Vancouver Community College Board of Governors
Public Meeting Agenda
June 24, 2020 at 5:30 p.m

Zoom Video:

https://vcc.zoom.us/j/63101966957?pwd=Yy9SUmZTcUM2bmFQYTZwVWtPRWppQT09

Zoom Phone: +1 778 907 2071
Meeting ID: 631 0196 6957
Password: 620729

ATTENDANCE

Board Members

Joey Hartman (Chair, Board/HR Committee)
Libby Davies   (Vice Chair)
Garth Manning (Chair, Governance)
Mike Tourigny   (Chair, Finance & Audit)
Erin Klis
Mahin Rashid
Nadia Belokopitov
Navreet Kaur Thind
Rene John Nicolas
Shobha Rajagopalan
Seung Oh
Sue Hammell

Ex-Officio

Ajay Patel   President & CEO
Elle Ting   Chair, Education Council

Staff Resources

Jamie Choi	CFO (Interim)
Clodine Sartori	VP, People & Culture (Acting)
David Wells	VP, Academic & Applied Research
Ian Humphreys	VP, Administration
Elmer Wansink	AVP, IT & Chief Information Officer
Jane Shin	AVP, Student Success
Karen Wilson	ED, Marketing & Communications
Shirley Lew	Dean, Arts & Science
Claire Sauvé	Dean, Continuing Studies (Interim)
Surinder Aulakh	Director, Safety, Security & Risk

Guests

Taryn Thomson	President, VCC Faculty Association
Chris Joyce	President, CUPE Local 4627
Sydney Sullivan	Exec. Director, Student Union of VCC

Board Secretary

Deborah Lucas

**VCC recognizes and acknowledges the Musqueam, Squamish and Tsleil-Waututh people,
on whose traditional and unceded territories we live, learn and work.**

Item	Topic	Action	Speaker	Time	Attach	Page
1.	**CALL TO ORDER, LAND ACKNOWLEDGEMENT & OPENING REMARKS**	--	J. Hartman/ A. Patel	5 min	--	--
2.	**APPROVAL OF AGENDA/CONSENT AGENDA**	Decision	J. Hartman	1 min	✓	1
	"THAT the VCC Board of Governors approve the agenda and approve/ acknowledge receipt of the following items on the consent agenda."					
	2.1 Minutes – May 27, 2020 Public Meeting				✓	3
	2.2 Campus Master Plan New Objective: Strategic Partnerships				✓	8
	2.3 Info Note: Tuition: Network Technology Admin & Security Post-Degree Diploma				✓	9
	2.4 Board Correspondence				✓	11
	2.5 News & Events				✓	12
	2.6 VCCFA Report				✓	13
3.	**ACTION TRACKER**					
	Items from May 27, 2020 Public Meeting	Info	J. Hartman	1 min	✓	16

4.	**COVID-19 UPDATE**	Info	A. Patel	5 min	--	--
5.	**CONSTITUENCY GROUP REPORTS**					
	5.1 CUPE Local 4627	Info	Constituency	5 min	✓	13
	5.2 VCCFA		Reps	each		
	5.3 SUVCC					
6.	**EDUCATION COUNCIL REPORT**					
	6.1 EdCo Chair Report	Info	E. Ting	5 min	✓	17
	6.2 Credentials **-** Information Technology Operations Professional Certificate; Network Technology Administration & Security Post-Degree Diploma; Network Security Advanced Certificate	Decision	E. Ting	5 min	✓	33
	6.3 Credential - Teaching Online Certificate	Decision	E. Ting	5 min	✓	50
	6.4 Credential - TESOL Short Certificate	Decision	E. Ting	5 min	✓	56
7.	**FINANCE AND AUDIT COMMITTEE REPORT**					
	7.1 Chair's Report	Info	M. Tourigny	5 min	--	--
	7.2 Tuition - IT & Network Security (multiple Certs.)	Decision	M. Tourigny	5 min	✓	63
	7.3 Tuition - Teaching Online Certificate	Decision	M. Tourigny	5 min	✓	67
	7.4 Tuition - TESOL Short Certificate	Decision	M. Tourigny	5 min	✓	70
	7.5 Policy – Revised B.1.8 Selection & Appointment of Auditors	Decision	M. Tourigny	5 min	✓	73
8.	**GOVERNANCE COMMITTEE REPORT**					
	Chair's Report	Info	G. Manning	5 min	--	--
9.	**HUMAN RESOURCES COMMITTEE REPORT**					
	Chair's Report	Info	J. Hartman	5 min	--	--
10.	**NEW BUSINESS**					
	10.1 Temporary Executive Committee of the Board	Decision	A. Patel	5 min	✓	81
11.	**NEXT MEETING & ADJOURNMENT**					
	Next meeting: Sep 30, 2020	Info	J. Hartman	1 min	--	--

VANCOUVER COMMUNITY COLLEGE BOARD OF GOVERNORS
DRAFT PUBLIC MEETING MINUTES
May 27, 2020
5:30 p.m. Zoom Video/Telephone Conference

ATTENDANCE

Board Members	Staff Resources	
Joey Hartman (Chair, Board/HR Committee)	Jamie Choi	CFO (Interim)
Libby Davies (Vice Chair)	Clodine Sartori	VP, People & Culture (Acting)
Garth Manning (Chair, Governance)	David Wells	VP, Academic & Applied Research
Mike Tourigny (Chair, Finance & Audit)	Ian Humphreys	VP, Administration
Armor Valor Corrales	Elmer Wansink	AVP, IT & Chief Information Officer
Chloe Lau	Jane Shin	AVP, Student Success
Erin Klis	Karen Wilson	ED, Marketing & Communications
Mahin Rashid	Claire Sauvé	Dean, Continuing Studies (Interim)
Nadia Belokopitov	Brett Griffiths	Dean, Trades, Tech & Design
Navreet Kaur Thind	**Guests**	
Rene John Nicolas	Taryn Thomson	President, VCC Faculty Association
Shobha Rajagopalan	Deanne Bates	Chief Shop Steward, CUPE Local 4627
Seung Oh	Sydney Sullivan	Exec. Director, Student Union of VCC
Sue Hammell		

Ex-Officio		Board Secretary	
Ajay Patel	President & CEO	Deborah Lucas	
Elle Ting	Chair, Education Council		

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1.   CALL TO ORDER, LAND ACKNOWLEDGEMENT & OPENING REMARKS

- J. Hartman called the meeting to order at 5:34 p.m., presented the land acknowledgement and opening remarks:

    - Received notification of board reappointments. Terms renewed for J. Hartman, N. Belokopitov, M. Tourigny, S. Oh and S. Hammell.
    - Thanked outgoing board member C. Lau for her contribution to the Board for the past six years. Chloe has been a longstanding member of the Finance & Audit Committee. Her final term ends on May 31, 2020.

2.   APPROVAL OF AGENDA AND CONSENT AGENDA

MOTION:	THAT the VCC Board of Governors approve the Mar 25, 2020 agenda and approve/ acknowledge receipt of the following items on the consent agenda:
	2.1 Minutes – Mar 25, 2020 Public Board Meeting
	2.2 Board correspondence
	2.3 News & Events
	2.4 2020/21 Board meeting calendar
	2.5 VCCFA Report
	Moved, Seconded & CARRIED (Unanimously)

3. **ACTION TRACKER**

No actions to report.

4. **COVID-19 UPDATE**

- COVID-19 is an ongoing event and the College community is working together to get through it. VCC is in sync with where other post-secondary institutions are at.
- There are WorkSafeBC requirements during this in flux period, including submission of safety plans which will be reviewed by VCC's Joint Occupational Health & Safety Committee.
- Some programs are returning to essential in person delivery as required, after a thorough risk assessment. Campus facilities are being adapted accordingly, including adding appropriate signage.
- Updates and engagement with the affected departments are ongoing and constituency group stakeholders are being engaged in as we have some return to campus activities. The situation is fluid.
- A. Patel and S. Aulakh thanked everyone involved in helping make operations run as seamlessly as possible.   J. Hartman expressed appreciation on behalf of the Board.

5. **CONSTITUENCY GROUP UPDATES**

5.1   CUPE Local 4627

- D. Bates, Chief Shop Steward, addressed the Board and expressed appreciation and praise to staff and faculty for their support as the College moved to alternative program delivery. A special mention to the E-Learning Dept and also to the culinary department for providing meals to the Downtown Eastside community.
- C. Lau was thanked for her service to the Board.

5.2   Vancouver Community College Faculty Association (VCCFA)

- VCCFA President, T. Thomson addressed the Board and congratulated the President on his new role.
- The VCCFA was provided in the meeting materials.
- J. Hartman commented that the Board are aware of the government mandate for a balanced budget and the pending deficit facing VCC as a result of COVID-19. Discussion with government is ongoing with regards to identifying the best approach.
- In response to the article in the VCCFA Report regarding ABE layoffs, J. Hartman stated that the Board has responded on the understanding that the layoffs are not a result of budget cut-backs. The Board would not intervene in an operational decision made by Management.

5.3   Student Union of Vancouver Community College (SUVCC)

- Executive Director, S. Sullivan addressed the Board and applauded the work of the VCC community during this challenging time.
- The SUVCC continue to advocate for better access to students, including predictability of fees for international students.

6. **EDUCATION COUNCIL (EdCo)**

6.1   EdCo Chair Report

- EdCo Chair, E. Ting, addressed the Board and referenced the report included in the meeting materials.
- Two concept papers were presented in the report:
  - *Information Technology Operations, Administration, and Security programs*, which are stackable credentials, delivered by Continuing Studies (CS), in partnership with the Centre for Arts and Technology (CAT). To launch Sep 2021.

- *Accounting and Marketing diplomas*, which are two-year programs that will be available to both domestic and international students as of January 2021.
- The concept paper for the new *Teaching Online Certificate*, was inadvertently missed from the report. The Board will receive the concept paper by email for review, with the view of approving the credential at the meeting on Jun 24, 2020.
- In response to the COVID-19 pandemic, EdCo has conducted three Special Meetings to facilitate emergency planning and expedite approvals for urgent temporary operational changes. On May 12, EdCo approved a streamlined system for reporting and approving curriculum modifications.

ACTION: D. Lucas to email Info Note for Teaching Online Certificate Concept Paper, pre Jun 24, 2020.

6.2 Revised Academic Plan 2020-23

- The Academic Plan 2020-23 was approved by the Board on Mar 25, 2020. Subsequently, it has been revised to include the Computer Aided Drafting (CAD) and 3D Building Information Modelling (BIM) programs.

MOTION: THAT, on the advice of Education Council, the Board of Governors approve, in the form presented at this meeting, the revised 2020-2023 Academic Plan.

Moved, Seconded & CARRIED (Unanimously)

6.3 2021/22 Academic Schedule

- E. Ting presented the 2021/22 Academic Schedule, which in accordance with Section 23(1) College and Institute Act, requires Board approval.
- Developed in consultation with Deans and Department Leaders, the Academic Schedule identifies important dates in VCC students' academic lives including, but not limited to, the following: deadlines for payment and adding/dropping courses; refunds; registration in courses/programs; application for graduation; closures and statutory holidays.
- Noted are the efforts of the Registrar's Office to support programs moving to a standardized term structure and that as a result of COVID-19 pandemic the schedule may be revised.
- It was approved by EdCo on Apr 14, 2020.

MOTION: THAT, on the advice of Education Council, the Board of Governors approve, in the form presented at this meeting, the 2021/2022 Academic Schedule.

Moved, Seconded & CARRIED (Unanimously)

6.4 New Credential: Addiction Counselling Skills Advanced Certificate

- As the result of a recent program renewal process, the Advanced Certificate in Addiction Counselling Skills was developed to replace the Addictions Counselling Skills Certificate. Its expected launch is Jan 2021. Continuing Studies anticipate a healthy enrolment.
- The shift to online delivery opens up opportunities for new target audiences in more remote communities and professionals already working in the field could use this as development opportunity.
- C. Sauve acknowledged the Board's comment regarding access barriers for individuals with "lived experience", due to the Criminal Check pre-requisite. This program is for individuals with professional experience in the field, however, the value to be brought to these positions by individuals with lived experience is recognized. A Vulnerable Sector Check is an alternate method for ensuring vulnerable persons are protected. It's a police info check, plus a check to see if a person has a record suspension (pardon) for sexual offences. Development of future courses may take this into consideration.

7. FINANCE AND AUDIT COMMITTEE (FAC) REPORT

7.1 Chair's Report

- Finance and Audit Committee (FAC) met on May 20. 2020.
- FAC reviewed the financial performance (7.2) and approved 2 tuition items (7.4 and 7.5).
- The Office of the Auditor General attended and the Acting Deputy Auditor General presented the 2019/20 audit report.
- The next FAC meeting is June 10, 2020.
- M. Tourigny thanked outgoing board member Chloe Lau for her support on FAC over the years.

7.2 Financial Performance – Period End Mar 31, 2020

- Total revenue at year end was $123.9M. $2.8M above budget. The net surplus for the year was $893K.
- The trend continues of backfilling domestic programs with international students, to offset low domestic enrolment revenue.

7.3 2019/20 Audited Financial Statements

- The 2019/20 financial statements were prepared by VCC and audited by the Office of Auditor General (OAG).
- The OAG presented the audit findings to FAC and the Independent Auditors Report was discussed in full. The report speaks to the matters of; Deferral of Revenue and the Agreement to contribute funds to the Vancouver Community College Foundation.
- FAC approved the financial statements for recommendation to the Board on May 20, 2020.

MOTION: That, on the recommendation of the Finance and Audit committee, the Board of Governors approve the 2019/20 audited Financial Statements as presented at the May 27, 2020 meeting.

Moved, Seconded & CARRIED (Unanimously)

7.4 Tuition - Addictions Counselling Advanced Certificate

- The credential had been presented by E. Ting under item 6.4. The recommended tuition provides financial stability for the program and a 10% net contribution to VCC overhead. FAC approved this proposal on May 20, 2020.
- For future tuition proposals, the Board recommended the inclusion of private institutions in the comparators, if their program offering is more comparable than public sector institutions.

MOTION: That, on the recommendation of the Finance and Audit Committee, the Board of Governors approve tuition of $5,657 for the Addiction Counselling Skills Advanced Certificate, effective May 27, 2020.

Moved, Seconded & CARRIED (Unanimously)

7.5 Tuition - Electronics Repair Technology Diploma

- The Electronics Repair Technology Diploma credential and international tuition was approved in Oct 2019.
- FAC agreed with the rationale presented and proposed tuition, which provides a 3% net contribution to VCC overhead. With uncertainty around international enrolment levels for September, setting tuition rates for domestic students allows VCC the flexibility to open the program up for domestic enrollment.

> **MOTION:** THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve tuition for the Electronics Repair Technology Diploma at $20,343 ($339 per credit), effective September 1, 2020.
>
> **Moved, Seconded & CARRIED (Unanimously)**

8. GOVERNANCE COMMITTEE REPORT

8.1 Chair's Report

- The Governance Committee met on May 6, 2020.
- The annual board evaluation survey was deployed by Institutional Research (IR) in April. Kudos to IR for their support. The Committee will develop a report for presenting areas of strength and improvement to the Board.
- A review of policy A.1.1 Board Meetings is in progress, with the view of rescinding it and amending Board Governance Bylaw G.2.0 (s.9 Board Meetings) and other amendments identified through the review process. J. Hartman attended the meeting for this item. Governance best practices were discussed. The review will continue in fall, with the Committee developing a new board meeting framework and clarifying processes for conducting meetings by video/telephone conference.

9. HUMAN RESOURCES COMMITTEE (HRC) REPORT

9.1 Chair's Report

- J. Hartman congratulated A. Patel on his position as permanent President & CEO of the College. Announcements have been made.
- The HRC were acknowledged for their contribution in supporting the Board in making this important decision. It's one that it well supported by the VCC community.
- The President will continue to meet with HRC on his responsibilities in ensuring good stewardship of the institution. The HRC will be responsible for conducting an annual performance evaluation.

10. OTHER BUSINESS

- No business.

11. NEXT MEETING & ADJOURNMENT

- The next Board of Governors Public Board meeting is on Jun 24, 2020. With no further business, the meeting adjourned at 7.04 p.m.

APPROVED AT THE JUNE 24, 2020 PUBLIC BOARD MEETING

Joey Hartman
Board Chair
VCC Board of Governors

DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 24, 2020

ISSUE: **RECOMMENDATION FOR APPROVAL:**
New Objective to insert into VCC's Campus Master Plan

BACKGROUND:

The Campus Master Plan is a long-term policy document that addresses the physical environment. It supports development and partnerships on campus, keeping in step with VCC's strategic priorities. The Plan guides decision making that influences the functioning of the Downtown and Broadway Campuses and the campus experience for the next 25 years. Potential stakeholders include government (federal, provincial and regional), partners, employers, developers, campus neighbours, and the media.

DISCUSSION:

The Campus Master Plan final document was approved by the Board on Nov. 27, 2019 in principle, with the understanding that any significant change/s to the plan would need to be brought back to the Board.

In the past few months, the college has identified the need for the addition of a sixth objective called, Strategic Partnerships. This new objective demonstrates VCC's willingness to partner with others, as well as provides the college with important opportunities around VCC's land assets.

Strategic Partnerships

VCC's is committed to exploring a wide range of potential strategic partnerships to leverage VCC land and building assets for the future in the most effective way possible. These strategic partnerships include working with employers, other academic institutions around sectoral collaboration, and with others to explore opportunities to creatively develop land and new buildings.

The five objectives currently listed in the plan are: Collaborative Opportunities, Accessibility, Campus Indigenization, Wellbeing, and Sustainability.

RECOMMENDATION:

THAT the VCC Board of Governors approve the new Strategic Partnership objective for insertion into the VCC Campus Master Plan document.

PREPARED BY: Ajay Patel, VCC Interim President & CEO
Karen Wilson, Executive Director, Marketing & Communications

DATE: May 22, 2020

INFORMATION NOTE

DATE: June 24, 2020

PREPARED FOR: Board of Governors

ISSUE: International Tuition for Post-Degree Diploma in Network Technology Administration & Security

BACKGROUND:

The proposed program is the culmination of two concurrent projects: the Networking Technology Certificate (NETT) program renewal and redesign, and the developing partnership between VCC and the Centre for Arts and Technology.

The Post-Degree Diploma in Network Technology Administration and Security is designed for international students with bachelor's degrees seeking post-degree options in IT and Network Security; there are no comparable two-year post-degree diplomas in IT Network Security in the Lower Mainland.

The proposed tuition is based on the standard cost per credit per international education:

Program Name	Credential	Credits	Tuition	Cost/Credit
Post-Degree Diploma in Network Technology Administration & Security	Post-Degree Diploma	62	$37,200	$600.00

DISCUSSION:

The proposed programming will support the growth of Continuing Studies, and leverage existing courses in the recently developed Information Technology Operations Professional program to create a robust IT curriculum within Continuing Studies. The licensing agreement with the Centre for Arts and Technology will be focused on their Network Security Specialist program, which will ensure relevance and currency of the program, and capture emerging trends in the IT industry.

This program, as part of the IT suite of programs, is designed to meets the demands of BC's tech industry, and will also provide another post-degree program option for international students with bachelor's degrees looking to study, work and live in Vancouver. International students are increasingly seeking post-degree diploma options, and VCC's current post-degree programs comprise 22% of the international student population. International students are also interested in technology programs as this is a global skill that will enhance their employment opportunities both in Canada and beyond. This program is unique within the Lower Mainland.

DECISION:

Senior Executive Team approved international tuition of $37,000 ($600 per credit) for the Post-Degree Diploma in Network Technology Administration & Security (62 credits), effective September 2021.

ATTACHMENT: APPENDIX A – Costing

PREPARED BY: Claire Sauvé, Interim Dean, Continuing Studies
                Erin Lenz, Operations Manager, Continuing Studies

Costing
Vancouver Community College
School of Continuing Studies

Post-Degree Diploma in Networking Technology Security and Administration
6046

Scenario	Breakeven tuition fee	International Base Rate	Tuition fee with 15% Net contribution	Tuition fee with 20% Net contribution
Tuition per credit	$329	$600	$411	$448
Tuition per student	$20,416	$37,200	$25,497	$27,803
Maximum number of students	20	20	20	20
Expected number of students	10	10	10	10
Revenue breakeven number of students	10	7	9	8
Credits	62	62	62	62
Instructors paid hours (IPH)	1,035	1,035	1,035	1,035
Direct Instructor rate per hour (excl. benefits)	78	78	78	78
Instructors' cost as % of Revenue	42 %	23 %	34 %	31 %
Department non-labour cost as % of Revenue	6 %	3 %	5 %	4 %
Instructors' cost as % of total cost	42 %	35 %	39 %	38 %
Department non-labour cost as % of total cost	6 %	5 %	5 %	5 %
Program Gross margin	$ 78,411	$ 233,028	$ 125,638	$ 147,076
Program Gross margin as % of Revenue	38 %	63 %	49 %	53 %
Net contribution to VCC overhead / (Deficit)	$ -	$ 124,418	$ 38,246	$ 55,607
Net contribution to VCC overhead / (Deficit) % from Revenue	0 %	33 %	15 %	20 %
Cost per student	$ 20,416	$ 24,758	$ 21,673	$ 22,243

Revenue				
Tuition fees	$ 204,164	$ 372,000	$ 254,971	$ 278,035
Total Revenue	$ 204,164	$ 372,000	$ 254,971	$ 278,035
Direct Program Expenditures				
Labour				
Instructors (incl. benefits)	$ 85,586	$ 85,586	$ 85,586	$ 85,586
Program Coordinator (incl. benefits)	$ 14,287	$ 14,287	$ 14,287	$ 14,287
Total Labour Costs	$ 99,872	$ 99,872	$ 99,872	$ 99,872
Non-Labour				
Department supplies and general expenses	$ 11,500	$ 11,500	$ 11,500	$ 11,500
Program/Course Licensing Fee	$ 14,381	$ 27,600	$ 17,961	$ 19,586
Total Non-Labour Costs	$ 25,881	$ 39,100	$ 29,461	$ 31,086
Total Direct Program Expenditures	$ 125,753	$ 138,972	$ 129,333	$ 130,958
Indirect Program Expenditures				
Indirect Support 38%	$ 47,786	$ 52,809	$ 49,147	$ 49,764
Agency Fees 15%	$ 30,625	$ 55,800	$ 38,246	$ 41,705
Total Indirect Expenditures	$ 78,411	$ 108,609	$ 87,392	$ 91,469
Total Direct and Indirect Cost	$ 204,164	$ 247,582	$ 216,725	$ 222,428
Net contribution to VCC overhead / (Deficit)	$ -	$ 124,418	$ 38,246	$ 55,607
Net contribution to VCC overhead / (Deficit)	0 %	33 %	15 %	20 %

Gross Margin Income Statement				
Revenue from tuition	$ 204,164	$ 372,000	$ 254,971	$ 278,035
CS direct expenditures	$ 125,753	$ 138,972	$ 129,333	$ 130,958
Gross margin	$ 78,411	$ 233,028	$ 125,638	$ 147,076
Indirect Support 38%	$ 78,411	$ 108,609	$ 87,392	$ 91,469
Total CS expenditures	$ 204,164	$ 247,582	$ 216,725	$ 222,428
Net Surplus / (Deficit)	$ -	$ 124,418	$ 38,246	$ 55,607

Board of Governors Public Meeting
June 24, 2020

BOARD OF GOVERNORS CORRESPONDENCE

DATE	FROM	DETAIL
18 Jun, 2020	Tony Loughran, Executive Lead, Governance, Legislation and Corporate Planning Division, Ministry of Advanced Education Skills & Training	Updated Remuneration Guidelines for Appointees to Ministry and Crown Agency Boards

VCC NEWS
June 2020

- **Experience VCC 2.0** took place on June 17, VCC's largest student recruitment event went online, after decades of being an in person event. The all day event received almost 600 attendees to its more than 25 info and program sessions. Department leaders, advisors. moderators and attendees took part in zoom sessions to learn about what VCC has to offer.

- **Student Awards**, more than 200 students received awards from VCC's generous donors to make their achievements and to honour their hard work. The students, families and VCC employees celebrated differently this year through an online ceremony on June 2.

- Graduating from college is a major milestone, and it's important to us to celebrate it well. That's why we have made the difficult decision to postpone our **Spring 2020 convocation ceremony**, originally scheduled for **Wednesday, June 10** due to the COVID-19 pandemic. While a future ceremony date is yet to be determined, the college is looking at ways to fully celebrate the accomplishments of our students in the future, including the possibility of an addition to our Fall 2020 convocation ceremony.

VCC IN THE NEWS: HIGHLIGHTS

- [Hands-on training is still possible after COVID-19 say trades school deans who are learning as they go.](#) The Province (June 7).Teaching the trades has always been about learning by doing. Whether it's welding, … much of the instruction is hands-on and this makes COVID-19 a unique challenge for educators in the trades. Vancouver Community College was forced to quickly come up with options for its trade programs when the campus shut down in March, said Brett Griffiths, the dean of trades, technology, and design.

VCC GOVERNMENT RELATIONS

- Minister Mark honoured VCC graduates with a personalized video wishing them well and said "VCC is in my riding, so I have a special affection for what it offers to the community." She congratulated the grads and told them "don't stop believing, now more than ever we need you to hold on to hope – that we are going to get through this." She also acknowledged this wasn't the convocation they dreamed of. Watch the video: https://www.vcc.ca/about/college-information/news/article/vcc-recognizes-spring-2020-grads-postpones-convocation-ceremony.html

UPCOMING KEY DATES:
- VCC celebrates National Indigenous Day on June 21

PREPARED BY: Karen Wilson, Executive Director, Marketing & Communications, June 17, 2020

VCCfa

VANCOUVER COMMUNITY COLLEGE **Faculty Association**   FPSE LOCAL 15

VCCFA Report to the College Board of Governors,

June 2020

BLM: In light of recent horrific events, the VCCFA has issued this statement

The VCCFA executive has watched with deep sadness and outrage the violence resulting in the death of George Floyd and countless other unarmed Black people in the United States. We are also struggling with racism against Black, Indigenous, and racialized people in Canada, with large protests in Vancouver bearing testament to police brutality and institutionalized and systemic racism in our own country.

The VCCFA condemns racism. The executive acknowledges the grief and disillusionment that our faculty members are feeling at this moment. We understand this situation may be triggering trauma that has been ongoing for our members.

We want to believe in the power of education to transform society, but we must also acknowledge that racism has plagued our educational institutions, and that we have too often been part of the problem. Black, Indigenous, and racialized students have faced more frequent and severe discipline in school. Curriculum has not included their voices or experiences. Black, Indigenous, and racialized people have been under-represented in Post-Secondary institutions in the student body, faculty, and administration. They have faced more precarious employment as faculty when they have found it.

Many of you have contacted the FA asking what we can do. We recognize the need to move beyond statements about diversity and inclusion and take actions that change the structures that allow the continued oppression of Black, Indigenous, and racialized people in Canada. This won't stop until those of us in positions of power recognize our privilege and start doing the work to stop it. The VCCFA is committed to doing and supporting this work collectively.

We are hoping interested faculty can meet to discuss actionable next steps.

The Faculty Association is planning a number of small informal moderated circles for any faculty to attend in order to support our members. More information to come.

Select Standing Committee on Finance

The VCCFA will be sending Shantel Ivits to present before the select standing committee this year. Frank Cosco, the VCCFA's VP will be presenting on behalf of FPSE. All the locals of FPSE are united in requesting financial relief from the government in the wake of COVID 19. We share the view presented in the BC Federation of Labour's position paper, "Rebuilding our Economy for All", May 2020 that calls for the BC government to:

"-Increase investment in public education, including Post-Secondary, to rectify pre-existing staff and resource deficits, and to account for reductions in international student tuition. Ensure the maintenance, if not increase in geographic accessibility and breadth of course offerings of Post-Secondary education in BC.
-Increase financial assistance for Post-Secondary education in BC and develop a plan for the reduction and eventual elimination of tuition costs and charges for educational resources such as textbooks.
-Prioritize funding for public and unionized Post-Secondary institutions. Support the establishing of sectoral standards ensuring fair wages and benefits to educators, administrators, and support workers.

The LINC Contract

We learned recently that the Federal Government has drastically reduced the funding for VCC's LINC contract. This cut of more than a million dollars amounts to a reduction in programming of about 30%. We are not sure how the government made this decision. We hear that the government fully endorses the work that VCC does with new immigrants in the LINC program, and acknowledges our expertise in the area. Why then make cuts? This is a program that has served new immigrants for well over 40 years. These students come to VCC and then bond with the college and stay for further education. We should all be very concerned about this unnecessary and pointless cut to a successful program. The VCCFA will be reaching out to MP's to protest these cuts.

Community Action Committee Donations for June

YWCA $557.00 towards Food Support for Second Stage Transition Housing (Monroe House and Eyrie), a program that provides food and shelter to women fleeing violence and single women in need. The Y has two such housing locations: The Monroe House and Eyere. The need for extra donations is particularly relevant during this time of the Corona Virus.

Soap for Hope, $557.00 towards soap and hygiene amenities to go to the Aboriginal HIPPY Family Program, DTES SROs and other shelters and programs in need. Soap for Hope collects donations of soap, shampoo etc. from hotels and other community agencies, thus saving these things from the landfill, and with the help of volunteers packages them up for giveaways to shelters and programs in need.

ABE

This report marks a full year of me reporting about cuts in ABE at VCC. These cuts – and they are cuts – will affect both faculty and students, and we are disappointed that the college is persisting in following through on this plan.

COVID 19 – month four

My thanks go out to faculty, staff and admin for doing their best in a very trying time. This month many departments have returned to campus in some way, and I want to commend in particular the department leaders who came up with safety plans so that faculty could feel secure that they and their students could recommence studies safely. I also want to commend Surinder Aulakh for leading the EOC and for everyone who participated in that committee. I want to particularly thank Judy Christie, who sat on the EOC on behalf of the VCCFA. My thanks also go to the OHS committee, whose work is now

ramping up as departments return to work. We all have shared goals – our students, our work as faculty and staff and admin – and we did come together over the past few months.

Going forward, we will have different challenges. How will faculty sustain programs remotely? When will it be safe for all of us to return to campus and what will that look like? Will we be able to retain our students?

Dr. Bonny Henry always advises us to be kind, and I'd like to suggest that we also be generous. Arguing over small but necessary items, like headphones, cameras and laptops is counterproductive to the remarkably smooth and cooperative transition we have seen here so far that puts students and our community first in this unprecedented and trying time.

VCCFA meet with the VCC Board?

We would like to invite the VCC Board of Governors to meet with the VCCFA in the fall for an informal chat about issues of import to faculty. This would be a way for board members to get to know the college and its programs in a casual way. We look forward to hearing back from you.

We wish you a healthy and happy summer.

Taryn Thomson
VCCFA President

Board of Governors Public Meeting
June 24, 2020

ACTION TRACKER

ACTION - Brought forward from May 27, 2020		WHO	UPDATE
1.	Distribute to Board: Education Council Teaching Online Certificate Concept Paper	D. Lucas	**JUN 24:** COMPLETED – Sent by email Jun 10.

INFORMATION NOTE

PREPARED FOR: Board of Governors

DATE: June 24, 2020

ISSUE: Education Council Chair Report to Board of Governors

ELECTIONS

Education Council held elections at its June 9, 2020 meeting for the Vice-Chair, Education Policy Committee Chair, and EdCo Executive member positions. Mr. Andrew Candela is currently both the Vice-Chair of EdCo and the Chair of the Education Policy Committee; however, as his education leave commences September 1, it seemed most practical for EdCo to hold the elections at the last regularly scheduled meeting before summer hiatus to address forthcoming vacancies.

Ms. Natasha Mandryk was elected into the EdCo Vice-Chair and Education Policy Committee Chair positions; Mr. Todd Rowlatt was, in turn, elected for the newly-vacated seat on the EdCo Executive. Natasha and Todd bring a wealth of EdCo experience to these roles as EdCo and its standing committees move into the second half of 2020 together.

Education Council thanks Andrew for his work, and while the team is sorry to see him leave, the members are excited for him and wish him the best as he embarks on his new program of work.

CONCEPT PAPER: JEWELLERY ART & DESIGN DIPLOMA

The new Jewellery Art & Design Diploma program follows a 2018-2019 program renewal: the redesign of this programming addresses key recommendations coming out of the renewal project and supports the creation of future Jewellery programs (i.e., Jewellery Art Certificate and Advanced Diploma, Certificate in Jewellery Design, Diploma/Advanced Diploma in Indigenous Jewellery).

When the program was established in 1988, most of the students were "independent, artistically minded, and focussed on jewellery as a form of self-expression." While many still come to the program out of a personal appreciation for the craft, more learners are now motivated to make a living using their skills in this discipline. To help set up graduates for success in an increasingly competitive and technically-driven market, the new program will emphasize the use of innovative jewellery technologies and more comprehensive business training.

The Jewellery Art & Design Diploma is the only two (2)-year Jewellery program in British Columbia; consequently, although Emily Carr offers some block transfer opportunities, its key (informal) transfer agreements are with out-of-province institutions: VCC graduates can go on to complete undergraduate degrees at the Alberta University of the Arts or Nova Scotia College of Art & Design (NSCAD) University. These existing agreements will be formalized when the new program is in place; furthermore, additional

pathways are being explored with the Native Education College (NEC) into the latter's North West Jewellery Arts program.

ACADEMIC GOVERNANCE COUNCIL (AGC) SPRING MEETING

Members of the Academic Governance Council (AGC), who represent Education Councils at British Columbia's colleges and institutes, meet twice a year (typically in May and October) to discuss governance issues at their respective institutions.

This year, the AGC spring meeting was held as a half-day online meeting on May 25, 2020. Predictably, much of the conversation at the virtual table revolved around the pandemic-driven shift to *emergency remote pedagogy*, specifically to online mode(s) of delivery. A roundtable exploration of this issue clarified some of the benefits and challenges attached to remote teaching and learning, and the group ended the meeting with a collective decision to meet more often in the coming weeks to prepare for the imminent uncertainties that the fall term will bring.

The AGC also held its elections at the meeting: Dr. Ron Bowles (JIBC) was re-elected Chair, and I was elected Vice-Chair to replace Dr. Ivanna Cikes (Douglas). I am excited to serve the AGC in this new role and look forward to working more closely with Ron and the other members.

EDUCATION COUNCIL ANNUAL REPORT

Education Council's 2019 report captures the highlights and activities carried out by EdCo and its standing Committees—Curriculum Committee, Education Policy Committee, Appeals Oversight Committee, and Education Quality Committee—in the last calendar year: the report also documents any updates to committee membership and processes within that time frame.

The EdCo members had a chance to read the annual report at the June 9 meeting and agreed that the document accurately reflected the goings-on of the Council and its committees: as such, no changes were recommended.

The Education Council 2019 Annual Report is attached for the Board of Governors' review.

ATTACHMENTS: APPENDIX A – Education Council 2019 Annual Report

PREPARED BY: Elle Ting, Chair, Education Council

DATE: June 15, 2020

VCC Education Council
ANNUAL REPORT
January 1 – December 31, 2019

2019 HIGHLIGHTS
- Academic Master Plan Development
- Academic Plan 2019-2024
- Academic Schedule 2020-2021
- Enrolment Plan 2019-2020
- Campus Master Plan
- Response and Action Plan to Quality Assurance Process Audit (QAPA) Recommendations
- Online Learning Strategy
- Teaching and Learning Framework Development
- Curriculum Style Guide Development
- Provisional Approval of New Programs Process

PROPOSALS FOR NEW PROGRAMS
Education Council accepted the following concept paper for information:

- VR/AR Design and Development Diploma (September 10, 2019)

PROGRAM/EDUCATIONAL SERVICE RENEWALS
Education Council accepted the following renewal reports for information:

Program Renewals:
- Administrative Assistant Certificate
- Baking and Pastry Arts Certificate
- Deaf and Hard of Hearing Programs
- Health Unit Coordinator Certificate
- Jewellery Art and Design Diploma
- Leadership Suite of Programs
- Networking Technology (NETT) Certificate
- Provincial Instructor Diploma Program (PIDP) and Certificate in Online/eLearning Instruction (ONEL)
- Teaching English to Speakers of Other Languages (TESOL) Certificate and Diploma

Educational Service Renewals:
- Centre for Teaching, Learning & Research (CTLR)
- Interpreting Services
- Learning Centre

Recognition Report:
- Practical Nursing & Access to Practical Nursing Diplomas

MEETINGS

Education Council met on the second Tuesday of each month, except for July and August.

2019 meeting dates:	January 9	February 20	March 12
	April 2	April 9	May 14
	June 11	September 10	October 8
	November 12	December 10	

MEMBERSHIP

Chair: Elle Ting
Vice-Chair: Denise Beerwald
Executive: Elle Ting, Denise Beerwald, Natasha Mandryk, Paul Yeung

Faculty, Transportation Trades and Technology	Robert Kunka	Nov 2017-Oct 2019
	Lucy Griffith	Nov 2019-Oct 2021
Faculty, Arts and Sciences	Natasha Mandryk	Nov 2018-Oct 2020
Faculty, College-at-Large	Denise Beerwald	Nov 2018-Oct 2020
Faculty, Arts and Sciences	Andrew Candela	Nov 2018-Oct 2020
Faculty, Health Sciences	Heidi Parisotto	Nov 2018-Oct 2019
		Nov 2019-Oct 2021
Faculty, Hospitality, Food Studies & Applied Business	John Demeulemeester	Nov 2018-Oct 2020
Faculty, Student Success	Nona Coles	Nov 2018-Oct 2020
Faculty, College-at-Large	Shawna Broekhuizen	Mar 2019-Oct 2019
		Nov 2019-Oct 2021
Faculty, Instructor Education; Centre for Teaching, Learning & Research; Music, Dance & Design	Elle Ting	Nov 2017-Oct 2019
		Nov 2019-Oct 2021
Faculty, Library & Learning Centre	Todd Rowlatt	Nov 2017-Oct 2019
		Nov 2019-Oct 2021
Registrar	Dave McMullen	Jan 2019-Dec 2019
Dean, School of Health Sciences	Jo-Ellen Zakoor	Jan 2019-Dec 2019
Dean, School of Arts and Sciences/ Vice President, Academic	David Wells	Jan 2019-Dec 2019
Vice President, Academic, Students & Research	Kathryn McNaughton	Jan 2019-Jul 2019
Broadway/ Annacis Island Campus	Ilyes Belhacene	Nov 2018-May 2019
Broadway/ Annacis Island Campus	Vacant	Nov 2018-Oct 2019
Downtown Campus	Dharuv Puri	Nov 2018-Feb 2019
Downtown Campus	Gurpreet Kaur	Mar 2019-Oct 2019
Downtown Campus	Vacant	Nov 2018-Oct 2019
Support Staff, College-at-Large	Karen Crossett	Nov 2017-Oct 2019
Support Staff, College-at-Large	Paul Yeung	Nov 2017-Oct 2019
VCC President	Peter Nunoda	Ex officio (until Aug 2019)
VCC President (Interim)	Ajay Patel	Ex officio (from Sep 2019)

EDUCATION COUNCIL ELECTIONS

Education Council had its elections for this year at its December 2018 meeting. The Chair was elected by majority vote. All other elections were by acclamation. The following members were elected for the period of January–December 2019:

- Chair of Education Council: Elle Ting
- Vice-Chair of Education Council: Denise Beerwald
- EDCO Executive Members: Natasha Mandryk and Paul Yeung
- Chair of Appeals Oversight Committee: Andrew Candela
- Chair of Curriculum Committee: Todd Rowlatt
- Chair of Education Policy Committee: John Demeulemeester
- Chair of Program Review and Renewal Committee: Todd Rowlatt

EDCO PLANNING DAY

Education Council held a half-day planning day on June 3, 2019. Topics included the Student Experience Improvement Project and the Curriculum Style Guide, as well as updates on Institutional Learning Outcomes (ILOs), the Teaching and Learning Framework, and the Research Advisory Committee (RAC). A full planning day was held on November 29, 2019. The morning session included presentations on Work-Integrated Learning (WIL) and Universal Design for Learning (UDL). Education Council also discussed Educational Equity, Academic Integrity, the Teaching and Learning Framework, and the Academic Master Plan. In the afternoon, members of EdCo's four standing committees were invited to a lunch to thank them for their valuable service to the College, followed by planning meetings for the Curriculum and Education Policy Committees.

STANDING COMMITTEES

CURRICULUM COMMITTEE

Chair: Todd Rowlatt

Curriculum Committee ensures that College curriculum development and revisions are consistent with approved processes and are undertaken in compliance with educational policies. The Committee provides quality assurance helping to ensure College curricula reflect sound pedagogical practices. Curriculum Committee is the first stop in the curriculum approval governance process, as its recommendations are formally considered by Education Council for approval or for advice to the Board of Governors.

A major project undertaken by the committee and a working group was the development of a Curriculum Style Guide for curriculum developers, including guiding question for curriculum reviewers.

In 2019, Curriculum Committee approved 12 proposals and recommended 48 proposals to Education Council.

Approved by Curriculum Committee:

Arts & Sciences

- Updates to the pre-requisites for ENGL 1101 English and ENGL 1001 Integrated Language Support 1
- Updates to the course learning outcomes URL for MATH 0863 Business/Technical Math 11 Part 1 and MATH 0873 Business/Technical Math 11 Part 2

- Updated course titles for six (6) courses in the Occupational/Physical Therapist Assistant Diploma program
- Updates to the Food Service Careers Certificate program content guide, aligning the sequence of program learning outcomes with the order of instruction
- Updates to the ENGL 0750 English 10 Part 1 course outline to include a presentation, based on ABE articulation requirements
- Updates to the SCIE 0751 Science 10 course outline, based on ABE articulation requirements
- Updates to the course outlines of SCIE 1110 Professional Communication and SCIE 1100 Engineering Tech & Society, including pre-requisites

Continuing Studies
- Update to the course outline of OACP 1102 Keyboarding to include PLAR (Prior Learning Assessment & Recognition)
- Update to the course outline of CNSK 1412 Personal and Professional Development to include PLAR (Prior Learning Assessment & Recognition)
- Revisions to nine (9) Early Childhood Care and Education course outlines

Hospitality, Food Studies & Applied Business
- Minor correction to Bachelor of Hospitality Management program content guide for the regular cohort, replacing course HOSP 4260 with GNED 4260 Sustainability in Business

School of Instructor Education
- Minor updates to the Prior Learning Assessment & Recognition (PLAR) language in the Provincial Instructor Diploma Program and Trades Instructor Short Certificate program content guides

Approved by Education Council and/or Board of Governors:
- Omnibus motion to standardize PLAR (prior learning assessment and recognition) wording for programs with no PLAR
- Use of percentage ranges in the evaluation plans on course outlines
- Changing the name of the "Goal" section of program content guides (PCGs) to "Program Purpose"

New Programs:
- Administrative Professional 1 and Administrative Professional 2 Certificates
- Administrative Professional Certificate (International) (approved by Board Feb 19, 2020)
- Associate of Arts Degree
- Early Childhood Care and Education Diploma (International Cohort)
  (approved by Board Feb 19, 2020)
- Electronics Repair Technology Diploma
- Gladue Report Writing Certificate
- Trades Instructor Short Certificate
- Train the Trainer Short Certificate
- Transportation Trades Sampler Short Certificate

Suspended Programs:
- Interior Design Certificate

Course Changes by School:

Arts & Sciences
New Courses:

- ACED 0700 Career Planning 12
- BIOL 2106 Invertebrate Zoology
- BIOL 2204 Plant Biology
- BIOL 2216 Comparative Vertebrate Zoology
- CMTP 2225 Data Structures and Programming
- CMTP 2276 Introduction to Software Engineering
- CMPT 2295 Introduction to Computer Architecture
- ELSK 0346 Improve Your Pronunciation Beginner Focus A
- ELSK 0347 Improve Your Pronunciation Beginner Focus B
- ELSK 0446 Improve Your Grammar Beginner Focus A
- ELSK 0447 Improve Your Grammar Beginner Focus B
- SIGN 1110 Advanced ASL

Deactivated Courses:

- MATH 0855 Trades Math 11
- MTSK 0987 Mathematics Skills 12 Part 1
- SCIE 0757 Science Skills 10
- SCIE 0861 General Science 11 Part 1
- SCIE 0867 Science Skills 11 Part 1
- SCIE 0871 General Science 11 Part 2
- SCIE 0877 Science Skills 11 Part 2

- Course outline for existing course ENSK 0826 Writing Skills 11 added to CourseLeaf, including revisions to course learning outcomes and assessment plan
- Revisions to MATH 1020 Precalculus to support an online option, including changes to the evaluation plan
- Course outline for existing course WRSK 0802 Writing Skills 11 for Health Sciences
- Updates to the First-year University Transfer Computing Science and Software Systems Certificate program content guide, to reflect updates to the agreement between VCC and SFU regarding assured pathways to SFU
- Revisions to four (4) courses based on articulation committee requests, including updates to course learning outcomes (ACED 0707 Job Search Techniques, ACED 0709 Education and Career Exploration, ACED 0710 Work Experience, ACED 0711 Communications)
- Revisions to the Music Diploma program content guide and 41 course outlines for Preparatory Music and Music Diploma classes, including changes to the minimum credits for a full-time course load and to instruction time
- Updates to the First-year University Transfer Computing Science and Software Systems Certificate program course list
- Updates to the First-year University Transfer Environmental Studies Certificate program course list

Continuing Studies
New Courses:

- ECCE 1011 Introduction to Early Childhood Care and Education Studies
- GLDU 1201 Professionalism in Gladue Report Writing

- o GLDU 1203 Impacts of Colonization Past and Present
- o GLDU 1205 Indigenous People and the Canadian Judicial System
- o GLDU 1207 Capturing the Sacred Story
- o GLDU 1209 Gladue Report Writing
- o GLDU 1211 Gladue Report Capstone

- Revisions to course NETT 2107 Active Directory
- Curriculum for the new Gladue Report Writing Certificate and Short Certificate program, including the program content guide and six (6) new course outlines
- Revisions to the Fashion Merchandising Certificate program content guide and eight (8) course outlines, including changes to credits, course topics, learning outcomes, and evaluation
- Revisions to the Makeup Artistry Certificate program content guide and eight (8) course outlines, including changes to hours, credits, course topics, learning outcomes, and evaluation
- Program content guide for the new Early Childhood Care and Education Diploma (International Cohort) program, including one (1) new course
- Updates to the program content guide for the Early Childhood Care and Education Diploma program, including a change to the program name and removal of the physician's report from the admission requirements based on new licensing regulations
- Update to the Early Childhood Care and Education Certificate program admission requirements, removing the physician's report based on new licensing regulations

Health Sciences
Deactivated Courses:
- NURS 1130 Introduction to Perioperative Theory
- NURS 1131 LPN Perioperative Techniques
- NURS 1132 LPN Perioperative Preceptorship

- Revisions to the Practical Nursing Diploma and Access to Practical Nursing Diploma programs to align with changes to the British Columbia Practical Nursing Program Provincial Curriculum
- Updates to the Access to Practical Nursing Diploma admission requirements, including the option for Internationally Educated Nurses (IENs) to apply
- Updates to the course outline of NURS 3264 Nursing Clinical Practice 6: Care of the Acutely Ill Adult, including revisions to the evaluation plan
- Reversal of approval of LPN Perioperative Program Advance Certificate program content guide and deactivation of three (3) courses

Hospitality, Food Studies & Applied Business
New Courses:
- o CULI 1526 Cook Chill Production Kitchen 2
- o CULI 1528 Short Order Café 2
- o MGMT 1019 Preparation for the Canadian Workplace
- o OADM 1102 Keyboarding 1
- o OADM 1103 Outlook
- o OADM 1104 Word 1
- o OADM 1105 Business Writing 1
- o OADM 1106 Excel
- o OADM 1107 Office Skills 1
- o OADM 1108 Business Writing 2
- o OADM 1109 Job Search
- o OADM 1201 Word 2
- o OADM 1202 Keyboarding 2
- o OADM 1203 Business Writing 3
- o OADM 1204 Office Finance

o OADM 1205 Social Media and Technology
o OADM 1206 Practicum Preparation
o OADM 1207 Access
o OADM 1208 Office Skills 2
o OADM 1209 Admin Professional Practicum

Deactivated Courses:
o HOSP 4260 Strategic Planning

- Revisions to the admission requirements for the Business & Project Management Post-Degree Diploma program
- Revisions to the Culinary Arts Diploma program and two new courses
- Revisions to the Professional Cook 1 Plus Certificate and Culinary Arts Diploma program content guides, removing the TB test and immunizations from the admission requirements
- Revisions to the Canadian Business Management Post-Degree Diploma program, including changes to course scheduling, revisions to course outlines for MGMT 2019 Preparation for the Canadian Workplace 2 and MGMT 2020 Workplace Practicum, and new course MGMT 1019 Preparation for the Canadian Workplace 1
- Revisions to the Professional Cook 2 Advanced Certificate program, removing the TB test and immunizations from the admission requirements
- Program content guides for the new Administrative Professional 1 and Administrative Professional 2 Certificate programs, including 17 new course outlines
- Program content guide for the new Administrative Professional Certificate(International) program

School of Instructor Education
- Program content guide for the new Train the Trainer Short Certificate program

Trades, Technology & Design
New Courses:
o CSTP 1108 Applied Mathematics
o CSTP 1305 Algorithm Analysis and Data Structure
o CSTP 2305 iOS Mobile Application Programming
o ELRT 1001 Alternating Current (AC) Basics
o ELRT 1002 Direct Current (DC) Circuit Analysis
o ELRT 1003 Power Supply Fundamentals
o ELRT 1004 Technical Skills 1
o ELRT 1005 Introduction to Lean Six Sigma
o ELRT 1200 Customer Service Essentials
o ELRT 1201 Measurement & Instrumentation in Samsung Service
o ELRT 1202 Samsung Systems and Controls
o ELRT 1203 Technical Skills 2
o ELRT 1204 Software for Repair Technicians
o ELRT 2001 Introduction to Computer Hardware
o ELRT 2002 Mobile Device Repair
o ELRT 2003 LCD Monitor and Television Repair
o ELRT 2004 Technical Skills 3
o ELRT 2100 Business Mathematics
o ELRT 2101 The Canadian Economy
o ELRT 2102 Principles of Management
o ELRT 2103 Communications in the Canadian Workplace
o ELRT 2104 Organizational Behaviour
o ESTH 1101 Esthetics & Spa Therapy 1
o ESTH 1201 Esthetics & Spa Therapy 2
o ESTH 1301 Esthetics & Spa Therapy 3

- o HAIR 0900 Access to Spa
- o HAIR 0901 Access to Salon
- o JADE 1105 Design Resources 1
- o JADE 1206 Design Resources 2
- o JADE 2105 Design Resources 3
- o JADE 2205 Design Resources 4
- o TTSP 0100 Workplace Safety
- o TTSP 0101 Basic Welding Procedures
- o TTSP 0102 Basic Sheet Metal Repair
- o TTSP 0103 Automotive Refinishing
- o TTSP 0104 Basic Project Car
- o TTSP 0105 Heavy Equipment Operation
- o TTSP 0106 Forklift Operation
- o TTSP 0107 Automotive Engines
- o TTSP 0108 Automotive Maintenance
- o TTSP 0109 Introduction to Apprenticeship

Deactivated Courses:
- o CSTP 1102 Data Communications and Networking 1
- o CSTP 1107 Workplace Communication
- o CSTP 2103 IT Development Project 1
- o CSTP 2105 IT Development Project Management 1
- o CSTP 2203 Enterprise Server Administration
- o CSTP 2206 Advanced Mobile Application Programming
- o CSTP 2207 IT Development Project Management 2
- o JADE 1104 History of Art 1
- o JADE 1204 History of Art 2
- o JADE 2104 History of Art 3
- o JADE 2107 Guided Studies 1
- o JADE 2204 History of Art 4
- o JADE 2207 Guided Studies 2

- Revisions to the Heavy Mechanical Technology Diploma (International Cohort) program
- New Transportation Trades Sampler Short Certificate program curriculum, including ten (10) new course outlines
- Revisions to the Computer Systems Technology Diploma program, including updates to thirty (30) course outlines and three (3) new courses
- Curriculum for the new Electronics Repair Technology Diploma program, including nineteen (19) new course outlines, under the provisional approval process
- Revisions to the Esthetics & Spa Therapy Certificate program content guide, including restructuring of the program into three (3) new courses
- Revisions to the Jewellery Art and Design Diploma program, including 16 revised course outlines and 4 new courses

MEETINGS

Curriculum Committee met on the third Tuesday of each month, except in July.

2019 meeting dates:	January 15	February 19	March 19
	April 16	May 21	June 18
	August 20	September 17	October 15
	November 19	December 17	

MEMBERSHIP

Alison Rudko, Associate Registrar, International Education (to April 2019)

Andy Sellwood, Faculty, Centre for Teaching, Learning & Research

Claire Sauvé, Senior Program Coordinator/Interim Dean, Continuing Studies (to May 2019)

Dave McMullen, Registrar (from October 2019)
David Wells, Vice President, Academic (from July 2019)
Denise Beerwald, Vice-Chair, Education Council (ex officio)
Elle Ting, Chair, Education Council (ex officio)
Emily Simpson, Faculty, Library & Learning Centre
Ilyes Belhacene, Student Representative (to May 2019)
Jacquie Harrison, Faculty, Instructor Education
Jane Shin, Associate Vice President, Student Success (for IECE) (from August 2019)
Julie Gilbert, Faculty, Health Sciences
Karen Crossett, Support Staff, Records (to October 2019)
Katarina Jovanovic, Program Coordinator, Continuing Studies (from June 2019)
Kathryn McNaughton, Vice President, Academic, Students & Research (to July 2019)
Ken McMorris, Faculty, Language Studies
Les Apouchtine, Associate Registrar (to September 2019)
Lindsay Tiemer, Associate Registrar, International Education (from May 2019)
Lorena Espinoza, Faculty, Music, Dance & Design
Lucy Griffith, Transportation Trades (from November 2019)
Mindi Cofman, Faculty, Hospitality, Food Studies & Applied Business
Natalie Wood-Wiens, Manager, Indigenous Education & Community Engagement (to Aug 2019)
Natasha Mandryk, Faculty, Arts & Sciences
Robert Kunka, Faculty, Transportation Trades (to October 2019)
Sarah Zelitt, Student Success
Shirley Lew, Dean, Library and Teaching & Learning Services/Interim Dean Arts & Sciences
Tami Pierce, Director, Indigenous Education & Community Engagement (to June 2019)
Todd Rowlatt, Faculty, Library & Learning Centre

EDUCATION POLICY COMMITTEE
Chair: John Demeulemeester
The members of Education Policy Committee are responsible for the development and review of VCC's educational policies. The committee reviews existing policies on a five-year cycle, and helps in the creation of new policies. Members aim to ensure the policies are sound, consistent, and fair, as well as striving to make each policy readable, clear and practical. Education Policy Committee acts in an advisory role to Education Council on all policy review-related matters.

In 2019, Education Policy Committee reviewed ten policies and recommended four policies to Education Council.

Approved by Education Council and/or Board of Governors:
A.1.2 Student Appeal of Suspension to Board of Governors
C.1.4 Assignment of Credits to Courses
C.1.6 Registration
C.3.2 Program Review and Renewal
D.1.4 Curriculum/Educational/Institutional Materials Created within the College

In Governance Review:

    B.2.3 Fitness for Duty

    C.3.7 Off-Campus Activity Involving Students (formerly Student Field Trips)

    (approved by the President on February 13, 2020)

    D.4.1 Students with Disabilities

    D.4.2 Student Complaints (About Instruction, College Services and Employees)

    (formerly Student Grievance)

    D.4.3 Student Code of Conduct (Non-Educational Matters)

    D.4.5 Student Educational Conduct

MEETINGS

Education Policy Committee met on the second Wednesday of each month, except for August.

2019 meeting dates:	January 9	February 13	March 13
	April 10	May 8	June 4
	June 12	July 10	September 11
	October 9	November 13	December 11

MEMBERSHIP

    Alison Rudko, Associate Registrar, International Education (April 2019)

    Alison Woods, Faculty, Arts & Sciences

    Alper Caglayan, Faculty, Student Success (to September 2019)

    Blair McLean, Faculty, Student Success (from October 2019)

    Cheryl Howrigan, Faculty, Arts & Sciences

    David Wells, Vice President, Academic (from July 2019)

    Denis Seremba, Associate Registrar (to September 2019)

    Denise Beerwald, Vice-Chair, Education Council (ex officio)

    Dennis Innes, Dean, Hospitality, Food Studies & Applied Business

    Elle Ting, Chair, Education Council (ex officio)

    Francesco Barillaro, Faculty, Centre for Teaching, Learning & Research (from July 2019)

    Helen Roberts, Faculty, Hospitality, Food Studies & Applied Business

    Jane Shin, Associate Vice President, Student Success (for IECE) (from August 2019)

    John Demeulemeester, Faculty, Hospitality, Food Studies & Applied Business

    Karen Brooke, Faculty, Instructor Education

    Kathryn McNaughton, Vice President, Academic, Students & Research (to July 2019)

    Ken Morrison, Faculty, Music, Dance & Design

    Kevin Marcoux, Faculty, Transportation Trades (from February 2019)

    Kristina Oldenburg, Faculty, Library & Learning Centre

    Les Apouchtine, Associate Registrar (from October 2019)

    Lindsay Tiemer, Associate Registrar, International Education (from May 2019)

    Maija Wiik, Faculty, Student Success (to September 2019)

    Marilyn Heaps, Faculty, Centre for Teaching, Learning & Research (to June 2019)

    Matthew Stevenson, Program Coordinator, Centre for Continuing Studies (to June 2019)

    Natalie Wood-Wiens, Manager, Indigenous Education & Community Engagement (to Aug 2019)

Nicole Degagne, Coordinator, Curriculum & Policy

Paul Yeung, Support Staff

Phoebe Patigdas, Student Representative (from August 2019)

Sheetal Donaldson, Faculty, Health Sciences

Sheri Wiwchar, Student Success (designate)

Sid Khullar, Program Coordinator, Centre for Continuing Studies (from June 2019)

Sydney Sullivan, Student Representative (to Jul 2019)

Tami Pierce, Director, Indigenous Education & Community Engagement (to June 2019)

Tanny Marks, Arbiter of Student Issues (ex officio)

APPEALS OVERSIGHT COMMITTEE

Chair: Andrew Candela

The Appeals Oversight Committee is responsible for defining the standard processes through which VCC conducts its appeals. Members are responsible for ensuring consistency and fairness across VCC's appeals procedures, including redefining appeals policies for the betterment of the College and all those involved. The Appeals Oversight Committee is also one of the key resources for training for appeal panels through its [annual] Tribunal Training Day. Appeals Oversight Committee acts in an advisory capacity to Education Council on all appeals-related matters. Two of the committee's main projects in 2019 were planning for the Tribunal Training Day on February 21, 2020, and supporting the launch and development of the Online Tribunal Training course.

MEETINGS

The Appeals Oversight Committee met five times: January 16, April 3, June 19, September 4 and November 5.

MEMBERSHIP

Andrew Candela, Faculty, Arts & Sciences

Andy Sellwood, Faculty, Centre for Teaching, Learning & Research

Denis Seremba, Associate Registrar (designate) (to September 2019)

Denise Beerwald, Faculty, Health Sciences (to August 2019)

Dennis Innes, Dean, Hospitality, Food Studies & Applied Business

Elle Ting, Chair, Education Council (ex officio)

Gordon McIvor, Dean, Continuing Studies (to May 2019)

Ilyes Belhacene, Student Representative (to May 2019)

Janet Theny, Faculty, Arts & Sciences

Matt Stevenson, Program Coordinator, Continuing Studies (from June 2019)

Nona Coles, Student Success (designate)

Phoebe Patigdas, Student Representative (from September 2019)

Tanny Marks, Arbiter of Student Issues (ex officio)

EDUCATION QUALITY COMMITTEE
(FORMERLY PROGRAM REVIEW AND RENEWAL COMMITTEE/QUALITY ASSURANCE COMMITTEE)
Chair: Todd Rowlatt

The Education Quality Committee is responsible for guiding fundamental aspects of VCC, such as program review, program renewal, and CD fund allocation. Members of the committee ensure all of these processes are clearly defined, and are constantly on the lookout for new and better methods to improve integral College processes.
In 2019, the committee developed a three-year action plan, which included a committee name change to more clearly align with the scope of its work, revisions to policy C.3.2 Program Review and Renewal, and implementation of simplified, streamlined program review forms.

In 2018–2019 the College underwent the Quality Assurance Process Audit (QAPA), a process commissioned by the Ministry of Advanced Education, Skills & Training (AEST) and developed by the Degree Quality Assurance Board (DQAB) to support "rigorous, ongoing program and institutional quality assessment" (QAPA webpage). The summary report is posted on the DQAB website.

CURRICULUM DEVELOPMENT FUNDS 2019/2020
The College sets aside an annual budget for curriculum development funds that support projects related to our educational programming. It is meant to support new ideas, and foster creativity and innovation. The budget is $400,000. Education Council's Standing Committee on Education Quality provides advice to the Vice President Academic in allocating the funds.
A total of about $870,000 in funding was requested. As a result, the committee gave priority to: 1) projects identified in the Academic or department-level plans; 2) projects currently in progress needing additional funds for completion; 3) projects arising from program reviews or renewals; and 4) projects needed for program accreditation. In addition, scheduled program renewals received automatic seed funding of at least $5,000. The top three funded categories were program renewals, new programs, and online development.

The funded projects were:
1. Modification of the ECCE Post-Basic Diploma program to accommodate international students
2. Gladue Report Writing program–Online development
3. Leadership suite of programs–Program revisions
4. Networking Technology–Program renewal
5. Office Administration–Curriculum review and refresh
6. "Job Application" Course
7. Auto Collision Repair & Refinishing–Preparation for national harmonization
8. 3D Building Modelling for Construction Short Certificate
9. Civil Structural Technician Certificate–Program revision to two new courses
10. New Mechanical Technician Certificate
11. Supporting EAL students in the Hair Design, Skin & Body Therapy Department
12. Esthetics–Program revision, expansion, and amalgamation of program courses

13. Graphic Design Diploma–Program update
14. Jewellery Art & Design–Program redesign
15. Indigenization of Culinary Arts programs
16. Molecular Gastronomy Short Certificate (for professional chefs)
17. Baking and Pastry Arts–Program renewal
18. Chef De Cuisine
19. Administrative Assistant program–Curriculum Development following renewal (continuation)
20. Business Communications and Technical Writing–Course realignment
21. Bachelor of Science in Nursing–Patient safety competencies
22. Certified Dental Assisting Distance Program–Curriculum revisions
23. Dental Technology Science Program
24. Health Unit Coordinator–Revisions to meet changing role in industry
25. Occupational/Physical Therapist Assistant–Program revisions (final phase)
26. Practical Nursing–Curriculum alignment with provincial updates
27. Virtual Reality/Augmented Reality–Joint program with Vancouver Film School (VFS)
28. DHH–Program renewal (continuation)
29. ASL–Introductory online course
30. Blended Learning–Development of ELSK 0620 and ELSK 0625 blended courses
31. TESOL–Program(s) redesign
32. Bachelor of Music Degree–Curriculum revisions from renewal

Program Renewals:
33. Building Manager
34. Interior Design (currently suspended)
35. Cosmetology (renewal was later cancelled)
36. Dental Reception Coordinator

MEETINGS

Education Quality Committee met on the fourth Tuesday of each month, except for July, August, November, and December.

2019 meeting dates:	January 22	February 26	February 28
	March 11	March 12	March 14 (CD Funds)
	March 26	April 23	May 28
	June 25	September 24	October 29

MEMBERSHIP

Brett Griffiths, Dean, School of Trades, Technology & Design
Brian Beacham, Director, Institutional Research (to July 2019)
Carlie Deans, Project Coordinator, Office of the Vice President, Academic, Students & Research
Claire Sauvé, Senior Program Coordinator/Interim Dean, Continuing Studies
David Wells, Vice President, Academic (from July 2019)
Denise Beerwald, Vice-Chair, Education Council (ex officio)

Elle Ting, Chair, Education Council (ex officio)

Garth Manning, Faculty, Centre for Teaching, Learning & Research

Heidi Parisotto, Faculty, Health Sciences (from May 2019)

Jacqueline Shehadeh, Faculty, Arts & Sciences (from September 2019)

Janet Latter, Manager, Institutional Research (from August 2019)

Jo-Ellen Zakoor, Dean, Health Sciences (consulting; to April 2019)

Kathryn McNaughton, Vice President, Academic, Students & Research (to July 2019)

Marilyn Heaps, Faculty, Centre for Teaching, Learning & Research (to June 2019)

Patris Aghakian, Associate Director, Institutional Research (from August 2019)

Paul Yeung, Support Staff, Admissions

Pervin Fahim, Operations Manager, School of Health Sciences

Phoebe Patigdas, Student Representative (from August 2019)

Shirley Lew, Dean, Library, Teaching & Learning Services/Interim Dean, Arts & Sciences

Sydney Sullivan, Student Representative (to July 2019)

Todd Rowlatt, Faculty, Library, Teaching & Learning Services

Ysabel Sukic, Faculty, School of Hospitality, Food Studies & Applied Business

PREPARED BY: Elle Ting, Chair, Education Council

DATE: June 1, 2020

DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 24, 2020

ISSUE: **RECOMMENDATION FOR APPROVAL:**
New Programs:
- Information Technology Operations Professional Certificate (ITOP)
- Network Technology Administration & Security Post-Degree Diploma
- Network Security Advanced Certificate

BACKGROUND:

The proposed Information Technology Operations, Administration, and Security series of programs, set to launch in September 2021, merges the program renewal work completed in 2018-2019 for the Network Technology Certificate (NETT) program in Continuing Studies (CS) and a new partnership opportunity with the Centre for Arts and Technology (CAT)[1] to create the following stackable VCC credentials:

1. Information Technology Operations Professional (ITOP) Short Certificate [6 credits]
2. Information Technology Operations Professional (ITOP) Certificate [18 credits]
3. Network Technology Administration and Security Post-Degree Diploma [62 credits]
4. Network Security Advanced Certificate [19 credits]

These credentials will serve learners who intend to seek work in the information technology (IT) sector, as well as those already employed in the high technology field who wish to refresh their skills and/or prepare for industry certification exams (CompTIA, Microsoft, Linux Professional Institute, AXELOS [ITIL], EC-Council). The programming across this suite of laddering credentials will be delivered both part-time and full-time (to accommodate working professionals and international students, respectively) and will emphasize hands-on, scenario-based activities, and simulations that build learners' troubleshooting skills.

1. The **Information Technology Operations Professional (ITOP) Short Certificate** program is built into the Information Technology Operations Professional Certificate program as an exit credential: access to this short certificate exit requires the completion of the ITOP 1101, ITOP 1102, and ITOP 1103 courses, for a total of six (6) credits. Students who complete the IT Operations Professional Short Certificate program will be able to meet the following program learning outcomes (PLOs):
   - *Recognize network weakness and discuss IT security concepts*
   - *Work with a server environment within a Local Area Network*
   - *Follow procedures for IT software, hardware, and other equipment*
   - *Build, and perform basic repairs on, a personal computer*

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[1] CAT is a BC private postsecondary institution that delivers diploma and degree programs in arts- and technology-focused disciplines at its two campuses (Kelowna and Surrey).

- *Apply troubleshooting techniques to resolve IT related problems/issues*
- *Administer and provide support for multiple operating systems, such as Windows, and Windows Server*

2. The **Information Technology Operations Professional (ITOP) Certificate** prepares learners for entry-level IT work as junior administrators, helpdesk workers, and Tier 1-2 IT Support workers. There are no specific admission requirements for this eighteen (18)-credit program made up of nine (9) courses, and students may choose to exit with a Short Certificate, as described in the previous section. Upon successful completion of this program, graduates will be able to meet the following PLOs:

   - *Recognize network weakness and advise on IT security concepts*
   - *Build and perform basic repairs on computer hardware*
   - *Design, build, and implement a server environment within a Local Area Network*
   - *Lead, manage, and direct small-to-medium-scale IT projects*
   - *Work effectively and professionally both individually and as part of an IT team*
   - *Apply troubleshooting techniques to resolve IT related problems/issues*
   - *Administer and provide support for multiple operating systems such as Windows, Windows Server, and Linux*

3. At sixty-two (62) credits to be taken across twenty-four (24) courses, the **Network Technology Administration and Security Post-Degree Diploma** is by far the largest program in the series. An undergraduate degree from an accredited university is a requirement for entry into the program, and students must maintain a 2.0 GPA (term average) to progress. It is expected that this program will appeal to international students in particular, given the demand among this group of learners for post-degree educational opportunities in IT.

   The foundation of this program is network systems administration/automation, desktop support, and computing/network infrastructure; there will also be an educational focus on security (perimeter security, digital forensics, network exploits/vulnerabilities, etc.) The post-degree diploma program is designed to provide learners with fundamental IT skills required for various occupations in network administration and security, such as Information Systems Analyst/Consultant, Computer and Information Systems Manager, and User Support Analyst.

   Learners who successfully complete the Network Technology Administration and Security Post-Degree Diploma program will be able to meet the following PLOs:

   - *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*

4. The final program in the series, the **Network Security Advanced Certificate**, prepares learners for work in network security as information systems security professionals, network security analysts/architects, computer forensic investigators, network defense technicians, and security operators. The advanced certificate program requires applicants to have a diploma or degree in an IT-related field or a combination of appropriate education and industry experience/certification; it consists of five (5) courses that make up a total of nineteen (19) credits. Graduates of this program will be able to meet the following PLOs:
   - *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*

DISCUSSION:

Education Council discussed this suite of programs at its June 9, 2020 meeting; a question was raised about the general lack of program-specific admission requirements and possible problems students may present with English language skills for the Certificate and Short Certificate programs. Mr. Sid Khullar, CS Program Coordinator, responded by pointing out that the NETT program, the predecessor of the proposed programs, did not see any problems with either the lack of program-specific requirements or the language requirements because of learners' natural tendency to self-select (i.e. only people who enjoy hands-on work in this specific area will want to apply for the program).

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the implementation of the following credentials:

- Information Technology Operations Short Certificate and Certificate (ITOP) credentials.
- Network Technology Administration and Security Post-Degree Diploma credential.
- Network Security Advanced Certificate credential.

ATTACHMENTS: APPENDIX A – Program Content Guide (PCG) for Information Technology Operations Professional Certificate
APPENDIX B – PCG for Network Technology Administration and Security Post-Degree Diploma
APPENDIX C – PCG for Network Security Advanced Certificate

PREPARED BY: Elle Ting, Chair, Education Council

DATE: June 12, 2020

IT Operations Professional Certificate

Program Content Guide

Effective Date: <u>September 2021</u>

Program Content Guide *1*

Purpose
The purpose of this program is to prepare students for entry-level positions in Information Technology (IT), such as junior system administrator, helpdesk, and tier 1- or 2- IT support. This program can also help individuals with prior industry experience to enhance their skills and knowledge in IT.
Students will develop essential skills in listening, problem solving, critical thinking, decision making, monitoring, and troubleshooting, in computer network operations. Students will gain a strong foundation in IT terminology.
Courses in this program will help prepare students to write industry certification exams, such as from CompTIA, Microsoft, Linux Professional Institute, and AXELOS (ITIL).

Admission Requirements
No program specific requirements.

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
Students may complete the program within 1 to 3 years (maximum) on a part-time basis.

Program Learning Outcomes
Students who complete the IT Operations Professional Certificate will be able to:
1. Recognize network weakness and advise on IT security concepts
2. Build and perform basic repairs on computer hardware
3. Design, build, and implement a server environment within a Local Area Network
4. Lead, manage, and direct small-to-medium-scale IT projects
5. Work effectively and professionally both individually and as part of an IT team
6. Apply troubleshooting techniques to resolve IT related problems/issues
7. Administer and provide support for multiple operating systems such as Windows, Windows Server, and Linux

Students who complete the IT Operations Professional Short Certificate will be able to:
1. Recognize network weakness and discuss IT security concepts
2. Work with a server environment within a Local Area Network
3. Follow procedures for IT software, hardware, and other equipment
4. Build, and perform basic repairs on, a personal computer
5. Apply troubleshooting techniques to resolve IT related problems/issues
6. Administer and provide support for multiple operating systems, such as Windows, and Windows Server

Instructional Activities, Design and Delivery Mode
Students will engage with the material in this program through a combination of hands on and scenario-based activities. For example, students will role-play consulting on a required PC build, take apart and then reassemble a computer, build a VPN with a given configuration, install a Windows server, and configure a basic group policy setup within an active directory environment. A strong emphasis will be placed on practicing different troubleshooting strategies in order to resolve realistic IT related problems.
Class-time will utilize active-learning strategies such as problem-based learning, simulations, and case studies. Classes will be delivered in a computer lab. 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, projects, learning journals, and exams.
To achieve the IT Operations Professional Certificate, students must successfully complete all of the nine courses listed below for a total of 18 credits.
To achieve the IT Operations Professional Short Certificate, students must successfully complete the A+ Hardware (ITOP 1101), Networking Fundamentals (ITOP 1102), and Windows Server Fundamentals (ITOP 1103) courses.
Students can receive both the IT Operations Professional Certificate and the IT Operations Professional Short Certificate.

Recommended Characteristics of Students
This program is suited for students who wish to further their technical skills and who have an interest in computers and information technology. Students should have an interest in keeping their technical skills up-to-date.

Program Content Guide   *3*

Courses

Course #	Course Name and Description	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

Total Program Credits: 18.0

Transcript of Achievement

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

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

Grading Standard

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)

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

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

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

VCC Education and Education Support Policies

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

Network Technology Administration and Security Post-Degree Diploma

Program Content Guide

Effective Date: <u>September 2021</u>

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

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 Activities, 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

Course #	Course Name and Description	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	1.0
ITOP 2202	Networking with Cisco Technologies	4.0
ITOP 2203	Wireless Technology Networks	3.5
ITOP 2204	Computing Security Architecture	3.5
ITOP 2205	Infrastructure Project	1.0
ITOP 2306	Virtualization and Cloud Computing	3.0
ITOP 2307	ITIL Foundation	1.0
ITOP 2308	Enterprise Messaging and Collaboration Services	3.0
ITOP 2309	Data Communications and Networks	4.5
ITOP 2310	Industry Capstone Project	3.0
ITOP 2403	Introduction to Network Optimized Monitoring	2.0
ITOP 2411	Advanced Network Systems	4.5
ITOP 2412	Computer Forensics for the First Responder	2.0
ITOP 2414	Encryption, Public Key Infrastructure Architecture and Administration	3.5
ITOP 2415	Network Exploits, Vulnerabilities and Penetration Testing	4.5

Total Program Credits: 62.0

Transcript of Achievement

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

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

Grading Standard

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)

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

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

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

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

Network Security Advanced Certificate

Program Content Guide

Effective Date: <u>September 2021</u>

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
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 Activities, 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

Course #	Course Name and Description	Credits
ITOP 2411	Advanced Network Systems	4.5
ITOP 2412	Computer Forensics for the First Responder	2.0
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 Program Credits: 19.0

Transcript of Achievement

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

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

Grading Standard

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)

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

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

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

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

DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 24, 2020

ISSUE: **RECOMMENDATION FOR APPROVAL:**
New Program: Teaching Online Certificate (TOC)

BACKGROUND:

The proposed Teaching Online Certificate (TOC) program is a redesign of the current Certificate in Online/eLearning Instruction (ONEL), following the latter's 2017-2018 renewal. Consisting of eighteen (18) credits and designed to be delivered fully online, the TOC integrates online teaching pedagogy with experiential learning and technology-related content. It is appropriate for working professionals from a wide variety of fields (postsecondary teaching, Human Resources, nonprofits, etc.) who wish to enhance their skills designing, developing, evaluating, and facilitating effective online and digitally-enabled instruction.

As online, blended, and flipped learning are becoming standard delivery modes at VCC, improving in-house access for VCC instructors to learn effective methods for creating and delivering online learning is a priority, and this new program directly addresses that need. Furthermore, the inclusion of Provincial Instructor Diploma Program (PIDP) courses within the TOC rewards learners who decide to continue into this programming after the PIDP; PIDP graduates who go on to take the TOC will already have completed six (6) credits towards the total eighteen (18). The TOC will nevertheless allow one to register without having completed the PIDP, as is currently the case in ONEL. (PIDP is currently recommended but not required for entry into the ONEL program.)

Upon successful completion of the TOC program, graduates will be able to meet the following learning outcomes:

- *Integrate fundamental principles of adult learning as they apply to diverse online learning environments*
- *Design, develop and facilitate learning using online pedagogies and digitally enabled technologies*
- *Design engaging online learning experiences that reflect evidence-based approaches/strategies*
- *Integrate assessment strategies to measure, enhance, and guide learning and teaching*
- *Evaluate the effectiveness of online teaching and learning against quality assurance frameworks*
- *Use reflective strategies to improve professional practice and stay current in emerging educational technologies*

DISCUSSION:

Education Council discussed the proposed Teaching Online Certificate program at its June 9, 2020 meeting, and a question was raised about the English proficiency requirement, specifically, whether the stated requirement of English 11 was appropriate for entry into the program; Ms. Jacqueline Harrison, a faculty member of the School of Instructor Education (SIE) department, responded to this question and noted that the English 11 requirement had been in place for both the ONEL and PIDP for some time and had not presented any problems.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the implementation of the Teaching Online Certificate credential.

ATTACHMENTS: APPENDIX A – Program Content Guide (PCG) for Teaching Online Certificate

PREPARED BY: Elle Ting, Chair, Education Council

DATE: June 10, 2020

VANCOUVER
COMMUNITY
COLLEGE

Teaching Online Certificate

Program Content Guide

Effective Date: <u>January 2021</u>

Purpose
The purpose of the Teaching Online Certificate is to enhance the practice of educators and trainers to design, develop, evaluate, and facilitate online learning. Students will explore a range of pedagogical practices and emerging technologies for effective online and digitally-enabled teaching and learning relevant to their work and interests. It is appropriate for anyone providing adult learning experiences in a wide variety of fields, including college, university, workplace, and non-profit settings.

Admission Requirements
- English language proficiency at an English 11 level
- Evidence of subject matter expertise (i.e. diploma, bachelors degree, trades certification, substantial work place experience) or departmental approval
- Successful completion of computer competency self-assessment

Prior Learning Assessment & Recognition (PLAR)
You can request Prior Learning Assessment Recognition (PLAR) for some courses in the PIDP based on informal education, previous experience and current level of knowledge and skills. Please contact the office and request PLAR for one course at a time. You will be directed to the Department Leader who will supply you information about completing PLAR. You may apply for a maximum of 9 credits of PLAR and transfer credit.
Please contact the office for fees charged for PLAR.
Process:
1. Apply and meet all the entrance requirements for the Certificate.
2. Contact the program office to request PLAR for a particular course.
3. Speak with the Department Leader about the PLAR process and compile the particular information and evidence requested to substantiate your request.
4. Complete the application for PLAR and submit payment.
5. See Policy D.3.5 for more information about VCC's PLAR procedures.

Program Duration
18 credits

Completion time will vary depending on individual circumstances. The program is designed for working professionals. It is designed to allow for flexibility, and may be completed at an accelerated pace. The program must be completed within five (5) years.

Program Learning Outcomes
Graduates of this program will be able to:
- Integrate fundamental principles of adult learning as they apply to diverse online learning environments
- Design, develop and facilitate learning using online pedagogies and digitally enabled technologies
- Design engaging online learning experiences that reflect evidence-based approaches/strategies
- Integrate assessment strategies to measure, enhance, and guide learning and teaching
- Evaluate the effectiveness of online teaching and learning against quality assurance frameworks
- Use reflective strategies to improve professional practice and stay current in emerging educational technologies

Instructional Activities, Design and Delivery Mode
During this program, participants will engage in activities and strategies ranging from direct to indirect instruction, from interactive instruction to independent study as well as project-based and experiential learning. All courses are offered online.
Examples of instructional strategies include: readings and watching videos, problem analysis, case studies, discussion, course mapping, and reflective writing. All activities will take place online. The majority of activities are asynchronous with the potential of some synchronous activities.
Instructors in the Teaching Online Certificate will model excellence in online instruction and facilitate participants' achievement of the program outcomes.

Evaluation of Student Learning
The Certificate consists of a total of 18 credits.
Evaluation of student learning is based on completion of course assignments. Due dates and criteria for successful completion of each course assignment will be outlined by the instructor at the beginning of each course. Students must achieve a minimum grade of C- in each course with letter grades or S in each course with successful/unsuccessful grades to be awarded the Certificate.

Recommended Characteristics of Students
The Certificate is appropriate from those with no teaching experience to those with substantial teaching experience but little training in instructional skills. Students should have:
- a willingness to participate in a wide variety of online instructional strategies
- familiarity with computer applications and communication tools
- the ability to work independently and with others

Courses

Course #	Course Name and Description	Credits
PIDP 3210	Curriculum Development	3.0
PIDP 3230	Evaluation of Learning	3.0
EDUC 4250	Foundations of Online Teaching and Learning	3.0
EDUC 4251	Developing and Designing Online Learning	3.0
EDUC 4252	Facilitation of Online Learning	3.0
Electives		
PIDP 3260	Professional Practice	3.0

Total Program Credits: 18.0

Transcript of Achievement

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

The transcript typically shows a letter grade or S/U 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+	98-100		4.33
A	94-97		4.00
A-	90-93		3.67
B+	85-89		3.33
B	80-84		3.00
B-	75-79		2.67
C+	70-74		2.33
C	65-69		2.00
C-	60-64		1.67
D	50-59		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)

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

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

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

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

VANCOUVER
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DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 24, 2020

ISSUE: **RECOMMENDATION FOR APPROVAL:**
                        New Program: Teaching English to Speakers of Other Languages [TESOL] Short
                        Certificate

BACKGROUND:

The VCC TESOL program was suspended in 2018/2019 and underwent renewal the following year. As per the renewal recommendations and action plan, TESOL programming has been moved from the English as an Additional Language [EAL] department into the School of Instructor Education [SIE] and will be delivered as two levels that align with TESL [Teachers of English as a Second Language] Canada accreditation for Professional Standard 1 and Professional Standard 2[1], respectively.

The proposed TESOL Short Certificate program, which is expected to launch in January 2021, satisfies TESL Canada's accreditation requirements for Professional Standard 1. Consisting of 120 hours of classroom instruction and a twenty-hour practicum, the nine-credit, seven-week program is designed to prepare learners for work teaching English to adult speakers of other languages at educational institutions, community agencies, or international language schools (in Canada or internationally). VCC's TESOL programming has enjoyed a good reputation locally, and its renewal will live up to and build upon this program's past success.

Upon successful completion of the program, graduates will be able to meet the following learning outcomes:

- *Develop level-appropriate lesson plans that address a specific learning objective*
- *Deliver student-centred language lessons using current methods and approaches, appropriate tools and resources, and in consideration of effective classroom management and student engagement strategies*
- *Identify differences in English language proficiency levels using an established framework (e.g. the Canadian Language Benchmarks)*
- *Differentiate between various assessment approaches in English language learning*
- *Employ critical reflection strategies to improve and hone their practice*
- *Act in an ethical and professional manner when working in an EAL teaching and working environment*
- *Explain foundational theories in language learning and instruction*
- *Articulate the importance of intercultural communication in the EAL classroom*

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[1] https://tesl.ca/images/Membership/TESL_CANADA_INSTRUCTOR_CERTIFICATION_MANUAL_FINAL_251018.pdf

DISCUSSION:

This proposed program was discussed at the April 14, 2020 Education Council meeting, with the focus of the conversation being the credential level: in accordance with policy C.1.3 *Granting of Credentials,* the credential for this proposed program is *short certificate*. (A *certificate* requires a minimum of eighteen credits.) However, the developers and dean presenting this program expressed concerns that the assigned credential level would put VCC at a considerable marketing disadvantage, given that the same programming at other institutions bears a certificate, and VCC's own TESOL program, pre-renewal, had a certificate attached to it. While the program is currently referred to as a short certificate to comply with the relevant policy, a discussion has begun about adding language to C.1.3 *Granting of Credentials* that would build in more flexibility when it comes to third-party certification.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the implementation of the Teaching English to Speakers of Other Languages [TESOL] Short Certificate credential.

ATTACHMENTS: APPENDIX A – Program Content Guide (PCG) for TESOL Short Certificate

PREPARED BY: Elle Ting, Chair, Education Council

DATE: May 11, 2020

Teaching English to Speakers of Other Languages (TESOL) Short Certificate

Program Content Guide

Effective Date: January 2021

Purpose

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

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

Admission Requirements

1. A Bachelor's degree from an accredited university

2. Applicants with degrees from accredited universities in countries in which English is not an official language will be required to provide evidence of English language proficiency through *one* of the following:

- **IELTS Academic** (International English Language Testing System) with a minimum overall score of 7, with no band lower than 7,
  or
- **TOEFL iBT** (Test of English as a Foreign Language Internet-based Test) overall 101 with a minimum of 23 in Listening, 24 in Reading, 27 in Speaking, and 27 in Writing

Prior Learning Assessment & Recognition (PLAR)

Students may request formal recognition of prior learning attained through informal education, work, or other life experience, including Indigenous ways of knowing. Credits may be granted to students who are able to sufficiently demonstrate the learning outcomes of specific courses. PLAR is available for all courses in the program, *except*:
- TESO 1251 Practicum 1

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

Process
1. Apply and meet all the entrance requirements for the VCC TESOL Short Certificate.
2. Contact the TESOL office to request PLAR for a specific course.
3. Speak with the Department Leader about the PLAR process, including applicable fees, and compile the particular information and evidence requested to substantiate your request.
4. See VCC's D.3.5 Prior Learning Assessment and Recognition <u>Policy</u> and <u>Procedures</u> for more information.

Program Duration

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

Maximum time for completion: 1 year

Program Learning Outcomes

Upon successful completion of the program, graduates will be able to:
1. Develop level-appropriate lesson plans that address a specific learning objective
2. Deliver student-centred language lessons using current methods and approaches, appropriate tools and resources, and in consideration of effective classroom management and student engagement strategies
3. Identify differences in English language proficiency levels using an established framework (e.g. the Canadian Language Benchmarks)
4. Differentiate between various assessment approaches in English language learning
5. Employ critical reflection strategies to improve and hone their practice
6. Act in an ethical and professional manner when working in an EAL teaching and working environment
7. Explain foundational theories in language learning and instruction
8. Articulate the importance of intercultural communication in the EAL classroom

Instructional Activities, Design and Delivery Mode

This intensive program has been designed to involve the student in a variety of learning environments and instructional delivery methods. Courses may be offered face-to-face, online, or blended format. Students will participate in lectures, demonstrations, group work, practice teaching sessions and lesson presentations. There is a supervised practicum.

Evaluation of Student Learning

Students are required to participate in all in-class activities and complete all assignments and evaluation tasks. A passing grade of 'C' in all courses is needed to successfully complete the program. (Note: Students must achieve a minimum of 30/50 in the practicum component to successfully complete the program. See TESO 1251 course outline.)

Recommended Characteristics of Students

- An interest in the English language and approaches to teaching
- An understanding of cross-cultural values and beliefs
- Experience in working or volunteering with people of other cultures
- Experience in learning a second language or volunteering in an ESOL class
- Warmth, empathy and patience for those learning a new language and culture
- Excellent oral and written communication skills in English

Courses

Course #	Course Name and Description	Credits
TESO 1246	Foundations of TESOL in Adult Learning Environments 1	2.5
TESO 1247	Teaching Grammar and Vocabulary in EAL Contexts 1	1.5
TESO 1248	Teaching Reading and Writing in EAL Contexts	1.5
TESO 1249	Teaching Listening, Speaking & Pronunciation in EAL Contexts	1.5
PIDP 3310	Intercultural Competence	1.0
TESO 1251	TESOL Practicum 1	1.0

Total Program Credits: 9.0

Transcript of Achievement

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

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

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	90-100		4.33
A	85-89		4.00
A-	80-84		3.67
B+	76-79		3.33
B	72-75		3.00
B-	68-71		2.67
C+	64-67		2.33
C	60-63	Minimum Pass	2.00
C-	55-59		1.67
D	50-54		1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credit	N/A
EX		Exempt. Credit granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

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

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

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

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

![Vancouver Community College logo]

DECISION NOTE

DATE: June 24, 2020

PREPARED FOR: Board of Governors

ISSUE: **RECOMMENDATION FOR APPROVAL:**
                       Tuition for Multiple Credentials in Information Technology & Network Security

BACKGROUND:

The proposed suite of programs listed below is a culmination of two concurrent projects: the Networking Technology Certificate (NETT) program renewal and redesign, and the developing partnership between VCC and the Centre for Arts and Technology. These credentials are designed to prepare students for entry-level and management positions in the field of Information Technology (IT) at different levels of study, including:

- Short Certificate – Information Technology Operations Professional (ITOP)
- Certificate – Information Technology Operations Professional (ITOP)
- Advanced Certificate – Network Security

For an overview of comparable programs at other public post-secondary institutions, please see below:

Institution	Program Name	Credential	Credits	Tuition
BCIT	Cybersecurity Operations	Course	6	$1,144
VCC	Information Technology Operations Professional	Short Certificate	6	$1,515
VCC	Information Technology Operations Professional	Certificate	18	$4,549
BCIT	Network Administrator Technician	Associate Certificate	24	$4,600
Centennial College	Computer Systems Technician- Networking	Diploma	N/A	$4,661
College of New Caledonia	Computer/Network Electronics Technician	Certificate	30	$4,702
Camosun College	Computer Network Electronics Technician	Certificate	34	$5,850
VCC	Network Security	Advanced Certificate	19	$6,781
Sask Polytechnic	Computer Networking Technician	Certificate	66	$7,200
BCIT	Computer Information Systems Administration	Diploma	140	$13,000

DISCUSSION:

The proposed programming will support the growth of Continuing Studies, and leverage existing courses in the recently developed Information Technology Operations Professional program to create a robust IT curriculum within Continuing Studies. This programming will also foster learning pathways within the College, providing complementary training opportunities for entrants and graduates of the Computer Systems Technology (CST) Diploma program. The licensing agreement with the Centre for Arts and Technology will be focused on their Network Security Specialist program, which will ensure relevance and currency of the program, and capture emerging trends in the IT industry.

This suite of programs is designed to meets the demands of BC's tech industry; students will be prepared to work in high demand occupations Computer network technicians (NOC 2281), Computer and information systems managers (NOC 0213), Information systems testing technicians (NOC 2283), and User support technicians (NOC 2282).

On June 17, 2020, the Finance and Audit Committee approved tuition for these courses. Each provides a net contribution to overhead of 15%.

RECOMMENDED MOTION:

THAT, on the recommendation of the Finance & Audit Committee, the Board of Governors approve of tuition for the following programs, effective April 2021:

- Information Technology Operations Professional Short Certificate - $1,515
- Information Technology Operations Professional Certificate - $4,549
- Advanced Certificate in Network Security - $6,781

ATTACHMENT:　　　　　APPENDIX A – Costing

PREPARED BY:　　　　　Claire Sauvé, Interim Dean, Continuing Studies
　　　　　　　　　　　　　Erin Lenz, Operations Manager, Continuing Studies

Costing

Vancouver Community College
School of Continuing Studies

Information Technology Operations Professional (ITOP) Certificate & Short Certificate
6046

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

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

Costing reflects the tuition for the full program, and that there is a short certificate exit pathway upon completion of three courses.

Board of Governors
June 24, 2020

Vancouver Community College
School of Continuing Studies

Advanced Certificate in Networking Security
6046

Scenario	Breakeven tuition fee $5,601	Tuition fee with 11% Net contribution $6,437	Tuition fee with 15% Net contribution $6,781	Tuition fee with 20% Net contribution $7,293
Maximum number of students	20	20	20	20
Expected number of students	10	10	10	10
Revenue breakeven number of students	10	9	9	8
Instructors paid hours (IPH)	306	306	306	306
Direct Instructor rate per hour (excl. benefits)	79	79	79	79
Instructors' cost as % of Revenue	47 %	41 %	39 %	36 %
Department non-labour cost as % of Revenue	10 %	10 %	10 %	10 %
Instructors' cost as % of total cost	47 %	47 %	46 %	46 %
Department non-labour cost as % of total cost	10 %	11 %	12 %	13 %
Program Gross margin	$ 15,423	$ 22,948	$ 26,042	$ 30,651
Program Gross margin as % of Revenue	28 %	36 %	38 %	42 %
Net contribution to VCC overhead / (Deficit)	$ -	$ 7,208	$ 10,171	$ 14,586
Net contribution to VCC overhead / (Deficit) % fro	0 %	11 %	15 %	20 %
Cost per student	$ 5,601	$ 5,716	$ 5,764	$ 5,834
Revenue	$ 5,600.81	$ 6,437.00	$ 6,780.76	$ 7,292.90
Tuition fees	$ 56,008	$ 64,370	$ 67,808	$ 72,929
Total Revenue	**$ 56,008**	**$ 64,370**	**$ 67,808**	**$ 72,929**
Direct Program Expenditures				
Labour				
Instructors (incl. benefits)	$ 26,591	$ 26,591	$ 26,591	$ 26,591
Program Coordinator (incl. benefits)	$ 7,143	$ 7,143	$ 7,143	$ 7,143
Total Labour Costs	**$ 33,735**	**$ 33,735**	**$ 33,735**	**$ 33,735**
Non-Labour				
Department supplies and general expenses	$ 1,250	$ 1,250	$ 1,250	$ 1,250
Program /Course Licensing Fees at 10%	$ 5,601	$ 6,437	$ 6,781	$ 7,293
Total Non-Labour Costs	**$ 6,851**	**$ 7,687**	**$ 8,031**	**$ 8,543**
Total Direct Program Expenditures	**$ 40,586**	**$ 41,422**	**$ 41,766**	**$ 42,278**
Indirect Program Expenditures				
Indirect Support 38%	$ 15,423	$ 15,740	$ 15,871	$ 16,066
Total Indirect Expenditures	**$ 15,423**	**$ 15,740**	**$ 15,871**	**$ 16,066**
Total Direct and Indirect Cost	**$ 56,008**	**$ 57,162**	**$ 57,636**	**$ 58,343**
Net contribution to VCC overhead / (Deficit)	**$ -**	**$ 7,208**	**$ 10,171**	**$ 14,586**
Net contribution to VCC overhead / (Deficit)	**0 %**	**11 %**	**15 %**	**20 %**

Gross Margin Income Statement				
Revenue from tuition	$ 56,008	$ 64,370	$ 67,808	$ 72,929
CS direct expenditures	$ 40,586	$ 41,422	$ 41,766	$ 42,278
Gross margin	**$ 15,423**	**$ 22,948**	**$ 26,042**	**$ 30,651**
Indirect Support 38%	$ 15,423	$ 15,740	$ 15,871	$ 16,066
Total CS expenditures	**$ 56,008**	**$ 57,162**	**$ 57,636**	**$ 58,343**
Net Surplus / (Deficit)	**$ -**	**$ 7,208**	**$ 10,171**	**$ 14,586**

Board of Governors
June 24, 2020

DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 24, 2020

ISSUE: **RECOMMENDATION FOR APPROVAL:**
                          Tuition - As part of renewed Teaching Online Certificate program:

- EDUC 4250: Foundations of Online Learning (3 credits)
- EDUC 4251: Developing & Designing Online Learning (3 credits)
- EDUC 4252: Facilitating Online Learning (3 credits)

BACKGROUND:

The Online eLearning Instruction (ONEL) Certificate has been a long-standing program in the School of Instructor Education (SIE). The program recently went through a comprehensive renewal and has been renamed "Teaching Online Certificate" (TOC). The curriculum for TOC has been completely redesigned and refreshed. The changes also ensure the program meets the college's credential policy. We would like to accelerate the development of this program due to the emphasis on online delivery in the sector.

DISCUSSION:

ONEL was established about 12 years ago and was a fairly unique program in the sector until recently. Registration has steady grown but experienced a significant decline beginning in 2018/19. The renewal of the program was timely to refresh and update the program content.

Due to COVID-19 and the move to online delivery, a renewed Teaching Online Certificate is extremely timely. There is already strong interest to see this program launched.

The program is 18 credits (810 hours) comprised of: 3 foundational courses; 2 core online teaching courses; and 3 credits of electives. Two of the three foundational courses are from the PIDP (Provincial Instructor Diploma Program) with set tuition at $166/credit. This tuition proposal is for the 3 new courses that are part of the foundational and core courses:

- EDUC 4250: Foundations of Online Learning (3 credits)
- EDUC 4251: Developing & Designing Online Learning (3 credits)
- EDUC 4252: Facilitating Online Learning (3 credits)

As designed, TOC remains unique in the sector. The closest comparator programs and their fees are listed below:

University of Victoria - Online Learning and Teaching Diploma	30 credits	$402/credit $12,060 for full program
University of Calgary - Certificate in Adult Learning specializing in e-Learning	300 hours	$16/hour $240/credit (approx.) $4,850 for full program
TRU - Graduate Certificate in Online Teaching and Learning	15 credits	No tuition fees listed.

OPTIONS:

The options reflect program fees with class enrolment of 20 students, 38% overhead, and ongoing operational costs at 5%. All courses are delivered online and developed by extremely experienced faculty. Due to SIE's systems of rolling enrolment, each course section has full enrolment of 20 students.

Option 1: $506.49 ($252/credit) | 1.4% net contribution
This option reflects the current per credit rate for the existing courses in ONEL. It offers a modest contribution to the college at 1.4%. It is on the low end compared to other programs so very competitively priced.

Option 2: $915 ($305/credit) | 18.5% net contribution
This option remains competitive compared to other programs while providing a strong net contribution to the college. This is also the rate for some second year computer science courses at VCC.

Option 3: $1008 ($336/credit) | 26% net contribution
This option offers the highest net contribution. It places these courses on the higher end in terms of cost and represents a 33% increase compared to existing rates.

RECOMMENDATION: Option 2 - $915 ($305/credit)

This rate is very competitive compared to other similar programs and provides the college with a strong contribution. These courses are guaranteed to run at full capacity due to the rolling enrolment system in SIE. This option reasonably increases per course cost but is within range of the $166/credit fee of existing PIDP courses which are part of this program.   The Senior Executive approved this recommendation on June 2, 2020.

RECOMMENDED MOTION:

THAT, on the recommendation of the Finance and Audit Committee, as part of the renewed Teaching Online Certificate, the Board of Governors approve tuition of $915 ($305 per credit) for each course, effective July 1, 2020:

- EDUC 4250: Foundations of Online Learning (3 credits)
- EDUC 4251: Developing & Designing Online Learning (3 credits)
- EDUC 4252: Facilitating Online Learning (3 credits)

ATTACHMENT: APPENDIX A – Financial Costing

PREPARED BY: Shirley Lew, Dean, Arts & Sciences

DATE: June 10, 2020

Vancouver Community College

School of Library, Languages, Teaching and Learning

EDUC 4250 4251 4252 Courses

Org 1535

APPENDIX A

Options *(Domestic students only)*	Option 1	Option 2	Option 3
Tuition fee per course	$ 506.49	$ 915.00	$ 1,008.00
Tuition fee per credit	$ 168.83	$ 305.00	$ 336.00
No. of Intakes	1	1	1
No. of students per intake - Domestic	20	20	20
No. of students per intake - International	0	0	0
Total students (with X FTE attrition) - Domestic	20	20	20
Total students (with X FTE attrition) - International	0	0	0
Instructor FTE required per course *(1 FTE = 27 credits)*	0.05	0.05	0.05
Number of billing hours	3.00	3.00	3.00
Tuition fee for new courses per billing hour - Domestic	$ 169	$ 305	$ 336
Support Staff FTE	0.07	0.07	0.07
Operational costs	5 %	5 %	5 %
Revenue per **credit per student**	$ 1,688	$ 3,050	$ 3,360
Cost per **credit per student**	$ 2,485	$ 2,485	$ 2,485
Revenue per **student** (incl. Block Fund)	$ 506	$ 915	$ 1,008
Cost (breakeven tuition fee) per **student**	$ 746	$ 746	$ 746
Breakeven tuition fee per **credit per student**	$ 249	$ 249	$ 249
Tuition fees per student - Domestic	$169	$305	$336
Student FTE per course *(1 FTE = 10 courses)*	2.00	2.00	2.00

Revenue

Tuition revenue - Domestic	$	10,130	$	18,300	$	20,160
Tuition revenue - International						
Total revenue	$	10,130	$	18,300	$	20,160

Instructor

Salary (step 1)	$	4,757	$	4,757	$	4,757
Benefits (26%)	$	1,237	$	1,237	$	1,237
Total instructor costs	$	5,994	$	5,994	$	5,994

Support Staff

Salary	$	3,306	$	3,306	$	3,306
Benefits (30%)	$	992	$	992	$	992
Total support staff costs	$	4,298	$	4,298	$	4,298

Operational costs

Operational Expenses	$	515	$	515	$	515
Total operational costs	$	515	$	515	$	515

Indirect student support

Institutional support (38%)		410617%	$	4,106	$	4,106
Total indirect student support	$	4,106	$	4,106	$	4,106
Total expenditures	$	14,912	$	14,912	$	14,912
Net contribution to VCC overhead / (Deficit)	$	(4,782)	$	3,388	$	5,248
Net contribution to VCC overhead / (Deficit)		-47.2 %		18.5 %		26.0 %

DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 24, 2020

ISSUE: **RECOMMENDATION FOR APPROVAL:**
                                  Tuition - Renewed TESOL Short Certificate

BACKGROUND:

VCC's TESOL (Teaching English to Speakers of Other Languages) programs prepares instructors to teach English to students of other languages. In 2018 the TESOL certificate and diploma programs were suspended. Since then, the programs have gone through a comprehensive renewal and redesign based on the recommendations from the renewal. The fee proposal here is for the TESOL short certificate (not diploma) which meets TESL Canada's Professional Standard 1 certification. Further development of the diploma program will be phase two of this project.

DISCUSSION:

Renewed TESOL short certificate is comprised of 120 hours of instruction and a 20 hour practicum, which meets TESL Canada's certification standards. VCC has a very strong reputation for TESOL instruction and regularly receives inquiries about when the program will be reopened for registration. Prior to suspension, enrolment levels were healthy. All indications suggest there is strong demand for VCC to offer this program. This program will be designed for online delivery.

The program would require hiring Department Leader at a suggested 25% release and 0.25 FTE of support staff. TESOL is a separate hiring area with unique qualifications. The practicum and annual TESL Canada accreditation requirements need ongoing admin support.

The following table shows equivalent TESOL program fees from other public and private institutions. The instructional and practicum hours vary. All meet TESL Canada's certification standards for TESOL - Professional Level 1.

Institution	Length	Tuition fee
Douglas College	250 hours + 30 hour practicum	$2,715
Thompson River University	195 hours + 20 hour practicum	$2,500
Cambridge University (for CELTA; TESOL equivalent for adult-learners only)	120-140 hours including practicum (online or F2F)	$2,500
Immigrant Services Society of BC	100 hours + 20 hours practicum	$1,830
Burnaby Board of Education	100 hours + 20 hours practicum	$2,240

OPTIONS:

Options reflect program fees with class enrolment of 18 students, 38% overhead, and ongoing operational costs at 5%. Practicum placement fee is included in the tuition fee.

Option 1: $2,195 program fee | 21.6% net contribution

This rate is close to the fee charged prior to suspension of the program. It covers all costs and offers net contribution to the college. This rate is on the lower end compared to other institutions and would be very competitive.

Option 2: $2,395 program fee | 28.2% net contribution

This option fully covers VCC costs with a net contribution. The slightly lower rate remains competitive and reflects the fewer instructional hours we offer compared to other programs.

Option 3: $2,500 program fee | 31.2% net contribution

This rate offers the highest net contribution. It is on par with other institutions, however their number of instructional hours is higher.

RECOMMENDATION: Option 3 - $2,500

Given VCC's strong reputation in the TESOL community, $2,500 is a competitive rate and provides the college with stronger financial sustainability. The program will be designed to the highest online delivery standards and fill a market gap among public institutions for TESOL Professional Standard 1. UFV offers TESOL online, but for Professional Standard 2. The Senior Executive approved this recommendation on June 2, 2020.

RECOMMENDED MOTION:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve tuition of $2,500 for the TESOL Short Certificate, effective July 1, 2020.

ATTACHMENT: APPENDIX A - TESOL Financial Costing

PREPARED BY: Shirley Lew, Dean, Arts & Sciences

DATE: June 10, 2020

Vancouver Community College
School of Arts and Sciences
TESOL Short Certificate
NEW ORG

APPENDIX A

Scenarios	Option 1	Option 2	Option 3
Tuition fee per domestic student	$ 2,195	$ 2,395	$ 2,500
Tuition fee per international student	- -	- -	- -
No. of Intakes	2	2	2
No. of students per intake - Domestic	18	18	18
No. of students per intake - International	0	0	0
Total students (with X FTE attrition)	18	18	18
Student FTE	18	18	18
Duration - days	24	24	24
Other days	0	0	0
Department head release days	6	6	6
Duty days per year	180	180	180
Instructor FTE required per intake	0.17	0.17	0.17
Number of credit hours	120	120	120
Practicum Placement fee	$ 0	$ 0	$ 0
New tuition fee per credit - Domestic	$ 18	$ 20	$ 21
Support staff (FTE)	0.25	0.25	0.25
Operational costs	5%	5%	5%
Revenue per **student**	$ 2,195	$ 2,395	$ 2,500
Cost (breakeven tuition fee) per **student**	$ 1,720	$ 1,720	$ 1,720
Tuition fee per student	$ 2,195	$ 2,395	$ 2,500
Block Funding (per student)	$ 0	$ 0	$ 0

Revenue

		Option 1		Option 2		Option 3
Domestic Tuition	$	39,510	$	43,110	$	45,000
Practicum Placement	$	-	$	-	$	-
Total revenue	$	**39,510**	$	**43,110**	$	**45,000**

Faculty (Instructor + IRA)

Salary (step 1)	$	15,856	$	15,856	$	15,856
Benefits (26%)	$	4,123	$	4,123	$	4,123
Total instructor costs	$	**19,978**	$	**19,978**	$	**19,978**

Support Staff

Salary	$	1,069	$	1,069	$	1,069
Benefits (30%)	$	321	$	321	$	321
Total support staff costs	$	**1,389**	$	**1,389**	$	**1,389**

Operational costs

Operational Expenses	$	1,068	$	1,068	$	1,068
Total operational costs	$	**1,068**	$	**1,068**	$	**1,068**

Indirect student support

Indirect student support 38%	$	8,526	$	8,526	$	8,526
Total indirect student support	$	**8,526**	$	**8,526**	$	**8,526**
Total expenditures	$	**30,962**	$	**30,962**	$	**30,962**
Net contribution to VCC overhead / (Deficit)	$	**8,548**	$	**12,148**	$	**14,038**
Net contribution to VCC overhead / (Deficit)		**21.6 %**		**28.2 %**		**31.2 %**

Gross Margin Income Statement

		Option 1		Option 2		Option 3
Revenue from tuition and block funding	$	39,510	$	43,110	$	45,000
Direct instructors cost	$	19,978	$	19,978	$	19,978
Direct support staff cost	$	1,389	$	1,389	$	1,389
Direct non-labour cost	$	1,068	$	1,068	$	1,068
Gross margin	$	**17,074**	$	**20,674**	$	**22,564**
Indirect IRA cost	$	-	$	-	$	-
Indirect support staff cost	$	-	$	-	$	-
Total indirect expenditures	$	**-**	$	**-**	$	**-**
Surplus / (Deficit) (prior VCC overhead)	$	**17,074**	$	**20,674**	$	**22,564**
VCC Institutional support (Overhead 38%)	$	8,526	$	8,526	$	8,526
Net Surplus / (Deficit)	$	**8,548**	$	**12,148**	$	**14,038**

VANCOUVER
COMMUNITY
COLLEGE

DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 24, 2020

ISSUE: **RECOMMENDATION FOR APPROVAL:**
                     Revisions to B.1.8 Selection and Appointment of Auditors Policy & Procedures

BACKGROUND:

This policy was last reviewed in 2011. It governs the appointment of auditors for the College's financial records. No major changes have been made. The revisions help to clarify the principles that guide the policy and the key procedures for the selection of an auditing firm.

DISCUSSION:

The policy and procedures went out for community feedback in May 2020. Only one comment was received, referring to Procedure 8:

> *"We can make this change next time we appoint (from 2025 onwards) but we cannot increase the term by an additional two years on this cycle, as we made the full term clear in the RFP document."*

Administrative Policy Committee agreed with the comment but did not feel any changes were necessary to the procedures.

On May 28, 2020, the Operations Council passed a motion to recommend approval of this revised policy by the Board of Governors. As per process, Board approved policies are recommended by the Board standing committees.

On Jun 17, 2020, Finance and Audit Committee made a further revision to the Statement of Policy Principles (5.) and approved the revisions for recommendation to the Board.

MOTION:

THAT, on the recommendation of the Finance and Audit Committee, the Board of Governors approve revisions to the B.1.8 Selection and Appointment of Auditors policy and procedures.

ATTACHMENTS: APPENDIX A – B.1.8 Policy & Procedures (Red-lined draft)
                     APPENDIX B – B.1.8 Policy & Procedures (Clean copy draft)

PREPARED BY: Jamie Choi, CFO (Interim)

DATE: June 17, 2020

VANCOUVER
COMMUNITY
COLLEGE

POLICY

Policy No.	B.1.8
Title	**Selection and Appointment of Auditors**
Approval Body	Board of Governors
Policy Sponsor	Chief Financial Officer
Last Revised/Replaces	March 3, 2011
Effective Date	DRAFT: May 21, 2020

CONTEXT AND PURPOSE

The purpose of thisThis Policy is to identifyestablishes the principles that govern the appointment of the College's auditors of Vancouver Community College (VCC; the College) as well as the procedures that will be followed to effect the appointment.

The College is required, under the College and Institute Act, (Act), to engage auditors to carry out periodic audits of its financial records. This will ensure fiscal accountability to the College's funding sources, the College community and the larger community that the College serves. Although, the College is not required by the College and Institute Act to engage auditors to carry out annual audits of its Full-Time-Equivalent (FTE) Enrollment Report, the College may, at the discretion of management, request an audit of the FTE Enrollment Report.

SCOPE AND LIMITS

The scopeThis policy applies to all employees of the financial audit and FTE Enrollment Report is College-wide and covers all aspects, including members of the College's financial and student FTE activities.Board of Governors and Finance & Audit Committee.

STATEMENT OF POLICY PRINCIPLES

1. The College usesfollows a Request for Proposalstandard and transparent procurement process to appoint itsfor the selection of auditors.

2. All audits are governed by, and are in compliance with, established Ministry of Advanced Education, Skills & Training guidelines or other related legislation. The auditors carry out an annual audit of the College's financial records.

2.3. The appointment of the auditors will be for a specified term, with an option for renewal.

3. The auditors carry out an annual audit of the College's financial records.

4. The College reserves the rightauditors report directly to request an audit of the College's FTE Enrollment Report.the Finance and Audit Committee (FAC).

5. The College's auditors will notonly perform non-audit services (consulting work) separately from their financial audit function, when they have declared to the College that doing so does not conflict with their audit engagement obligations. Regular updates concerning any separate non-audit services (consulting work) performed by the auditors shall be provided by management to Finance and Audit Committee for review.

process unlessif authorized by the VCC Board through the Board Finance CommitteeFAC.

DEFINITIONS

There are no definitions that relate specifically to this Policy and Procedures

Finance and Audit Committee (FAC): A standing committee of the Board of Governors responsible for assisting the Board in fulfilling its obligations and oversight responsibilities relating to financial planning, the audit process, financial reporting, the system of corporate controls and risk management.

Evaluation Committee: A committee appointed by the FAC to review proposals, carry out an evaluation and make a recommendation to the FAC. The committee will be composed of three voting Board members and the Director, Financial Services. The three voting Board members will consist of the Chair of the Finance & Audit Committee and two other voting Board members as appointed by the FAC.

RELATED LEGISLATION & POLICIES

Legislation
The College & Institute Act, section 55
Governance and Disclosure Guidelines for Governing Boards of British Columbia Public Sector Organizations, Board Resourcing Budget Transparency and Accountability Act of BC.; section 23.1

Policies
B.4.1   Purchasing

Other
Finance and Development Office of the Premier (undated)
Audit Committee Terms of Reference, Finance Committee of the Board

RELATED PROCEDURES

Refer to B.1.8 Selection and Appointment of Auditors Procedures.

VANCOUVER
COMMUNITY
COLLEGE

POLICY

Policy No.	B.1.8
Title	**Selection and Appointment of Auditors**
Approval Body	Board of Governors
Policy Sponsor	Chief Financial Officer
Last Revised/Replaces	March 3, 2011
Effective Date	DRAFT: May 21, 2020

CONTEXT AND PURPOSE

This Policy establishes the principles that govern the appointment of the auditors of Vancouver Community College (VCC; the College) as well as the procedures that will be followed to effect the appointment.

The College is required, under the College and Institute Act (Act), to engage auditors to carry out periodic audits of its financial records. This will ensure fiscal accountability to the College's funding sources, the College community and the larger community that the College serves.

SCOPE AND LIMITS

This policy applies to all employees of the College, including members of the Board of Governors and Finance & Audit Committee.

STATEMENT OF POLICY PRINCIPLES

1. The College follows a standard and transparent procurement process for the selection of auditors.

2. All audits are governed by, and are in compliance with, established Ministry of Advanced Education, Skills & Training guidelines or other related legislation. The auditors carry out an annual audit of the College's financial records.

3. The appointment of the auditors will be for a specified term, with an option for renewal.

4. The College's auditors report directly to the Finance and Audit Committee (FAC).

5. The College's auditors will only perform non-audit services (consulting work) separate from their financial audit function, when they have declared to the College that doing so does not conflict with their audit engagement obligations. Regular updates concerning any separate non-audit services (consulting work) performed by the auditors shall be provided by management to Finance and Audit Committee for review.

DEFINITIONS

Finance and Audit Committee (FAC): A standing committee of the Board of Governors responsible for assisting the Board in fulfilling its obligations and oversight responsibilities relating to financial planning, the audit process, financial reporting, the system of corporate controls and risk management.

Evaluation Committee: A committee appointed by the FAC to review proposals, carry out an evaluation and make a recommendation to the FAC. The committee will be composed of three voting Board members and the Director, Financial Services. The three voting Board members will consist of the Chair of the Finance & Audit Committee and two other voting Board members as appointed by the FAC.

RELATED LEGISLATION & POLICIES

Legislation
College & Institute Act, section 55
Budget Transparency and Accountability Act of BC.; section 23.1

Policies
B.4.1   Purchasing

Other
Finance and Audit Committee Terms of Reference

RELATED PROCEDURES

Refer to B.1.8 Selection and Appointment of Auditors Procedures.

APPENDIX B

PROCEDURES

Policy No.	B.1.8
Title	**Selection and Appointment of Auditors**
Approval Body	Board of Governors
Policy Sponsor	~~Vice President Administration &~~ Chief Financial Officer
Last Revised/Replaces	March 3, 2011
Effective Date	Draft: May 21, 2020~~March 3, 2011~~

APPOINTMENT PROCESS

~~1.~~ The Finance & Audit Committee ~~of~~ (FAC) initiates the ~~Board will recommend the appointment of the external auditors to the Board annually.~~

~~2.~~ ~~The Finance & Audit Committee will normally initiate a~~ Request for Proposal (RFP) ~~process to invite quotations to select the College's external auditor services every three years. The Finance & Audit Committee may recommend an extension of audit services assignment beyond the normal three year term if, in their opinion, such an extension does not negatively impact the quality of audit services received by the College.~~

~~3.~~1. The Request ~~for~~ ~~Proposal process should begin at least six months prior to the normal start of the external auditor's activities for the coming year.~~ the selection of external auditors.

~~4.~~2. The ~~Finance & Audit Committee~~FAC, in conjunction with management, ~~will identify~~identifies the selection criteria, which will include but not necessarily be limited to~~,~~ the following:

    a. general experience of the audit firm

    b. specific experience of the audit firm with public~~,~~ post-secondary institutions

    c. experience of specific individuals to be assigned to the audit

    d. knowledge of current auditing standards and practices

    e. knowledge of current accounting standards and practices as they apply to public~~,~~ post-secondary institutions

    f. size of the firm

    g. ability of the firm to meet the College's time requirements

    h. financial factors including: ~~-~~estimate of audit hours~~;~~, billing rates and overall price

    ~~i.~~ ~~other information as may be determined~~

~~5.~~3. The ~~College's Purchasing Department will manage~~Procurement Services manages the Request for Proposal process following ~~its normal procurement practices~~the B.4.1 Purchasing Policy and Procedures.

~~6.~~4. ~~An~~The Evaluation Committee ~~will be appointed by the Finance & Audit Committee to review~~reviews proposals~~, carry out an evaluation~~ and ~~make~~submits a recommendation to the ~~Finance & Audit Committee.~~FAC.

~~7.~~ ~~The Evaluation Committee will be composed of three, voting Board members and the Director, Financial Services. The three voting Board members will consist of the Chair of the~~

Finance & Audit Committee and two other, voting Board members as appointed by the Finance & Audit Committee Chair.

5. ~~The Finance & Audit Committee will meet with the Evaluation Committee~~The FAC recommends the appointment of external auditors to the Board of Governors.

6. The College is not required to ~~review the process followed~~engage auditors to ~~determine the recommended~~ carry out annual audits of its Full-Time-Equivalent (FTE) Enrolment Report; however, the College may, at the discretion of management, request an audit ~~firm, to assess~~of the FTE Enrolment Report.

TERMS OF APPOINTMENT

7. The term of appointment of auditors is three years with an optional two-year extension.

8. The Board of Governors may approve an additional two-year extension beyond the five-year period on the recommendation ~~and, in turn, make a recommendation to the Board for their approval~~of the FAC.

RELATED POLICY

Refer to B.1.8 Selection and Appointment of Auditors Policy.

VANCOUVER
COMMUNITY
COLLEGE

PROCEDURES

Policy No.	B.1.8
Title	**Selection and Appointment of Auditors**
Approval Body	Board of Governors
Policy Sponsor	Chief Financial Officer
Last Revised/Replaces	March 3, 2011
Effective Date	Draft: May 21, 2020

APPOINTMENT PROCESS

1. The Finance & Audit Committee (FAC) initiates the Request for Proposal (RFP) for the selection of external auditors.

2. The FAC, in conjunction with management, identifies the selection criteria, which will include but not necessarily be limited to the following:

    a. general experience of the audit firm

    b. specific experience of the audit firm with public post-secondary institutions

    c. experience of specific individuals to be assigned to the audit

    d. knowledge of current auditing standards and practices

    e. knowledge of current accounting standards and practices as they apply to public post-secondary institutions

    f. size of the firm

    g. ability of the firm to meet the College's time requirements

    h. financial factors including: estimate of audit hours, billing rates and overall price

3. Procurement Services manages the Request for Proposal process following the B.4.1 Purchasing Policy and Procedures.

4. The Evaluation Committee reviews proposals and submits a recommendation to the FAC.

5. The FAC recommends the appointment of external auditors to the Board of Governors.

6. The College is not required to engage auditors to carry out annual audits of its Full-Time-Equivalent (FTE) Enrolment Report; however, the College may, at the discretion of management, request an audit of the FTE Enrolment Report.

TERMS OF APPOINTMENT

7. The term of appointment of auditors is three years with an optional two-year extension.

8. The Board of Governors may approve an additional two-year extension beyond the five-year period on the recommendation of the FAC.

RELATED POLICY

Refer to B.1.8 Selection and Appointment of Auditors Policy.

DECISION NOTE

PREPARED FOR: Board of Governors

DATE: June 24, 2020

ISSUE: **RECOMMENDATION FOR APPROVAL:**
Temporary Executive Committee of the Board

BACKGROUND:

As the Board of Governors next regular meeting is on Sept 30, 2020, Management are recommending that a temporary Executive Committee of the Board be established to facilitate the review and approval of the following matter:

1. Ministry of Advanced Education, Skills & Training (AEST) Five-Year Capital Plan – Early submission request for July 2020. The purpose of this plan is to identify the institution's project priorities and capital requirements. The Plan would be based on the projects presented and approved by the Board on Sept 25, 2019.

The Executive Committee would be composed of the Board Chair, Vice Chair and Finance & Audit Committee.

RECOMMENDATION:

THAT the Board of Governors establish an Executive Committee of the Board, for the purpose of submitting a Five-Year Capital Plan to the Ministry of Advanced Education, Skills & Training during the period July-August 2020.

PREPARED BY: Ajay Patel, President & CEO

DATE: June 17, 2020