



Vancouver Community College Board of Governors Special Public Meeting Agenda

April 14, 2023, at 9:00 a.m.

Zoom:

<https://vcc.zoom.us/j/64397010942?pwd=YWFYcWNGNXFITm5qdFBRSGRZRmVOdz09>

Zoom Phone: +1 778 907 2071

Meeting ID: 643 9701 0942

Password: 037455

ATTENDANCE

Board Members

Joey Hartman (Chair, Board/HRC)
 Libby Davies (Vice Chair) CHAIR
 Jeffrey Yu (Chair, FAC)
 Mahin Rashid (Chair, Governance)
 Justine Gonzales
 Karen Brooke
 Nadia Belokopitov
 Paul Yeung
 Seung Oh
 Shobha Rajagopalan
 Sue Hammell REGRETS
 Yanni Wong

Staff Resources

David Wells	VP, Academic & Applied Research
Ian Humphreys	VP, Admin & International Development
Kate Dickerson	VP, People Services
Jane Shin	VP, Students & Community Development
Elmer Wansink	AVP, IT & CIO
Clayton Munro	AVP, Student & Enrolment Services
Tannis Morgan	AVP, Academic Innovation REGRETS
Jamie Choi	ED, Finance & CFO
Karen Wilson	ED, Marketing & Communications
Deborah Lucas	EA, Board of Governors

Ex-Officio

Ajay Patel President & CEO
 Natasha Mandryk Chair, Education Council

**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 AND OPENING REMARKS		J. Hartman/ A. Patel	5 min		
2.	APPROVAL OF AGENDA	Decision	J. Hartman	1 min		
3.	SIGN LANGUAGE INTERPRETATION DIPLOMA					
	3.1 Credential	Decision	N. Mandryk	10 min	✓	2
	3.2 Tuition	Decision	J. Yu	10 min	--	--
4.	MEETING ADJOURNMENT		J. Hartman	1 min		
	The next regular meeting: May 31, 2023					

NOTE: The Finance & Audit Committee are meeting pre-board to consider the tuition. The Committee will present their recommendation at the public meeting.



DECISION NOTE

PREPARED FOR: Board of Governors

DATE: April 14, 2023

ISSUE: **RECOMMENDATION FOR APPROVAL:**
New Credential: Sign Language Interpretation Diploma

BACKGROUND:

The proposed Sign Language Interpretation Diploma is a full-time, two-year program with a full term of practicum. Graduates will be prepared to work as American Sign Language interpreters in a variety of settings.

Most recently, the only existing Sign Language Interpretation Diploma west of Toronto was delivered at Douglas College. This diploma was suspended by Douglas as of March 30, 2023, over concerns about the program's sustainability due to low enrolment.

Conversations between Douglas and VCC have taken place about a proposal to transfer the curriculum and operations of the Sign Language Interpretation Diploma to VCC. This proposal aligns with the recommendations of both a 2009 Provincial Study and a 2017 Comprehensive Program Review that suggested a closer alignment between the Sign Language Interpretation Diploma program and VCC's existing ASL and Deaf Studies Certificate. Prior to suspension of Douglas' Sign Language Interpretation Diploma, around 80% of students accepted into that diploma were graduates of VCC's ASL and Deaf Studies Certificate.

DISCUSSION:

Approval of the credential is being requested of the Board of Governors prior to curriculum approval and program implementation advice from EdCo. This departure from VCC's normal curriculum development approval process allows for expedited program development so that VCC can welcome students for September 2023. Accordingly, the credential alone was presented for EdCo advice at its April 11 meeting.

There was a discussion about planning for support services at VCC to run the program and ensure continuity. A working group including different stakeholders will be established to support the transition.

The curriculum drafts (program content guide (PCG) and course outlines) are undergoing consultation and revision. When the curriculum is ready for approval, it will follow the usual process at Curriculum Committee and EdCo, with the goal of September 2023 deployment.

EdCo unanimously supported the proposal.

The Program Outcomes from Douglas College's Sign Language Interpretation Diploma are appended here for additional information.

RECOMMENDATION:

THAT, on the advice of Education Council, the Board of Governors approve the new Sign Language Interpretation Diploma credential.

ATTACHMENT: APPENDIX A – Douglas College Sign Language Interpretation Diploma Program Outcomes

PREPARED BY: Natasha Mandryk, Chair, Education Council

DATE: April 12, 2023

PROGRAM OUTCOMES

Graduates of the Program of Sign Language Interpretation will be able to interpret meaning, communicate bilingually, act bi-culturally, act ethically, practice self-care and use appropriate business skills. Here is a list of competencies related to these six major outcomes:

INTERPRET MEANING

- Apply a cognitive model of interpreting in which the interpreter actively constructs meaning based on cues provided by others
- Co-interpret effectively during teamed interpreting assignments
- Demonstrate versatility across the visual language spectrum to meet the needs of a variety of D/deaf, hard-of-hearing or Deaf-Blind consumers
- Analyze the effectiveness of interpreting performances by self and others
- Demonstrate knowledge of interpretation theories and their implications for the work of interpreters
- Identify the goals of the setting and of each speaker/signer
- Focus on the source language message, screening out external distractions (e.g. auditory or visual noise) and internal distractions (e.g. fatigue or personal disagreement)
- Analyze the source language message, considering contextual, cultural, linguistic and paralinguistic factors
- Identify content that is explicitly stated and/or implied as well as the intent and affective components
- Drop source language form and construct meaning
- Create a target language message, applying contextual, cultural, linguistic and paralinguistic features of the target language
- Produce a target language message that conveys the constructed meaning and intent, maintaining the cohesiveness of the interpreted discourse
- Monitor one's own interpretations and make corrections as needed
- Use effective coordination strategies such as deciding when/how to interject
- Make appropriate decisions regarding the use of consecutive and/or simultaneous interpreting

COMMUNICATE BILINGUALLY

- Comprehend and fluently produce grammatically correct ASL on a wide variety of topics and across the range of linguistic registers
- Communicate comfortably in ASL with users of all ages

- Communicate effectively in ASL in one-on-one settings, small interactive groups and large audience settings
- Demonstrate versatility across the visual language spectrum to meet the needs of a variety of D/deaf, hard-of-hearing and Deaf-Blind people
- Comprehend and fluently produce grammatically correct English on a wide variety of topics and across the range of linguistic registers
- Communicate comfortably in spoken English with users of all ages
- Communicate effectively in English in one-on-one settings, small interactive groups and large audience settings
- Comprehend and produce written English at a college undergraduate level
- Demonstrate effective, assertive and respectful interpersonal communication
- Make appropriate decisions about one's own language use when in a mixed group of language users

ACT BICULTURALLY

- Interact socially in the Deaf community, in a range of contexts and settings, using appropriate norms for social interaction and exhibiting cultural sensitivity
- Demonstrate respect for the values, history, traditions and goals of the Deaf community
- Interact with individuals who are Deaf-Blind in culturally appropriate ways
- Interact socially in the English-speaking community, in a range of contexts and settings, using appropriate norms for social interaction and exhibiting cultural sensitivity
- Make appropriate decisions about one's own social interactions when in a culturally mixed group of people

ACT ETHICALLY

- Apply the underlying values and principles of the *AVLIC Code of Ethics and Guidelines for Professional Conduct*
- Understand and respect Occupational Title Protection and its purpose
- Apply effective ethical decision-making processes consistent with theoretical models
- Apply relevant laws, regulations and workplace policies to professional decisions
- Think critically, act responsibly and be accountable when making professional decisions
- Actively honour diversity and respect the autonomy of others
- Act professionally in relationships with consumers, colleagues and others, maintaining appropriate boundaries
- Demonstrate conscientiousness in managing the power inherent in the role of an interpreter

- Reflect regularly on one's own practice
- Articulate a professional philosophy related to working as an interpreter
- Demonstrate a commitment to lifelong learning and development

TAKE CARE OF SELF

- Use effective time management strategies
- Strive for maintaining wellness and balance in one's own physical, mental, emotional and spiritual health
- Be aware of and respectful of one's limitations and needs
- Establish effective personal and professional support networks
- Recognize stress and implement effective strategies to manage it

USE APPROPRIATE BUSINESS SKILLS

- Demonstrate respectful, effective and timely interpersonal communication
- Be well prepared, reliable and on time
- Prepare for interpreting assignments
- Present with professional demeanor and attire appropriate for the setting
- Understand power dynamics in professional relationships and work effectively within systems
- Seek and incorporate feedback from consumers, mentors and peers
- Engage in professional consultations, pre/de-brief discussions and shared analyses
- Contribute positively to effective teamwork
- Set practical goals for personal and professional development
- Follow standards of practice related to negotiating fees and contracts, self-marketing, invoicing, and accounting
- Communicate effectively in standard written business English
- Use social media in a judicious and responsible manner