and its impact on accounting principles and practices
CLO #2	Analyze and record complex situations in accounting for current and non-current liabilities
CLO #3	Analyze and record complex issues related to accounting for equity
CLO #4	Use IFRS (International Financial Reporting Standards) standards to account for errors and changes in accounting policy

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

CLO #5	Integrate accounting theory, financial statement analysis, financial statement format and disclosure requirements in accordance with the standards of IFRS (International Financial Reporting Standards) and ASPE (Accounting Standards for Private Enterprise)
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Instructional

Strategies:

Lectures, Lab Work, Group Projects and Case Studies

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	10	
Project	20	Group project
Midterm Exam	35	Midterm may consist of more than one exam
Final Exam	35	

Hours by Learning Environment Type

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,

Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:

Non-Financial and Current Liabilities

Long-Term Financial Liabilities

Shareholder's Equity

Complex Financial Instruments

Earnings per Share

Accounting for Income taxes

Pensions and Other Post-Employment Benefits

Leases

Accounting Changes and Error Analysis

Cash Flow Statements

Other Measurement and Disclosure Issues

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

Students will require a financial calculator for this course. A Texas Instruments BA-II Plus is recommended, but any brand or model of non-programmable financial calculator, which can perform time-value-of-money calculations, is acceptable.

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

Accounting Diploma

Additional Information

Provide any additional information if necessary.

Program Change Request

New Program Proposal

Date Submitted: 10/02/20 11:18 am

Viewing: **Marketing Technology Diploma**

Last edit: 10/02/20 11:18 am

Changes proposed by: fmacdonald

In Workflow

1. **4801 Leader**
2. **SHP Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Ministry Review
6. Board of Directors

Program Name:

Marketing Technology Diploma

Credential Level: Diploma

Effective Date: September 2021

Effective Catalog Edition: 2021-2022

Edition:

School/Centre: Hospitality, Food Studies & Applied Business

Department: Canadian Business Mgmt Diploma (4801)

Contact(s)

Approval Path

1. 09/07/20 3:32 pm
Dennis Innes
(dinnes): Approved for SHP Dean
2. 09/25/20 1:52 pm
Todd Rowlatt
(trowlatt): Rollback to Initiator
3. 10/04/20 10:43 am
Todd Rowlatt
(trowlatt): Approved for 4801 Leader
4. 10/05/20 1:19 pm
Dennis Innes
(dinnes): Approved for SHP Dean
5. 10/05/20 3:57 pm
Todd Rowlatt
(trowlatt): Approved for Curriculum Committee Chair

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

Program Content Guide

Purpose

The Marketing Technology Diploma is being designed to provide students with a solid foundation in business management in the first year of the program and an opportunity for more advanced, specialized study in marketing technology.

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

Students in the Marketing Technology Option will learn to use the latest marketing software to analyse data and configure applications used in digital marketing and customer relationship management.

This new program will give students hands-on training on customer relationship management (CRM) software platforms. Students will develop a set of job-ready skills in the CRM courses and be prepared to write CRM administrator certification exams upon graduation.

Admission Requirements

Grade 12 graduation or equivalent

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

English 12 with a minimum 'C+' grade or equivalent, *or*

[English Language Proficiency](#) at an English 12 'C+' level

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

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

Pre-Calculus 11 with a minimum 'C+' grade or equivalent, *or*

VCC Math 0861 and 0871 with a minimum 'C+' grade, *or*

VCC Math Assessment with the following scores: Basic Math with a minimum 80% and Algebra with a minimum 60%

Prior Learning Assessment & Recognition (PLAR)

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

PLAR is available for the following courses: MGMT 1001 Business Mathematics; MGMT 1021 Computer Applications for Management.

Only 6 credits of this program may be completed by PLAR.

Methods for assessing prior learning may include exams, portfolios, interviews, and other evaluations.

Please contact the Department for details. If PLAR is successful, transcripts will reflect an 'S' grade (satisfactorily completed), which is not included in grade point average (GPA) calculations

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

Program Duration & Maximum Time for Completion

The program will have four academic terms and must be completed within five years from the date the student began studies in the first term of the program.

Program Learning Outcomes

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

Communicate effectively and respectfully as business professionals

Apply business principles, theories, skills and best practices

Evaluate financial information and financial implications related to business decisions to support the goals of a business enterprise

Apply critical thinking and analytical skills/strategies to provide marketing solutions that meet the needs of a business

Develop a marketing plan that meets the needs of a business or organization

Integrate the concepts, processes and applications of marketing automation and Customer Relationship Management (CRM), into a company's business operations

Use data analysis to support strategic and operational business decisions

Identify the unique opportunities and issues that arise when marketing to an Indigenous community

Apply principles of corporate social responsibility, sustainability and ethics in their work as business professionals

Instructional Strategies, Design, and Delivery Mode

The courses will be presented using a variety of instructional strategies, resources and activities including lectures, case studies, discussions, presentations, and individual and group work. Courses have been designed with learner centred approaches that promotes collaboration and student engagement.

Students will work with actual data sets to simulate marketing automation tasks.

Evaluation of Student Learning

Evaluation of courses is determined by the instructors and may include a combination of midterm and final examinations, quizzes, assignments, homework, individual and group projects, case studies, and simulations. To encourage active learning and student engagement, each course will have a mechanism to evaluate individual student participation.

Students must receive a minimum cumulative grade point average of C+ (2.33) upon completion of all courses to successfully graduate and a minimum cumulative grade point average of C (2.00) in each term to advance into subsequent courses/terms in the program.

Recommended Characteristics of Students

Well-developed analytical and critical thinking skills

An interest in the field of business and marketing

Good basic computer literacy and working knowledge of various social media programs

Ability to work well with others on a diverse team environment

Courses

Marketing Technology Diploma

Plan of Study Grid

First Year

Term One	Credits
<u>MGMT 1004</u> Communications in the Canadian Workplace	3
<u>MGMT 1007</u> Financial Accounting	3
<u>MGMT 1001</u> Business Mathematics	3
<u>MGMT 1021</u> Computer Applications for Management	3
<u>MGMT 1006</u> Fundamentals of Marketing	3
Credits	15

Term Two

<u>MGMT 1002</u> The Canadian Economy	3
<u>MGMT 1003</u> Principles of Management	3
<u>MGMT 1012</u> Indigenous Business in Canada	3
<u>MGMT 1011</u> Information Technology Management	3
<u>MGMT 1024</u> Customer Relationship Management	3
Credits	15

Second Year

Term One

<u>MGMT 2017</u> Canadian Business Law	3
<u>MGMT 2006</u> Business Analysis and Systems Design	3
<u>MGMT 2004</u> Professional Selling (Professional Selling)	3

<u>MGMT 2031</u> Customer Relationship Management (CRM) Software Administration	3
<u>MGMT 2003</u> Business Data Analytics	3
Credits	15
Term Two	
<u>MGMT 1010</u> Business Sustainability and Ethics	3
<u>MGMT 2005</u> Marketing Automation	3
<u>MGMT 2041</u> Advanced Customer Relationship Management (CRM) Administration	3
<u>MGMT 2008</u> International E-Commerce	3
<u>MGMT 2009</u> Advertising and Marketing Communication	3
Credits	15
Total Credits	60

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:

Transcript of Achievement

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	71-75		2.67
C+	66-70		2.33
C	61-65		2.00
C-	56-60		1.67
D	50-55	Minimum Pass. May not proceed to next level.	1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory. In accordance with departmental evaluation procedures.	N/A
U		Unsatisfactory. In accordance with departmental evaluation procedures.	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credits	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

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

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

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

Rationale and Consultations

Provide a rationale for this proposal.

This new programs address VCC's Key Success Drivers:

1. Educational quality - This new program will allow VCC to deliver accessible, current, high-quality business education in the heart of Vancouver's business community.
2. Financial Stability and Sustainability - This new program will increase both domestic and international enrollments at VCC. By blending classes to include both domestic and international students, the programs will provide the school with a stable source of new tuition revenue that will cover all program costs and provide a return back to the institution. This mixed class delivery will open up business education to domestic students that has not been available for over a decade at VCC.
3. Reputational Management - This new diploma gives VCC a chance to enhance its' reputation as a responsive, accessible, post-secondary institution that is helping students prepare for rewarding career opportunities while assisting with the growth and development of the local business community.
4. Business Development - VCC will open discussions with local public institutions who offer a business degree to discuss partnerships that will create a 2+2 degree articulation for students who wish to complete a bachelor's degree after completing their diploma in Marketing Technology at VCC.

Are there any expected costs to this proposal.

Consultations

Consultated Area	Consultation Comments
Faculty/Department	Al Petrone, Department Head, Canadian Business Management (CBM) Post Degree Diploma. Met with Al Petrone on February 19, 2020 to discuss the scope and intent of these new programs. Al worked with his faculty to facilitate a presentation to the CBM faculty group.
Faculty/Department	CBM faculty presentation. March 11, 2020. Presented the initial concept for the new diplomas to the CBM faculty group. Invited feedback on the concepts and proposed courses.

Consultated Area	Consultation Comments
Faculty/Department	Jeremy White, Instructor, CBM Department. Provided detailed feedback on the proposed Marketing Technology courses during multiple meetings from March to August 2020
Other	February 2020. Barry McGillivray, Associate Dean, Okanagan College School of Business. Barry provided guidance and curriculum support for the initial development of this new program.
Other	Todd Rowlett, March 23, 2020, Chair of Curriculum Committee. Todd provided advice and guidance on the Concept Paper for this new diploma, the overall structure of the proposed new curriculum and the governance process.
Information Technology (IT)	Elmer Wasink, Associate Vice President IT and CIO, May 6, 2020. Consulted with Elmer regarding the IT and software requirements for this new diploma.
Registrar's Office	Les Apouchtine, Associate Registrar Records, April 23, 2020. Les provided advice and guidance regarding the course numbering for this new diploma. Bonnie Chan, Associate Registrar, May 21, 2020. Met with Bonnie to discuss potential enrolment numbers, proposed start date and admission requirements.
Library	Elena Kuzmina, E-resources, Collections and Open Resources Coordinator, VCC Library. May 12, 2020. Met with Elena to review the library resources that will be required to support the new courses in this diploma. Elena provided advice and guidance on free or low cost textbook resources that can be used to support some of the courses.

Consultated Area	Consultation Comments
Marketing & Communications	Karen Wilson, Executive director, Marketing and Communications, May 19, 2020. Discussed this new diploma with Karen. She will review the Concept Paper and assign a marketing team member to assist with the promotion of this new program. Karen stressed the need to ensure that sufficient funds are allocated to adequately promote the new program. Marketing staff will review and provide feedback on the proposed curriculum.
International Education	Jennifer Gossen, Director International Education. Jennifer provided on-going advice and guidance regarding the development of this program from February to May, 2020. Discussions with Jennifer included the potential international student demand for this program, the proposed admission standards and a competitive analysis of similar programs in the greater Vancouver area.
Centre for Teaching, Learning, and Research (CTRL)	Elle Ting, Instructional Associate, Centre for Teaching, Learning and Research. May, 2020. Elle reviewed the concept paper for this new program and arranged for Instructional Associates to review the proposed curriculum. Garth Manning, Francesco Barillaro and Lucy Griffith provided curricular support and guidance for the new program from May to August 2020.
Financial Aid	Murray MacGregor, Financial Aid, May 21, 2020. Provided Murray with initial information to be used in the New Program Request for Student Aid Eligibility. Based on the information provided, Murray believes that this program will qualify for BC and out-of-province student assistance.
Student Services	Jane Shin, Associate Vice President, Student Success, May 22, 2020. Jane provided an overview of the student success supports that will be required for this new student body. She reviewed the full range of services available in her area and suggested further consultation with the department leaders in her area.

Consultated Area	Consultation Comments
Other	Tania Dong, Human Resources Advisor, May 28, 2020. Discussed the proposed timeline for the launch of this new program and the anticipated hiring needs for new faculty and support staff.
Disabilities Services	<p>Briana Higgins, Department Head, Disability Services, Ron Kee, Disability Counsellor, Ali Oliver, Disability Advisor, June 4, 2020. Met with members of the Disability Services team. There were two main areas of feedback:</p> <ol style="list-style-type: none"> 1. That consideration be given by the new program department to provide a part-time or reduced course load option for students with a disability who require an accommodation. 2. That the new department consider Universal Design for Learning (UDL) principles when developing the new courses for this program.
Assessment Centre	Wendy LaFrance, Supervisor of Advising and Assessments, and Patricia Mori, Assessment Lead, June 3, 2020. Wendy and Patricia reviewed reviewed and suggested changes to the proposed admission requirements.
Indigenous Education & Community Engagement (IECE)	<p>Clayton Munro, Dean, Indigenous Education and Community Engagement, June 9, 2020. met with Clayton to discuss this new program' s admission targets for indigenous students and the inclusion of learning outcomes that address business development and social media marketing in indigenous communities.</p> <p>July 29, 2020 . Met with Clayton Munro AVP Student and Enrolment Services and Reba Noel, Dean, Indigenous Initiatives, to discuss the new proposed Indigenous Business in Canada course. Reba provided advice and guidance regarding the direction of this new course and offered to continue to advise on the development of the course.</p>

Consultated Area	Consultation Comments
Faculty/Department	Dennis Innes, Dean, School of Hospitality, Food Studies and Applied Business. Dennis provided overall direction, support and guidance for the development of this new program in regular meetings held between February and September, 2020.

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

FOR MARKETING PURPOSES ONLY. DO NOT EDIT.

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

This program is for:

Marketing Description

What you will learn

What to expect

Reviewer

Comments

Dennis Innes (dinnes) (09/07/20 3:32 pm): Once both new diplomas are approved by Ed Co, we want to use the Provisional Approval Process to launch and update the programs. The Accounting diploma will have to be "approved" by the CPA, which may result in some course learning outcomes changes. This may affect some of the Marketing diploma courses.

Todd Rowlett (trowlett) (09/25/20 1:52 pm): Rollback: changes from CC

Course Change Request

New Course Proposal

Date Submitted: 10/02/20 11:19 am

Viewing: **MGMT 1012 : Indigenous Business in Canada**

Last edit: 10/02/20 11:19 am

Changes proposed by: fmacdonald

Programs
referencing this
course

[146: Marketing Technology Diploma](#)

Course Name:

Indigenous Business in Canada

Effective Date:

September 2021

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Canadian Business Mgmt Diploma (4801)

Contact(s)

In Workflow

1. **4801 Leader**
2. **SHP Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 09/07/20 10:12 am
Dennis Innes
(dinnes): Approved
for SHP Dean
2. 09/25/20 1:52 pm
Todd Rowlatt
(trowlatt): Rollback
to Initiator
3. 10/04/20 10:43 am
Todd Rowlatt
(trowlatt): Approved
for 4801 Leader
4. 10/05/20 1:19 pm
Dennis Innes
(dinnes): Approved
for SHP Dean
5. 10/05/20 3:57 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

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

Banner Course Indigenous Business in Canada

Name:

Subject Code: MGMT - Business Management

Course Number 1012

Year of Study 1st Year Post-secondary

Credits: 3

Course Description:

This course addresses contemporary concerns and issues faced by Indigenous businesses in Canada and examines the challenges and diverse approaches to business in Indigenous contexts across the country. Students review the direct impact that history and policy, past and present, have on Indigenous business and economic development.

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	Describe traditional Indigenous economic systems and the shift from subsistence to capitalist economies that occurred as a result of colonization
CLO #2	Describe the Indian Residential School experience and how it continues to impact Indigenous communities
CLO #3	Recognize the importance of historic treaties and the settlement of land claims as a driver of Indigenous economic development
CLO #4	Explain the historical and current governance and policy decisions that affect Indigenous businesses
CLO #5	Identify and explain the advantages and potential barriers to Indigenous business ventures in Canada

Upon successful completion of this course, students will be able to:	
CLO #6	Identify examples of successful Indigenous businesses across all sectors of the Canadian economy
CLO #7	Discuss and explain the demographic composition of Indigenous communities and how this impacts the marketing potential for businesses operating in these communities
CLO #8	Explain the critical role that consultation plays in resource developments that affect Indigenous communities
Instructional Strategies: Lectures, Group Work and Case Studies	

Evaluation and Grading

Grading System: Letter Grade (A-F)
C

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Assignments	25	
Project	25	
Midterm Exam	20	
Final Exam	20	

Hours by Learning Environment Type

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Pre-contact Economies and the Fur trade

Land and Indigenous Business Development in Canada

Entrepreneurship in Indigenous Communities

Strategic Alliances, Partnerships and Joint ventures

Governance, Law and Policy

Finance, Banking and Taxation

Demographics of the Indigenous Community

Marketing in Indigenous Contexts

Indigenous Communities and Resource Development

Treaties and Land Claims in Canada

Indian Residential Schools, the Royal Commission on Aboriginal Peoples and Truth and Reconciliation

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

Indigenous Business in Canada, Principles and Practices, Brown, Doucette and Tulk. Cape Breton University Press, 2016.

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

Marketing Technology Diploma

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 10/02/20 11:20 am

Viewing: **MGMT 1024 : Customer Relationship Mgmt**

Last edit: 10/02/20 11:20 am

Changes proposed by: fmacdonald

Programs
referencing this
course

[146: Marketing Technology Diploma](#)

Course Name:
Customer Relationship Management

Effective Date: September 2021

School/Centre: Hospitality, Food Studies & Applied Business

Department: Canadian Business Mgmt Diploma (4801)

Contact(s)

In Workflow

1. **4801 Leader**
2. **SHP Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 09/07/20 3:17 pm
Dennis Innes
(dinnes): Approved for SHP Dean
2. 09/25/20 1:52 pm
Todd Rowlatt
(trowlatt): Rollback to Initiator
3. 10/04/20 10:43 am
Todd Rowlatt
(trowlatt): Approved for 4801 Leader
4. 10/05/20 1:20 pm
Dennis Innes
(dinnes): Approved for SHP Dean
5. 10/05/20 3:57 pm
Todd Rowlatt
(trowlatt): Approved for Curriculum Committee Chair

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

Banner Course Name: Customer Relationship Mgmt

Subject Code: MGMT - Business Management

Course Number: 1024

Year of Study: 1st Year Post-secondary

Credits: 3

Course Description:

In this course students are introduced to the key approaches and strategies used in Customer Relationship Management (CRM). Students learn the importance of data analysis and how it is used to improve business relationships with customers by focusing on customer retention to increase sales growth. Topics include customer profiling, market segmentation, customer service, retention, relational databases and CRM software.

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 CRM concepts, processes and applications
CLO #2	Explain how CRM is integrated into a company's established business and marketing, planning and strategy
CLO #3	Demonstrate how to use CRM to build and maintain relationships with customers
CLO #4	Develop CRM communication strategies
CLO #5	Explain how CRM can be used to generate new leads and customers for a business
CLO #6	Integrate CRM approaches with conventional marketing tools and techniques

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

CLO #7 Explain the issues of privacy, security and ethics that arise in CRM delivery

Instructional

Strategies:

Lectures, Demonstrations, Case Studies

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	
Participation	10	
Project	25	
Midterm Exam	20	
Final Exam	20	

Hours by Learning Environment Type

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Introduction to CRM concepts and applications

Course Topics:

Planning, designing and implementing CRM

Customer satisfaction, loyalty and retention

Relational databases

Segmentation, targeting, and customer profiling

Website and e-marketing

Ethics, privacy and security

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Marketing Technology Diploma

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Todd Rowlatt (trowlatt) (09/25/20 1:52 pm): Rollback: changes from CC

Marketing Information

Course Change Request

New Course Proposal

Date Submitted: 10/02/20 11:24 am

Viewing: **MGMT 2004 : Professional Selling**

Last edit: 10/02/20 11:24 am

Changes proposed by: fmacdonald

Programs
referencing this
course

[146: Marketing Technology Diploma](#)

Course Name:

Professional Selling

Effective Date:

September 2021

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Canadian Business Mgmt Diploma (4801)

Contact(s)

In Workflow

1. **4801 Leader**
2. **SHP Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 09/07/20 11:26 am
Dennis Innes
(dinnes): Approved
for SHP Dean
2. 09/25/20 1:52 pm
Todd Rowlatt
(trowlatt): Rollback
to Initiator
3. 10/04/20 10:43 am
Todd Rowlatt
(trowlatt): Approved
for 4801 Leader
4. 10/05/20 1:22 pm
Dennis Innes
(dinnes): Approved
for SHP Dean
5. 10/05/20 3:57 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

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

Banner Course Professional Selling

Name:

Subject Code: MGMT - Business Management

Course Number 2004

Year of Study 2nd Year Post-secondary

Credits: 3

Course Description:

Students study the sales process as it applies to the successful selling of both goods and services to organizations. Students explore and practice each step in the sales process through hands-on interactive activities. The focus of this course is on building long-term, mutually beneficial relationships established through trust and ethical decision making.

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	Describe the career opportunities available in organizational sales
CLO #2	Demonstrate professional verbal communication skills
CLO #3	Explain the importance and role of personal selling in the integrated marketing communications mix of a company
CLO #4	Perform each of the steps of the selling process
CLO #5	Apply the basic strategies that relate to management of self and others as a professional salesperson
CLO #6	Explain the importance of developing mutually rewarding and long-term relationships in an ethical sales environment

Instructional

Strategies:

Lectures, demonstrations, role playing

Evaluation and Grading

Grading System: Letter Grade (A-F)
C

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Quizzes/Tests	10	
Assignments	30	Sales assignments
Project	25	
Final Exam	25	

Hours by Learning Environment Type

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Overview of Personal selling

Building Trust and Sales Ethics

Understanding Buyers

Communication Skills

Course Topics:

Strategic Prospecting and Preparing for Sales Dialogue

Negotiation

Sales Dialogue: Creating and Communicating Value

Addressing Concerns and Earning Commitment

Expanding Customer Relationships

Adding Value: Self Leadership and Teamwork

Sales management and Technology

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

SELL (latest Canadian edition). Nelson, Ingram, T. N., LaForge, R. W., Avila, R. A., Schwepker, C. H., & Williams, M. R., Shannahan, K.L.

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

Marketing Technology Diploma

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Todd Rowlatt (trowlatt) (09/25/20 1:52 pm): Rollback: changes from CC

Course Change Request

New Course Proposal

Date Submitted: 10/02/20 11:24 am

Viewing: **MGMT 2005 : Marketing Automation**

Last edit: 10/02/20 11:24 am

Changes proposed by: fmacdonald

Programs
referencing this
course

[146: Marketing Technology Diploma](#)

Course Name:

Marketing Automation

Effective Date:

September 2021

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Canadian Business Mgmt Diploma (4801)

Contact(s)

In Workflow

1. **4801 Leader**
2. **SHP Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 09/07/20 10:30 am
Dennis Innes
(dinnes): Approved
for SHP Dean
2. 09/25/20 1:52 pm
Todd Rowlatt
(trowlatt): Rollback
to Initiator
3. 10/04/20 10:43 am
Todd Rowlatt
(trowlatt): Approved
for 4801 Leader
4. 10/05/20 1:22 pm
Dennis Innes
(dinnes): Approved
for SHP Dean
5. 10/05/20 3:57 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

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

Banner Course Marketing Automation

Name:

Subject Code: MGMT - Business Management

Course Number 2005

Year of Study 2nd Year Post-secondary

Credits: 3

Course Description:

In this course student learn to use marketing automation software to improve the overall effectiveness of marketing campaigns. Students integrate knowledge from previous courses and plan marketing funnels and drip campaigns using a variety of software platforms. They also learn how to collect, store, segment and utilize data to retain customers.

Course Pre-Requisites (if applicable):

MGMT 2017 Canadian Business Law

MGMT 2006 Business Analysis and Systems Design

MGMT 2004 Professional Selling

MGMT 2031 Customer Relationship Management Software Administration

MGMT 2003 Business Data Analytics

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 principles, strategies and practices used in marketing automation
CLO #2	Identify the steps in a customer's purchasing journey and apply them to an automated marketing strategy
CLO #3	Use relevant data across all digital platforms to guide a marketing automation strategy
CLO #4	Use marketing automation to enhance meaningful communications with customers

Upon successful completion of this course, students will be able to:	
CLO #5	Use marketing automation strategies to improve customer retention
CLO #6	Explain the ethical, legal and privacy issues that arise when implementing a marketing automation strategy
Instructional Strategies: Lectures, Demonstrations, Lab activities. Individual and group projects.	

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Assignments	20	
Lab Work	30	
Midterm Exam	20	
Final Exam	20	

Hours by Learning Environment Type

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Introduction to Marketing Automation

Working with Data and Leads

The Customer Journey

CRM Integration

Running Automation Campaigns

Mixing, Scoring and Generating Reports

Combining Automation With Other Marketing Programs

Advanced Automation Techniques

Working with Indigenous communities and businesses

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Marketing Technology Diploma

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Course Change Request

Date Submitted: 10/02/20 11:25 am

Viewing: **MGMT 2008** ~~1008~~ : International E-Commerce

Last approved: 10/01/19 5:06 am

Last edit: 10/02/20 11:25 am

Changes proposed by: fmacdonald

Programs
referencing this
course

MGMT 2008:

~~146: Marketing Technology Diploma~~

Course Name:

International E-Commerce

Effective Date: September 2021

School/Centre: Hospitality, Food Studies & Applied Business

Department: Canadian Business Mgmt Diploma (4801)

Contact(s)

In Workflow

1. **4801 Leader**
2. **SHP Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 09/07/20 10:33 am
Dennis Innes
(dinnes): Approved
for SHP Dean
2. 09/25/20 1:53 pm
Todd Rowlatt
(trowlatt): Rollback
to Initiator
3. 10/04/20 10:43 am
Todd Rowlatt
(trowlatt): Approved
for 4801 Leader
4. 10/05/20 1:23 pm
Dennis Innes
(dinnes): Approved
for SHP Dean
5. 10/05/20 3:58 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. Apr 25, 2018 by
Nicole Degagne

138
(ndegagne)2. Oct 1, 2019 by
Nicole Degagne
(ndegagne)

Name	E-mail	Phone/Ext.
Dennis Innes Al Petrone	dinnes@vcc.ca apetrone@vcc.ca	/ 8357

Banner Course Name: International E-Commerce

Subject Code: MGMT - Business Management

Course Number: **2008** ~~1008~~

Year of Study: **2nd Year Post-secondary** ~~N/A~~

Credits: 3

Course Description:

E-commerce is rapidly changing the world of Canadian and international commerce. This course explores the increasingly intertwined relationship between information and communication technology and the world of business. Students will develop an understanding of the practices and principles of using the internet and social media to market goods and services. Selected Canadian case examples will be used to illustrate critical issues that have arisen as a result of the introduction of e-commerce practices in the marketplace.

Course Pre-Requisites (if applicable):

~~Admission to the program~~

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:

Upon successful completion of this course, students will be able to:	
CLO #1	Explain the history and development of internet marketing and e-commerce
CLO #2	Analyze different online business models
CLO #3	Explain the importance of security and controls when conducting business in an online environment
CLO #4	Describe the fundamental components of effective user experience (UX) and user interface (UI), in website design Explain the importance of brand management in an online environment
CLO #5	Develop an e-marketing and communications plan for a selected company
CLO #5 #6	Evaluate the success of internet marketing options
CLO #6 #7	Explain the distribution challenges that have arisen with the introduction of e-commerce techniques
CLO #7 #8	Develop social media strategies that can be applied to help meet e-commerce goals
CLO #8 #9	Explain how data analytics are used to provide business intelligence for e-commerce
CLO #9 #10	Discuss the ethical, legal, social and regulatory issues that arise in e-commerce operations
Instructional Strategies: Lectures, lectures, group discussions, case study analyses	

Evaluation and Grading

Grading System: Letter Grade (A-F)
D (50%)

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Project	20	Web-based web-based research project
Assignments	30	E-marketing e-marketing assignment
Midterm Exam	20	

Type	Percentage	Brief description of assessment activity
Final Exam	20	

Hours by Learning Environment Type

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
1. Introduction to E-Commerce
2. Internet Business Models and Strategies
3. Evolution and Applications of the Internet
4. Enterprise-Wide and Inter-Enterprise Systems
5. Security and Controls
6. Billing and Payment Systems
7. Supply-Chain Management
8. E-Procurement, Trading Exchanges, and Auctions
9. User experience (UX), user interface (UI) Customer Relationship Management
10. Data Analytics and Business Management
11. E-Marketing and Advertising
12. Performance Measurement in E-Commerce
13. Ethical, Legal, and Taxation Issues in E-Commerce

Course Change Request

New Course Proposal

Date Submitted: 10/02/20 11:25 am

Viewing: **MGMT 2009 : Advertising & Marketing
Comm**

Last edit: 10/05/20 12:44 pm

Changes proposed by: fmacdonald

Programs
referencing this
course

[146: Marketing Technology Diploma](#)

Course Name:
Advertising and Marketing Communication

Effective Date: September 2021

School/Centre: Hospitality, Food Studies & Applied Business

Department: Canadian Business Mgmt Diploma (4801)

Contact(s)

In Workflow

1. **4801 Leader**
2. **SHP Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 09/07/20 10:36 am
Dennis Innes
(dinnes): Approved
for SHP Dean
2. 09/25/20 1:53 pm
Todd Rowlatt
(trowlatt): Rollback
to Initiator
3. 10/04/20 10:43 am
Todd Rowlatt
(trowlatt): Approved
for 4801 Leader
4. 10/05/20 1:23 pm
Dennis Innes
(dinnes): Approved
for SHP Dean
5. 10/05/20 3:58 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

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

Banner Course Advertising & Marketing Comm

Name:

Subject Code: MGMT - Business Management

Course Number 2009

Year of Study 2nd Year Post-secondary

Credits: 3

Course Description:

Students examine the role of advertising design in integrated marketing communications. Advertising design is considered with respect to consumer behaviour, media, advertisers and advertising professionals to develop a basic understanding of the applicability of advertising in planning and executing an integrated marketing communications plan.

Course Pre-Requisites (if applicable):

MGMT 1006 Fundamentals of Marketing

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	Examine the role Integrated Marketing Communication (IMC) has in a marketing plan
CLO #2	Define the target audience for the communication process
CLO #3	Utilize communication theory and models to create effective marketing messages
CLO #4	Create a marketing communications proposal that demonstrates effective use of communication and behavioural objectives, and an appropriate budget
CLO #5	Develop an effective integrated communications plan that communicates specific promotional messages via various media (e.g., print, broadcast, online, social media)

Upon successful completion of this course, students will be able to:	
CLO #6	Present an integrated communications plan in a clear, concise format based on a prescribed presentation outline
CLO #7	Explain the social, cultural and ethical issues that must be considered when developing a marketing message
Instructional Strategies: Lectures, case studies, group work, projects	

Evaluation and Grading

Grading System: Letter Grade (A-F)
C

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Assignments	25	
Project	30	
Midterm Exam	20	
Final Exam	20	

Hours by Learning Environment Type

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

1. The IMC industry and the key players in Canada
2. Strategic brand Communications
3. Public Relations, Direct Response and Promotions
4. Strategic Research, Segmenting and Targeting the Audience
5. Creative Promotional Writing
6. Visual Communication
7. Paid Media, Owned, Interactive and Earned Media
9. Social Impact, Responsibility and Ethics

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Marketing Technology Diploma

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Course Change Request

New Course Proposal

Date Submitted: 10/02/20 11:26 am

Viewing: **MGMT 2031 : CRM Software**

Administration

Last edit: 10/02/20 11:26 am

Changes proposed by: fmacdonald

Programs
referencing this
course

[146: Marketing Technology Diploma](#)

Course Name:

Customer Relationship Management (CRM) Software Administration

Effective Date:

September 2021

School/Centre:

Hospitality, Food Studies & Applied Business

Department:

Canadian Business Mgmt Diploma (4801)

Contact(s)

In Workflow

1. **4801 Leader**
2. **SHP Dean**
3. **Curriculum
Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 09/07/20 10:26 am
Dennis Innes
(dinnes): Approved
for SHP Dean
2. 09/25/20 1:53 pm
Todd Rowlatt
(trowlatt): Rollback
to Initiator
3. 10/04/20 10:43 am
Todd Rowlatt
(trowlatt): Approved
for 4801 Leader
4. 10/05/20 1:24 pm
Dennis Innes
(dinnes): Approved
for SHP Dean
5. 10/05/20 3:58 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

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

Banner Course Name: CRM Software Administration

Name:

Subject Code: MGMT - Business Management

Course Number: 2031

Year of Study: 2nd Year Post-secondary

Credits: 3

Course Description:

In this course students work with CRM software to collect, analyze and automate customer data and create applications in a laboratory setting. Upon completion of the course students will be prepared to write an examination to become a certified CRM administrator.

Course Pre-Requisites (if applicable):

MGMT 1024 Customer Relationship Management

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	Customize applications, including page layouts, fields, tabs, and business processes
CLO #2	Create high-value reports and dashboards
CLO #3	Create a secure CRM environment
CLO #4	Maintain and import clean data
CLO #5	Set up workflow automation
CLO #6	Automate the support and case process
CLO #7	Write a CRM administrator certification exam

Instructional

Strategies:

Lectures, demonstrations, group work, online lab assignments

Evaluation and Grading

Grading System: Letter Grade (A-F)
C

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Assignments	20	
Lab Work	30	
Midterm Exam	20	
Final Exam	20	

Hours by Learning Environment Type

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

1. Understanding the data model and navigation
2. Setting up a company profile and configuring the user interface
3. Setting up and managing user profiles
4. Managing data access and security

Course Topics:

5. Administering standard and customized fields
6. Reports and Dashboards
7. Automation
8. Data Management
9. Managing the Support Process

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Marketing Technology Diploma

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Todd Rowlatt (trowlatt) (09/25/20 1:53 pm): Rollback: changes from CC

Marketing Information

Course Change Request

New Course Proposal

Date Submitted: 10/02/20 11:26 am

Viewing: **MGMT 2041 : Advanced CRM Administration**

Last edit: 10/02/20 11:26 am

Changes proposed by: fmacdonald

Programs
referencing this
course

[146: Marketing Technology Diploma](#)

Course Name:

Advanced Customer Relationship Management (CRM) Administration

Effective Date: September 2021

School/Centre: Hospitality, Food Studies & Applied Business

Department: Canadian Business Mgmt Diploma (4801)

Contact(s)

In Workflow

1. **4801 Leader**
2. **SHP Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 09/07/20 10:31 am
Dennis Innes
(dinnes): Approved
for SHP Dean
2. 09/25/20 1:53 pm
Todd Rowlatt
(trowlatt): Rollback
to Initiator
3. 10/04/20 10:43 am
Todd Rowlatt
(trowlatt): Approved
for 4801 Leader
4. 10/05/20 1:24 pm
Dennis Innes
(dinnes): Approved
for SHP Dean
5. 10/05/20 3:58 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

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

Banner Course Name: Advanced CRM Administration

Name:

Subject Code: MGMT - Business Management

Course Number: 2041

Year of Study: 2nd Year Post-secondary

Credits: 3

Course Description:

This course is a continuation of MGMT 2031. Students build on the skills developed in MGMT 2031 and learn the skills required for job readiness in the field of marketing technology and advanced CRM administration. Working with laboratory software students learn advanced setup, configuration, and maintenance of CRM applications. Upon completion of this course students will be prepared to write a certification exam in advanced CRM administration.

Course Pre-Requisites (if applicable):

MGMT 2031 Customer Relationship Management (CRM) Software Administration

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	Configure data and application security
CLO #2	Implement business logic and process automation
CLO #3	Build advanced reports and dashboards
CLO #4	Apply data management best practices
CLO #5	Write a certification exam for advanced CRM administration.

Instructional

Strategies:

Lectures, Demonstrations, Case Studies, Lab Activities

Evaluation and Grading

Grading System: Letter Grade (A-F)
C

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	10	
Assignments	20	
Lab Work	30	
Midterm Exam	20	
Final Exam	20	

Hours by Learning Environment Type

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Security and Custom Applications
Automation, Change Management and Auditing
Analytics and Data Management
Advanced Reports and Dashboards
Sales, Service and Content Applications

Course Topics:

Managing Support Processes

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Marketing Technology Diploma

Additional Information

Provide any additional information if necessary.

Supporting
documentation:Reviewer
Comments**Todd Rowlett (trowlett) (09/25/20 1:53 pm):** Rollback: changes from CC

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Make Available on Website:

NOTE TO CURRICULUM DEVELOPERS / DEPARTMENT LEADERS:

To avoid unnecessary delay, contact CTLR and the Registrar's Office, and begin the consultation process with required internal and external areas as early as possible in the curriculum design and development process.

DEPARTMENT LEADER & DEAN approve completed documentation in CourseLeaf Workflow by	CURRICULUM COMMITTEE meeting package emailed to members	CURRICULUM COMMITTEE meets	EDUCATION COUNCIL meeting package emailed to members	EDUCATION COUNCIL meets	BOARD OF GOVERNORS meets
November 6, 2020	November 10, 2020	November 17, 2020	December 1, 2020	December 8, 2020	February 10, 2021
December 4, 2020	December 8, 2020	December 15, 2020	January 5, 2021	January 12, 2021	February 10, 2021
January 8, 2021	January 12, 2021	January 19, 2021	February 2, 2021	February 9, 2021	March 31, 2021
February 5, 2021	February 9, 2021	February 16, 2021	March 2, 2021	March 9, 2021	March 31, 2021
March 5, 2021	March 9, 2021	March 16, 2021	April 6, 2021	April 13, 2021	May 27, 2021
April 9, 2021	April 13, 2021	April 20, 2021	May 4, 2021	May 11, 2021	May 27, 2021
May 7, 2021	May 11, 2021	May 18, 2021	June 1, 2021	June 8, 2021	June 30, 2021
June 4, 2021	June 8, 2021	June 15, 2021	September 7, 2021	September 14, 2021	TBD
August 6, 2021	August 10, 2021	August 17, 2021	September 7, 2021	September 14, 2021	TBD
September 10, 2021	September 14, 2021	September 21, 2021	October 5, 2021	October 12, 2021	TBD
October 8, 2021	October 12, 2021	October 19, 2021	November 2, 2021	November 9, 2021	TBD
November 5, 2021	November 9, 2021	November 16, 2021	November 30, 2021	December 7, 2021	TBD
December 3, 2021	December 7, 2021	December 14, 2021	January 4, 2022	January 11, 2022	TBD

CONTACTS

Centre for Teaching, Learning & Research (CTLR): iasupport@vcc.ca, ext. 8372 or 7061/7111

Registrar's Office: Bonnie Chan, bchan@vcc.ca, ext. 7109

Education Council: Darija Rabadzija, drabadzija@vcc.ca, ext. 7023

Curriculum Committee Chair: Todd Rowlatt, trowlatt@vcc.ca, ext. 8652

Education Council Chair: Elle Ting, eting@vcc.ca, ext. 8308