Vancouver Community College Education Council Meeting Agenda

September 8, 2020
3:30–5:30 p.m. Videoconference
Meeting Link: https://vcc.zoom.us/j/69485136250

Item	Topic	Action	Speaker	Time	Attachment	Page
1.	**CALL TO ORDER**			1 min		
2.	**ACKNOWLEDGEMENT**		E. Ting	1 min		
3.	**ADOPT AGENDA**	Approval	E. Ting	1 min	✓	**1-2**
4.	**APPROVE PAST MINUTES**	Approval	E. Ting	1 min	✓	**3-8**
5.	**ENQUIRIES & CORRESPONDENCE**	Info	E. Ting	1 min		
6.	**BUSINESS ARISING**					
	a. Online Learning: Classroom Agreement	Info	S. Lew, A. Sellwood	10 min		**9-11**
	b. Academic Plan	Info	D. Wells	25 min		
	c. Education Council Elections	Info	D. McMullen	5 min		
	d. Curriculum Changes during COVID-19	Info	E. Ting	5 min	✓	**12-13**
	e. EdCo Meeting Schedule 2021	Approval	E. Ting	2 min	✓	**14**
7.	**COMMITTEE REPORTS**					
	a. **Curriculum Committee**					
	i. Consent Resolution: • New Course COMP 0300 • Program Update: First-year University Transfer Engineering Certificate • Program Update: Steel Construction Modelling Technician Certificate	Info	T. Rowlatt	2 min	✓	**15-41**
	ii. Course Update: MUSC 3117 Creative Music Improvisation 1	Approval	L. Mollerup	5 min	✓	**42-47**
	iii. Program Update: Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Diploma	Approval	B. McGarvie	5 min	✓	**48-60**
	iv. New Programs: Jewellery Art & Design Diploma & Certificate	Approval	K. Jones	5 min	✓	**61-139**

v.	Update: Provisional Approval of New Programs Ad Hoc Committee	Info	T. Rowlatt	2 min	✓	**140**
vi.	Program and Course Deactivations: Administrative Assistant Certificate	Info	T. Rowlatt	2 min	✓	**141-202**
b.	**Policy Committee**					
i.	C.3.13 Academic Year (formerly Academic Schedule)	Approval	N. Mandryk	5 min	✓	**203-207**
ii.	C.3.15 Academic Schedule (formerly Academic Timetable & Room Booking)	Approval	N. Mandryk	5 min	✓	**208-214**
iii.	C.3.10 Educational Affiliations (formerly Affiliation Agreements (Education))	Info	N. Mandryk	5 min	✓	**215-221**
c.	**Appeals Oversight Committee**					
i.	Update to Terms of Reference	Approval	L. Griffith	5 min	✓	**222-223**
d.	**Education Quality Committee**					
i.	Annual Program Reviews 2020	Info	T. Rowlatt	5 min	✓	**224-231**
8.	**RESEARCH REPORT**	Info	E. Ting	5 min		
9.	**CHAIR REPORT**	Info	E. Ting	5 min		
10.	**STUDENT REPORT**	Info	P. Patigdas	5 min		
11.	**NEXT MEETING & ADJOURNMENT**	Info	E. Ting	1 min		
	Next meeting: October 13, 2020, 3:30-5:30 p.m.					

VANCOUVER COMMUNITY COLLEGE EDUCATION COUNCIL
DRAFT – MEETING MINUTES
June 9, 2020
3:30–5:30 p.m., Videoconference

ATTENDANCE

Education Council Members	Guests
Elle Ting (Chair)	Andy Sellwood
Andrew Candela (Vice-Chair)	Bonnie Chan
Ali Oliver	Claire Sauvé
Brett Griffiths	Deirdre Duncan
Dave McMullen	Jacqueline Harrison
David Wells	Jennifer Gossen
Denise Beerwald	Jennifer Kelly
Jessica Yeung	Karin Jones
Jo-Ellen Zakoor	Nicole Degagne
John Demeulemeester	Phoebe Patigdas
Lisa Hunter	Ruth Klann
Lucy Griffith	Shirley Lew
Marcus Ng	Sid Khullar
Natasha Mandryk	Tanis Sawkins
Nona Coles	Yulia Gracheva
Todd Rowlatt	

Regrets	Recording Secretary
Heidi Parisotto	Darija Rabadzija
Julie Gilbert	
Shane McGowan	
Sukhmanjot Singh	

1. CALL TO ORDER

- The meeting was called to order at 3:30 p.m.

2. ACKNOWLEDGEMENT

- E. Ting acknowledged that the meeting is being held on the traditional unceded territory of the Sḵwx̱wú7mesh Úxwumixw (Squamish), xʷməθkʷəy̓əm (Musqueam) and Tsleil-Waututh peoples.

3. ADOPT AGENDA

> **MOTION:** THAT Education Council adopt the June 9, 2020 agenda as presented.
>
> **Moved by B. Griffiths, Seconded & CARRIED (Unanimously)**

4. APPROVE PAST MINUTES

> **MOTION:** THAT Education Council approve the May 12, 2020 minutes as presented.
>
> **Moved by D. Beerwald, Seconded & CARRIED (Unanimously)**

5. ENQUIRIES & CORRESPONDENCE

- E. Ting forwarded an enquiry from VCC's Elections Committee to the Academic Governance Council, regarding electronic signatures on nomination forms for the fall elections.

6. BUSINESS ARISING

a) Contract Training Update

- T. Sawkins presented the annual update on non-base funded contracts. Similar to previous years, the Partnership Development Office (PDO) held most of the contracts, followed by the School of Instructor Education (SIE). Funders include the Ministry of Advanced Education, Skills & Training, private companies, and the VCC Foundation.

- Responding to questions, T. Sawkins noted that the contract wit Emily Carr University of Art & Design will not be renewed, since they will run their own English upgrading classes. The COVID-19 pandemic necessitated a switch to remote delivery and postponement of one contract. No contracts were lost in the short term, and an increase in contract training is expected due to shifts in employment and the need for retraining, e.g. in the hospitality sector.

b) Concept Paper: Jewellery Art & Design

- K. Jones presented the new program proposal; the existing program was significantly redesigned based on recommendations from the 2018/19 program renewal. Curriculum development is in progress. Changes include increased flexibility/part-time options, enhanced digital design and business components, and incorporating Indigenous design.

- There was a discussion of the student profile, which has shifted from mostly male to mostly female. Responding to questions, K. Jones explained that Indigenous content will be incorporated into courses, and an Indigenous instructor/jewellery artist will be hired. CD Funds were received to develop a third year for this program, focused on specialized techniques. There are plans to incorporate a business incubator/mentorship model to prepare students for their careers, and possibly add a practicum/co-op placement. B. Griffiths noted that the tuition will be discussed further with Finance, since the tuition outlined in the business case is higher than at other institutions.

c) COVID-19 Update

- D. Wells provided an update on the COVID-19 response. A. Patel is in weekly contact with presidents of other colleges and the deputy minister regarding restrictions required by the Provincial Health Officer. Three working groups were established on the provincial level: groups on learning continuity (of which D. Wells is a member), trades, and technology.

- High-level return-to-work guidelines are in development for different sectors, with guidelines for post-secondary institutions expected in the next few weeks. Most institutions have started a limited return to campus. VCC's EOC is working with departments and OH&S to enable students to return for experiential learning, when there is no reasonable alternative accepted by regulatory bodies. To prevent gatherings on campus, food services will not be available in the fall. There is no information yet on the winter term; a possible second wave of COVID-19 might necessitate another increase in restrictions.

- VCC's budget is being revised; while impacts are not as severe as originally forecast, there will be significant enrolment and financial losses at VCC and across the sector. Talks are underway with the province regarding its expectation of balanced budgets. An overall enrolment decline of about 14% is expected at VCC, with variation in different areas. The decline in Health Sciences is caused by health restrictions, not a lack of demand. Decline in international enrolment stems mostly from overseas students being unable to travel to Canada; this might be mitigated by the IRCC's changes allowing students to start their studies from abroad. D. Wells acknowledged the work done by departments and the CTLR in adjusting to the situation; a survey is planned to capture feedback and learn from this experience.

- There are conversations around assessments and exam invigilation; most post-secondary institutions have moved away from invigilation software, since it can be circumvented.

d) Elections

- D. McMullen conducted the elections to fill vacancies due to A. Candela's educational leave starting in September.

i) Education Council Vice-Chair

- L. Griffith nominated N. Mandryk. Nomination accepted.

    Second call for nominations: L. Hunter nominated M. Ng; since M. Ng had left the meeting, he could not accept the nomination.

    Third call for nominations: there were none.

    By acclamation, N. Mandryk was announced Vice-Chair of Education Council.

ii) Education Policy Committee Chair

- A. Candela nominated N. Mandryk. Nomination accepted.

    Second and third call for nominations: there were none.

    By acclamation, N. Mandryk was announced Chair of Education Policy Committee.

iii) Education Council Executive Member

- N. Mandryk's election as Vice-Chair created a vacancy on the Education Council Executive.

    A. Candela nominated T. Rowlatt. Nomination accepted.

    Second and third call for nominations: there were none.

    By acclamation, T. Rowlatt was announced member of the Executive Committee of Education Council.

    D. McMullen thanked A. Candela for his work and congratulated the newly elected members.

e) Planning Day Discussion

- E. Ting reported that the EdCo Executive decided to postpone the June EdCo Planning Day until late September, with a regular second Planning Day in late November. Suggested topics included work-integrated learning (WIL), Indigenization and decolonization, Academic Master Plan, Strategic Innovation Plan, and review of the move to online learning due to COVID-19, including best practices around online training and services. E. Ting invited members to forward other suggestions.

7. COMMITTEE REPORTS

a) Curriculum Committee

i) Program Update: Associate of Arts

> **MOTION:** THAT Education Council approve, in the form presented at this meeting, revisions to the Associate of Arts Degree program content guide.
>
> **Moved by T. Rowlatt, Seconded & CARRIED (Unanimously)**

- T. Rowlatt presented the proposed revisions to include a missing statement from the BC Transfer Guide, as well as update language to be consistent with the Associate of Science Degree PCG.

ii) Program Update: Associate of Science

> **MOTION:** THAT Education Council approve, in the form presented at this meeting, revisions to the Associate of Science Degree program content guide.
>
> **Moved by T. Rowlatt, Seconded & CARRIED (Unanimously)**

- J. Kelly presented the proposal; the statement from the BC Transfer Guide was added, and the course list edited to simplify it and match the style of the Associate of Arts Degree PCG.

iii) First–Year UT Course Updates: CMPT 1010 & CMPT 1020, PHYS 1100 & 1170 & 1200, SCIE 1100 & 1110 & 1151

> **MOTION:** THAT Education Council approve, in the form presented at this meeting, revisions to the following eight (8) Science courses: CMPT 1010, CMPT 1020, PHYS 1100, PHYS 1170, PHYS 1200, SCIE 1100, SCIE 1110, and SCIE 1151.
>
> **Moved by T. Rowlatt, Seconded & CARRIED (Unanimously)**

- J. Kelly presented the proposed revisions, which bring the courses in alignment with the Common First-Year Engineering Curriculum agreement recently signed by VCC. This will allow students to transfer to the University of British Columbia, University of Victoria, University of Northern British Columbia, or Thompson Rivers University. The proposed changes maintain what is required by the College's agreement with SFU. VCC's First-year University Transfer Engineering Certificate program content guide will be revised shortly and presented for approval.

iv) New Program: Teaching Online Certificate

> **MOTION:** THAT Education Council approve, in the form presented at this meeting, the curriculum for the new Teaching Online Certificate program and three (3) new courses (EDUC 4250, EDUC 4251 and EDUC 4252), and recommend the Board of Governors approve the credential.
>
> **Moved by T. Rowlatt, Seconded & CARRIED (Unanimously)**

- J. Harrison presented the proposal for this redesign of the Online/eLearning Instruction Certificate (ONEL) program based on recommendations from the program renewal. The new program incorporates experiential learning, is better integrated with the Provincial Instructor Diploma Program (PIDP), and complies with VCC's credits and credentials policies. Minor changes requested by Curriculum Committee were completed.

- Responding to a question about the required level of English language proficiency (English 11), J. Harrison explained that this matches the current requirements for the ONEL and PIDP programs; there have been no issues.

v) New Program: Network Technology Administration and Security Post-Degree Diploma

> **MOTION:** THAT Education Council approve, in the form presented at this meeting, the curriculum for the Network Technology Administration and Security Post-Degree Diploma and 24 courses, and recommend the Board of Governors approve the credential.
>
> **Moved by T. Rowlatt, Seconded & CARRIED (Unanimously)**

- S. Khullar presented the proposal for three new interconnected credentials. The IT Operations Professional Certificate (ITOP) was developed as a result of the Networking Technology Certificate (NETT) renewal. A partnership with the Centre for Arts and Technology provided the opportunity to expand the curriculum and create the Network Technology Administration and Security Post-Degree Diploma and Network Security Advanced Certificate programs. Changes requested by Curriculum Committee, including adding soft skills, were completed.

- Since the ITOP program does not have any program-specific admission requirements, the questions was raised whether there are any concerns about students' English skills. S. Khullar responded that there haven't been any issues in the NETT program.

vi) New Program: IT Operations Professional Certificate

> **MOTION:** THAT Education Council approve, in the form presented at this meeting, the curriculum for the IT Operations Professional Certificate, and recommend the Board of Governors approve the credential.
>
> **Moved by T. Rowlatt, Seconded & CARRIED (Unanimously)**

- See 7 av).

vii) New Program: Network Security Advanced Certificate

> **MOTION:** THAT Education Council approve, in the form presented at this meeting, the curriculum for the Network Security Advanced Certificate and one (1) course (ITOP 2413), and recommend the Board of Governors approve the credential.
>
> **Moved by T. Rowlatt, Seconded & CARRIED (Unanimously)**

- See 7 av).

viii) Program Updates: Bachelor of Science in Nursing (First Year Entry & Advanced Entry)

> **MOTION:** THAT Education Council approve, in the form presented at this meeting, revisions to the Bachelor of Science in Nursing (First Year Entry) program content guide, the Bachelor of Science in Nursing (Advanced Entry) program content guide, 38 courses, and 4 LPN Bridging to BSN courses.
>
> **Moved by T. Rowlatt, Seconded & CARRIED (Unanimously)**

- D. Duncan and R. Klann presented the proposal. The curriculum has not been formally updated in many years, so extensive revisions were necessary to align curriculum documentation with current practice. The revised curriculum includes two new frameworks: relational inquiry and the Safe Care Nursing Framework. All changes requested by Curriculum Committee were completed.

ix) Minor Changes Report: Jan-May 2020

- T. Rowlatt presented the biannual update on minor changes approved by Curriculum Committee.

x) Provisional Approval of New Programs Ad Hoc Committee

- T. Rowlatt reported that the provisionally approved Electronics Repair Technology program will start in September. The ad hoc committee, consisting of D. Wells, T. Rowlatt, B. Chan, J. Shehadeh, H. Parisotto, and J. Gilbert will have its first meeting with new Department Head G. Ariana in the next few weeks.

b) Policy Committee

- A. Candela reported that committee will continue its review of policy D.4.5 Student Academic Conduct, which will be presented to Education Council in tandem with policy D.4.3 Student Code of Conduct (Non-Educational Matters). Policies C.3.13 Academic Year and C.3.15 Academic Schedule will be reviewed at the next meeting and are expected to be presented to Education Council in September. A. Candela welcomed N. Mandryk as the new committee chair.

c) Appeals Oversight Committee

- L. Griffith reported that committee will meet next week to review its terms of reference and develop a process to track appeals and outcomes for reporting to Education Council. S. McGowan and K. Samnani will join committee as support staff and Continuing Studies representatives, respectively.

d) Education Quality Committee

i) CD Funds

- T. Rowlatt provided an update on CD Funds. Several originally funded projects cannot move forward at this time, and program renewals were cancelled for this year. Committee met in May to reallocate funds from these projects to new proposals arising in response to COVID-19. The full amount of $400,000 was allocated.

8. RESEARCH REPORT

- E. Ting reported on planning for the next Research Day. The Research Ethics Board will meet one more time before the summer break to work on course-based reviews for student research projects.

9. CHAIR REPORT

- E. Ting presented the Education Council 2019 Annual Report for information. A consent resolution will be sent out next week for approval of new course COMP 0300, with a proposed start date of August 2020. The consent resolution is being put forward in lieu of calling a special EdCo meeting before the summer break.

10. STUDENT REPORT

- P. Patigdas reported that SUVCC is planning its operations and delivery of services in the context of COVID-19, in collaboration with the EOC and senior leadership. Plans for membership outreach and engagement activities in September are in development.

11. NEXT MEETING AND ADJOURNMENT

- The next Education Council meeting will be held on September 8, 2020, 3:30-5:30 p.m.

> **MOTION:** THAT Education Council adjourn the June 9, 2020 meeting.
>
> **Moved by D. Wells, Seconded & CARRIED (Unanimously)**

- The meeting was adjourned at 5:02 p.m.

Elle Ting
Chair, VCC Education Council

Online Learning Classroom Agreement

Cover Letter for Instructors

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

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

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

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

The instructor should then continue with the recording.

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

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

Online Learning: Classroom Agreement

VCC strives to create a universally accessible and supported online learning environment that respects privacy and other VCC policy and encourages respectful dialogue/discussion. This classroom agreement aims to support a positive and effective online learning environment for instructors and students, in particular for online live sessions (regardless of sessions being recorded or not).

Classroom agreement between students & instructors

LEARNING ENVIRONMENT

- To support a rich learning environment, students and instructors should observe VCC's guidelines around *Zoom Etiquette For Online Classes*.
  https://library.vcc.ca/learningcentre/pdf/vcclc/ZoomTipsforOnlineClasses.pdf
- Online live lectures (e.g. delivered via Zoom) which are recorded support universal design for learning and accessibility. However, recordings must yield to privacy and confidentiality requirements.
- To foster open dialogue and to protect the privacy of students and instructors, activities like interactive group work and group discussions will not always be recorded. Instructors will use their discretion to decide when it is appropriate to stop and start recording based on the nature of the online class activities. These considerations also apply to breakout rooms.
- VCC's educational policies and procedures apply to the online learning environment. Nothing in this agreement displaces VCC Policy and/or collective agreements. Issues that fall outside this classroom agreement will be dealt with according to VCC Policy. Examples of relevant policies or procedures include the following:
  - D.4.3 Student Code of Conduct (non-educational matters)
  - D.4.5 Student Educational Conduct
  - A.3.6 Standards of Employee Conduct & Conflict of Interest
  - A.3.9 Records Management
  - A.3.3 Freedom of Information and Protection of Privacy (FOIPPA)
  - D.4.1 Students with Disabilities
- Students with issues around the virtual learning environment should discuss these issues with their instructor or the department leader outside of scheduled class time. Students who are uncomfortable discussing the matter with their instructor(s) are encouraged to seek out the support of relevant student services such as the Arbiter of Student Issues Office, the VCC Privacy Officer, or Disability Services, etc.
- The student, instructor, department leader, and student service area may generate potential solutions to address students' issues with participating in the virtual learning environment by providing alternatives to meet course requirements (e.g. for participation credit, students may

submit additional assignments or be asked to demonstrate participation via the Zoom chat feature).

- Participants should not share course materials such as tests, quizzes, and recordings with people not registered in the course.

PRIVACY

- VCC follows privacy legislation, which is subject to change.
- Informed consent must be obtained from students by the instructor prior to each individual class being recorded.
- If a student does not provide consent to be recorded, access to the content must be provided, for example via a link to the recording, or access to power points and/or handouts.
- Students must not record the session (and breakout room sessions) using any medium unless the instructor and all students provide explicit permission.

REAL-TIME ASSESSMENTS

- The instructor will inform students of the means of assessment (e.g. exams, tests, quizzes, etc.) invigilation (e.g. via Zoom) at the beginning of the course.
- Students with misgivings about the expected means of assessment invigilation (related to privacy, access to technology, etc.) may request an alternative method through their instructor and/or department head. Alternative method requests will be reviewed on case-by-case bases.

PURPOSE & USE & RESTRICTIONS OF RECORDINGS

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

BC Trades Training Update   April 28, 2020

We thank all our training partners who are doing everything possible as we work together to continue supporting trades training, while minimizing the risk of exposure to the COVID-19 virus. A BCATTA COVID-19 Working Group (WG) has been created with representation from 13 members and support from stakeholder members at ITA and TTBC. We recognize these are uncertain times for all, and collectively we are working to do our best for students, faculty and our province. Given this situation and the unique learning requirements of trades training and apprenticeship programs, we'd like to share below guidance during this critical time.

As the situation and environment regarding COVID-19 may change over time, this is a living document and will be updated as needed. The following principles and guidelines will be used to inform and support training partners' decisions going forward:

1) **Student, faculty, and staff health and safety is paramount**
   - Where feasible online delivery should be utilized to deliver trades training programs.
   - In person training or testing will follow the current Provincial Health Officer (PHO) and BC Centre for Disease Control requirements as the *minimum* standard for health and safety. http://covid-19.bccdc.ca/
   - The BCATTA COVID-19 WG will compile best practice guidelines specific to in-person delivery of essential practical outcomes.

2) **Ensure that students actively engaged in training will not be disadvantaged**
   The following adaptations to the program completion and assessment requirements are in effect from March 17, 2020 until further notice:
   - At the discretion of the training provider, students who have completed 70% of the course work and have attained a class mark of 70% or higher can be considered as substantively complete for the level. No Standard Level Exam (SLE) is required.
   - Under the current extraordinary circumstances, no Certification of Qualification (C of Q) exams are required to progress to the next level on intakes starting before June 30, 2020.
   - Where last level of technical training is occurring, an Inter-Provincial (IP) exam will be scheduled at completion date or at a later date as dictated by health and safety requirements.
   - The BCATTA COVID-19 WG will engage with industry to explore impacts on apprentices and foundation graduates in the workplace.

3) **Additional training to review theory and provide essential practical training will be funded where practicable**
   - Intakes that started in March (including those paused or interrupted due to COVID-19) will be paid and included in the institution's final fund transfer by March 31, 2020.
   - Intakes re-scheduled to the next fiscal year will be funded where possible, using available 2020-2021 supplemental funding. Getting our apprentices successfully through in their trades training remains our top priority.
   - ITA and BCATTA will work together to review and determine supplemental programming or training necessary to support students whose programs are interrupted by COVID-19. Approved initiatives will be funded through available 2020-2021 supplemental funding.
   - The BCATTA COVID-19 WG will identify essential practical outcomes and develop recovery strategies for this training.

We want to thank our trades training system partners for continuing to support each other – we all have a role to play to help minimize the risk of COVID-19 while ensuring students are kept engaged with their training, wherever possible. The role of trades professionals is critical to the wellbeing, building and maintenance of this province.

2021 Meeting Schedule for Education Council and Standing Committees
DRAFT

Education Council	Meets on the <u>second Tuesday</u> of each month from 3:30-5:30.

January 12	July – No meeting
February 9	August – No meeting
March 9	September 14
April 13	October 12
May 11	November 9
June 8	December 7

Policy Committee	Meets on the <u>second Wednesday</u> of each month from 2:30-4:30.

January 13	July – No meeting
February 10	August 11
March 10	September 8
April 14	October 13
May 12	November 10
June 9	December 8

Curriculum Committee	Meets on the <u>third Tuesday</u> of each month from 3:30-5:30.

January 19	July – No meeting
February 16	August 17
March 16	September 21
April 20	October 19
May 18	November 16
June 15	December 14

Education Quality Committee	Meets on the <u>fourth Tuesday</u> of each month from 2:00-4:00.

January 26	July – No meeting
February 23	August – No meeting
March 23	September 28
April 27	October 26
May 25	November 23
June 22	December – No meeting

Appeals Oversight Committee	Meets five times a year on the <u>first Thursday</u> of the month from 2:00-3:30.

January 14	September 2
April 1	November 4
June 3	

Consent Resolution
Vancouver Community College Education Council

The undersigned, being all the members of the Vancouver Community College Education Council (EDCO), by unanimous consent in writing and without the formality of convening a meeting, do hereby consent to the following resolution, to be effective June 24, 2020.

WHEREAS:

Due to the proposed effective date of August 2020, the new course COMP 0300 Introduction to Online Learning in Basic Education is being presented to Education Council for approval by Consent Resolution.

Due to the proposed effective date of September 2020, revisions to the First-year University Transfer Engineering Certificate program are being presented to Education Council for approval by Consent Resolution.

Due to the proposed effective date of September 2020, revisions to the Steel Construction Modelling Technician Certificate program, including a program name change, are being presented to Education Council for approval by Consent Resolution.

RESOLVED:

THAT, on the recommendation of Curriculum Committee, Education Council approve the new course COMP 0300 Introduction to Online Learning in Basic Education, as presented in the Decision Note dated June 17, 2020.

THAT, on the recommendation of Curriculum Committee, Education Council approve revisions to the First-year University Transfer Engineering Certificate program content guide, as presented in the Decision Note dated June 17, 2020.

THAT, on the recommendation of Curriculum Committee, Education Council approve revisions to the Steel Construction Modelling Technician Certificate program content guide, including a program name change, as presented in the Decision Note dated June 17, 2020.

Consent Resolution of the VCC Education Council

- **New Course COMP 0300 Introduction to Online Learning in Basic Education**
- **Revisions to the First-year University Transfer Engineering Certificate program**
- **Revisions to the Steel Construction Modelling Technician Certificate program**

This resolution may be signed by the members of Education Council in as many counterparts as may be necessary, each of which so signed shall be deemed to be an original (and each signature sent by electronic transmission shall be deemed to be an original), and such counterparts together shall constitute one and the same instrument and, notwithstanding the date of execution, shall be deemed to bear the date of June 24, 2020.

__Approved by email_____
Elle Ting
Chair

Andrew Candela
Vice-Chair

Ali Oliver
Support Staff Representative

Brett Griffiths
Dean, School of Trades, Technology & Design

__Approved by email_____
Dave McMullen
Registrar

David Wells
Vice President Academic
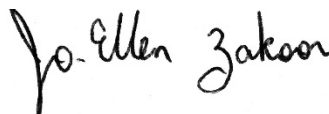
__Approved by email _____
Denise Beerwald
Faculty, College-at-Large

__Approved by email_____
Heidi Parisotto
Faculty, Health Sciences

__Approved by email_____
Jessica Yeung
Student Representative

Jo-Ellen Zakoor
Dean, School of Health Sciences

__Approved by email_____
John Demeulemeester
Faculty, Hospitality, Food Studies &
Applied Business

Julie Gilbert
Faculty, College-at-Large

__Approved by phone_____

Lisa Hunter
Student Representative

Lucy Griffith
Faculty, Transportation Trades

__Approved by email_____

Marcus Ng
Student Representative

Natasha Mandryk
Faculty, School of Arts and Sciences

__Approved by email_____

Nona Coles
Faculty, Student Development

Shane McGowan
Support Staff Representative

__Approved by email_____

Sukhmanjot Singh
Student Representative

Todd Rowlatt
Faculty, Library & Learning Centre

DECISION NOTE

PREPARED FOR: Education Council

DATE: June 17, 2020

ISSUE: Recommendation for approval by Consent Resolution:
New Course COMP 0300 Introduction to Online Learning in Basic Education

BACKGROUND:
Due to the COVID-19 pandemic, many Basic Education classes have shifted from face-to-face to online delivery. A large portion of their student population has beginner-level computer literacy skills. In order to be successful in online Basic Education classes, these students require the knowledge and confidence to perform basic computer operations related to online learning. COMP 0300 has been designed for students to take before starting their Basic Education courses. The Basic Education program offered an informal version of the course as a pilot for students starting in May 2020; the pilot was successful, and the department has now designed a formal non-credit course to add to their schedule of courses.

DISCUSSION:
Andrew Candela from the Basic Education department presented the proposal. Curriculum Committee had no concerns about the curriculum. The committee discussed the potential benefit of the course for students in other programs. While that is not a possibility now due to limited staffing, the department is interested in pursuing those opportunities later.

RECOMMENDATION:
THAT Education Council approve the new course COMP 0300 Introduction to Online Learning in Basic Education by Consent Resolution.

ATTACHMENTS: COMP 0300 Course Outline and Proposal Consent Resolution (for signature by email or scan)

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: June 17, 2020

Course Change Request

New Course Proposal

Date Submitted: 06/04/20 3:14 pm

Viewing: **COMP 0300 : Intro to Online Learning**

Last edit: 06/17/20 11:46 am

Changes proposed by: sivits

Course Name:

Introduction to Online Learning in Basic Education

Effective Date:	August 2020
School/Centre:	Arts & Sciences
Department:	Basic Education (2005)
Contact(s)	

Name	E-mail	Phone/Ext.
Shantel Ivits	sivits@vcc.ca	7370

Banner Course Name:	Intro to Online Learning
Subject Code:	COMP - Computer Studies
Course Number	0300
Year of Study	ABE Fundamental Literacy (Grade 8 & below)

In Workflow

1. **2005 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 06/04/20 3:19 pm Andrew Candela (acandela): Approved for 2005 Leader
2. 06/05/20 7:32 am Shirley Lew (slew): Approved for SAS Dean
3. 06/17/20 11:48 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Credits: 0

Course Description:

In this course, computer skills are introduced at the fundamental level to help students gain the knowledge and confidence to perform basic computer operations for online learning. This course will prepare students for subsequent online or blended courses in the Basic Education Department.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify and describe common devices used for online learning.
CLO #2	Use common web browsers to search the Internet and navigate websites.
CLO #3	Use a Learning Management System.
CLO #4	Use a video conferencing tool to engage in synchronous online sessions.
CLO #5	Send and receive email including attachments.
CLO #6	Identify, create, name, and organize digital files and folders.
CLO #7	Create, edit, and save a basic document in a word processor.
CLO #8	Describe strategies for effective online learning.

Instructional
Strategies:

Instructional strategies include lecture, demonstration, individualized instruction, discussion, and digital worksheets delivered in an online or blended format.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

  70%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	80	A skills-based checklist will be used to evaluate students' ability to independently demonstrate skills essential to online learning (eg. participating in a video conferencing session, completing activities in a learning management system, sending an email attachment, typing a paragraph in a word processor, etc.).
Other	20	Knowledge-based learning outcomes (such as describing devices, identifying file types, and describing effective strategies for online learning) will be demonstrated through discussions with the instructor. These discussions will be graded using a rubric.

Hours by Learning Environment Type

Lecture, Seminar, Online

                  24

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:
1. Devices for online learning 2. Web browsers 3. Learning Management Systems 4. Video conferencing tools 5. Email 6. Digital files and folders 7. Word processors 8. Strategies for effective online learning.

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

Rationale and Consultations

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

No

Provide a rationale
for this proposal:

Due to the COVID-19 pandemic, many Basic Education classes have shifted from face-to-face to online delivery. A large portion of our student population has beginner-level computer literacy skills. In order to be successful in online Basic Education classes, these students require the knowledge and confidence to perform basic computer operations related to online learning.

Are there any
expected costs as a
result of this
proposal?
No.

Consultations

Consulted Areas	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Andy provided guidance on the course name, description, CLOs, and evaluation plan.
Registrar's Office	Offered to expedite the CRN creation process to ensure registration is possible by August.

Consulted Areas	Consultation Comments
Faculty/Department	All Basic Education faculty were consulted on this proposal.
Financial Aid	Confirmed that the course will be AUG funded.
Learning Centre	Commented that the course has very clear learning objectives.

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Make Available on Website:

Key: 8838

Preview Bridge

DECISION NOTE

PREPARED FOR: Education Council

DATE: June 17, 2020

ISSUE: Recommendation for approval by Consent Resolution:
Revisions to the First-year University Transfer Engineering Certificate

BACKGROUND:
Engineering transfer students have expressed considerable frustration at the different entrance requirements across degree-granting institutions in BC. VCC has recently signed on to the Common First-Year Engineering Curriculum Agreement that aims to streamline the process for students and post-secondary institutions. Under the agreement, sending institutions (including VCC) agree to encapsulate the agreed-upon list of courses as a certificate, and the receiving institutions agree to accept the certificate as equivalent to their first year of engineering.

DISCUSSION:
Jennifer Kelly, Department Head of Science, presented the proposal. Curriculum Committee had no major concerns. Small edits were made to clarify pathways to SFU for international students, as these are dependent on SFU having seats for international students available, and to standardize the admission requirements with the style guide language. Those changes have been made.

RECOMMENDATION:
THAT Education Council approve the revisions to the First-year University Transfer Engineering Certificate program content guide by Consent Resolution.

ATTACHMENTS: First-year University Transfer Engineering Certificate Program Content Guide and Proposal Consent Resolution (for signature by email or scan)

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: June 17, 2020

Program Change Request

Date Submitted: 06/08/20 1:49 pm

Viewing: **First-year University Transfer Engineering Certificate**

Last approved: 12/16/19 5:20 pm

Last edit: 06/17/20 12:01 pm

Changes proposed by: jekelly

Program Name:

First-year University Transfer Engineering Certificate

Credential Level: Certificate

Effective Date: **September 2020** ~~January 2016~~

School/Centre: Arts & Sciences

Department   CF - Science (2008)

Contact(s)

In Workflow

1. **2008 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**

Approval Path

1. 06/08/20 1:49 pm Jennifer Kelly (jekelly): Approved for 2008 Leader
2. 06/09/20 4:44 pm Shirley Lew (slew): Approved for SAS Dean
3. 06/17/20 12:04 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Dec 18, 2017 by clmig-jwehrheim
2. Aug 21, 2019 by Nicole Degagne (ndegagne)
3. Dec 16, 2019 by Darija Rabadzija (drabadzija)

Name	E-mail	Phone/Ext.
Jennifer Kelly –	**jekelly@vcc.ca** –	**7293** –

Program Content Guide

Purpose

The **First–year** ~~First‑year,~~ University **Transfer** ~~Transfer,~~ Engineering Certificate is offered to provide students with the opportunity to explore options and demonstrate success at the first year level of university studies. Students will gain transfer credits to the second year of ~~the SFU~~ Engineering ~~science~~ degree **programs at SFU, UBC, UVic, UNBC and TRU.** ~~programs. It will prepare them for university or other post-secondary programs of theirchoice.~~Students who have completed all program requirements must contact the Registrar's Office to apply for graduation. For 2nd year transfer agreements with other public, post-secondary colleges, institutes and universities, please see **the BCCAT website** ~~our website: www.vcc.ca~~.

Students **will:** ~~will~~

increase readiness for degree-level study

gain advanced standing into specified university programs through signed articulation (transfer) agreements

gain transfer credits to the 2nd year of ~~the SFU~~ Engineering degree ~~program or other~~ programs **at SFU, UBC, UVic, UNBC and TRU**

Admission Requirements

All students must meet the general college entrance requirements.

Grade 12 graduation, or equivalent.

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

English 12 with a **minimum** 'C+' **grade** or **equivalent,** ~~greater,~~*or* ~~equivalent English Language Proficiency (www.vcc.ca/applying/registration-services/english-language-proficiency-requirements).~~English Language Proficiency at an **English 12 'C+' level.**

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

Precalculus ~~Physics~~ **12 with a minimum 'B' grade** ~~C+,~~ **or equivalent,** ~~VCC Physics 0983/0993 with a C+,~~*or* ~~equivalent.Precalculus 12 with a Bor:~~VCC Math 0983/0993 with a **minimum 'B' grade,** ~~B,~~*or*

VCC Math 1020 with a **minimum 'C' grade,** *or* ~~C, or,~~

VCC Math Precalculus Test (MPT) with a **minimum of** 72%.

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

~~Physics 12 with a C+, or VCC Physics 0983/0993 with a C+, orequivalent.~~**Physics** ~~Chemistry~~ 12 with a **minimum 'C+' grade** ~~C+,~~ or **equivalent,** ~~VCC Chemistry 0983/0993 with a C+,~~*or* ~~equivalent.~~VCC Physics 0983/0993 with a minimum 'C+' grade.**

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

Chemistry ~~Precalculus~~ **12 with a minimum 'C+' grade or equivalent,** *or*

~~B or:~~VCC Chemistry 0983/0993 with a minimum 'C+' grade.**

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

This is a one year program. ~~The time limit on completion is sixteen months for assured admission to SFU. The time limit on completion is three years for competitive admission toSFU.~~The maximum allowable time for students to complete the program is three years. **Please note the** ~~The~~ **time limit on completion is sixteen months for assured admission to SFU.**

~~The time limit on completion is three years for competitive admission to SFU.~~

Program Learning Outcomes

A graduate with a University Transfer Engineering Certificate has reliably demonstrated to a **first-year** ~~first year~~ university level the ability to:

~~Incorporate critical thinking into theoretical reasoning and decisionmaking.Demonstrate teamwork by working collaboratively in laboratoryactivities.~~Demonstrate **an understanding of** ~~information literacy abilities to determine~~ the **scientific method** ~~nature~~ and **apply it to critically solve problems**

~~extent of information required.~~**Demonstrate proper laboratory techniques, including the use of appropriate equipment and instrumentation**

Develop original designs to solve engineering problems

Collect, analyze, and interpret laboratory data, and draw sound conclusions

Effectively communicate ideas and project results

~~Apply the appropriate presentation style to produce clear and accurate written, verbal, and visual communication for clients and otherprofessionals.Utilize accepted research process and abilities in all professional enquiries, communications, andscholarship.Demonstrate the scientific and quantitative methodology as well as the analytical skills for entrance into second year sciencecourses.~~Demonstrate **an ability to work well independently** ~~problem-solving in physics, chemistry, math~~ and **in groups**

~~computer programming.~~**Engage in informed debate on topics related to technology**

Effectively apply scientific and engineering concepts towards subsequent coursework

Instructional Strategies, Design, and Delivery Mode

The courses are presented using a variety of instructional strategies, resources and activities including lectures, demonstrations, guest speakers, case studies, and computer and laboratory applied practical experiences. **Classes may be delivered face-fo-face, blended, or fully online.**

Evaluation of Student Learning

Evaluation of the courses is determined by the instructor and may include a combination of practical assignments, projects, theory exam and/or practical exams.

The required GPA for transfer may vary based on transfer agreements with other institutions. Please see our website: www.vcc.ca.

Successful completion of a minimum of 36 credits (Option A) or **43** 37 credits (Option B) of university transfer articulated first year courses as per the British Columbia Council on Admission and Transfer Guide (BCCAT) is required for completion of the certificate.

Recommended Characteristics of Students

Demonstrate proficiency in the English language with excellent oral and written communication skills.
Motivated and disciplined.
Possess analytical and critical thinking skills.
Some word processing experience.

Courses

Course Credits (Option A)

Successful completion of a minimum of 36 credits of university transfer articulated first year courses as per the British Columbia Council on Admission and Transfer Guide (BCCAT) is required for completion of the certificate. Credit distribution in the following courses is required:

Plan of Study Grid

Term One		Credits
MATH 1100	Calculus 1	3
PHYS 1100	Physics 1	4
CHEM 1121	Chemistry 1	4
CMPT 1010	Introduction to Computer Programming 1	3
	Credits	14
Term Two		
MATH 1200	Calculus 2	3
PHYS 1200	Physics 2	4
CMPT 1020	Introduction to Computer Programming 2	3
MATH 1221	Applied Linear Algebra	3
	Credits	13
Term Three		
SCIE 1100	Engineering, Technology and Society	3
SCIE 1110	Professional Communication	3

SCIE 1180	Introduction to Engineering Analysis	3
	Credits	9
	Total Credits	36

Course Credits (Option B)

Successful completion of a minimum of **43** ~~37~~ credits of university transfer articulated first year courses as per the British Columbia Council on Admission and Transfer Guide (BCCAT) is required for completion of the certificate. Credit distribution in the following courses is required:

Plan of Study Grid

Term One		Credits
MATH 1100	Calculus 1	3
PHYS 1100	Physics 1	4
CHEM 1121	Chemistry 1	4
CMPT 1010	Introduction to Computer Programming 1	3
	Credits	14
Term Two		
MATH 1200	Calculus 2	3
PHYS 1200	Physics 2	4
CHEM 1223	Chemistry 2	4
MATH 1221	Applied Linear Algebra	3
	Credits	14
Term Three		
ENGL 1100	English 1	3
PHYS 1170	Mechanics 1	3
SCIE 1100	**Engineering, Technology and Society**	**3**
SCIE 1110	**Professional Communication**	**3**
SCIE 1151	Engineering Graphics & Design	3
	Credits	15
	Total Credits	43

Option A: (SFU Engineering Science Transfer)

Assured SFU Engineering Degree 2nd Year Admission Pathway

Assured admission under this pathway requires completion of the VCC Engineering Certificate. Students must have an overall average GPA of 2.75 on the courses required for the pathway which are listed below (calculated based on the best attempt for each course) and an overall average of 2.75 (again, calculated based on the best attempt for each course) on all work combined in order to be considered for the 'assured admission' pathway. Students who have been previously required to withdraw from another institution would be considered ineligible

30

for the 'assured admission' pathway as would students who were formerly in a Computing, Engineering or Mechatronics program at **SFU. International student eligibility for the assured admission pathway is dependent on the availability of international student seats at SFU within the destination program.** ~~SFU.~~

All credits must be obtained within sixteen months. In addition, for at least two of the terms at VCC students would need to meet a minimum course load of 12 credits. The following courses must be completed as part of this pathway and must be completed at VCC:

Course List

Code	Title	Credits
MATH 1100	Calculus 1	3
PHYS 1100	Physics 1	4
CHEM 1121	Chemistry 1	4
CMPT 1010	Introduction to Computer Programming 1	3
MATH 1200	Calculus 2	3
PHYS 1200	Physics 2	4
CMPT 1020	Introduction to Computer Programming 2	3
MATH 1221	Applied Linear Algebra	3
SCIE 1110	Professional Communication	3
SCIE 1100	Engineering, Technology and Society	3
SCIE 1180	Introduction to Engineering Analysis	3
Total Credits		36

Competitive Engineering Degree 2nd Year Admission Pathway

VCC students who do not meet the assured admission pathway criteria will be considered for entry to the SFU engineering science program using the existing college transfer criteria for admission (presently 24 credits of transferable work plus meeting the GPA set for that term of admission).

Applicants from both pathways must meet the general SFU English language and quantitative admission requirements.

Option B: **(Common First-Year Engineering Curriculum)**

The Common First-Year Engineering Curriculum (CFYEC) is intended to prepare graduates for transfer into second-year Engineering at any of: UBC (Vancouver), UBC (Okanagan), UNBC, UVic, or TRU. Admission is by competitive entry and students must apply to each institution separately. These institutions have agreed to accept the following as equivalent to their first-year engineering curriculum:

Course List

Code	Title	Credits
MATH 1100	Calculus 1	3
PHYS 1100	Physics 1	4
CHEM 1121	Chemistry 1	4
CMPT 1010	Introduction to Computer Programming 1	3

Code	Title	Credits
MATH 1221	Applied Linear Algebra	3
MATH 1200	Calculus 2	3
PHYS 1200	Physics 2	4
CHEM 1223	Chemistry 2	4
ENGL 1100	English 1	3
PHYS 1170	Mechanics 1	3
SCIE 1100	**Engineering, Technology and Society**	**3**
SCIE 1110	**Professional Communication**	**3**
SCIE 1151	Engineering Graphics & Design	3
Total Credits		43

~~(UBC Engineering Transfer) No assured admission agreement is in place withUBC.UBC sets an admission GPA for entrance into its 2nd year engineering program based on the university transfer courses completed by thestudent.To attempt admission into 2nd year engineering at UBC it is recommended that students complete the followingcourses:~~The required GPA for transfer to other institutions may vary based on transfer agreements with other institutions.

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

Transcript of Achievement

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		2.00
C-	55-59		1.67
D	50-54	Minimum Pass	1.00
F	0-49	Failing Grade	0.00
Grade	Percentage	Description	Grade Point Equivalency
S	70 or	Satisfactory – student has met and mastered a clearly defined body of skills	N/A

	greater	and performances to required standards	
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 Credits	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

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

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

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

Rationale and Consultations

Provide a rationale for this proposal.

Engineering transfer students have expressed considerable frustration at the different entrance requirements across degree-granting institutions in BC. VCC has recently signed on to the Common First-Year Engineering Curriculum Agreement (attached) that aims to streamline the process for students and post-secondary institutions. Under the agreement, sending institutions (including VCC) agree to encapsulate the agreed-upon list of courses as a certificate, and the receiving institutions agree to accept the certificate as equivalent to their first year of engineering.

Are there any expected costs to this proposal.

No

Consultations

Consulted Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Consulted Andy Sellwood re program learning outcomes & specific course learning objectives

Consultated Area	Consultation Comments
Faculty/Department	Faculty who teach courses in the CFYEC provided comments on learning objectives
Advising & Recruitment	Consulted Doreen Chiu-Chai
Affiliation, Articulation, and/or Accreditation Bodies	CFYEC was developed by the Engineering articulation committee & we have discussed its implementation with the chair
Registrar's Office	Les, Bonnie, Leah: discussed effective date and transfer credits, and corrections to website
Marketing & Communications	Discussed strategies with Fareedah
International Education	Alison and Celine: change suggestion to clarify pathway to SFU for international students. Change made.
Learning Centre	Emily
Advising & Recruitment	Doreen

Additional Information

Provide any additional information if necessary.

~~Moved pathways information from "purpose" to "courses" so it appears on the website.No other changes/dr~~

Supporting
documentation:

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.
These fields are used by Marketing to help populate some of the information about your program on the website. If you have suggestions or edits to these sections, contact webmaster@vcc.ca.

This program is for: Domestic
                              International

Marketing Description

Complete first-year engineering at VCC and transfer directly into second-year degree programs at Simon Fraser **University, the University of British Columbia, University of Victoria, University of Northern British Columbia or Thompson Rivers** University.

DECISION NOTE

PREPARED FOR: Education Council

DATE: June 17, 2020

ISSUE: Recommendation for approval by Consent Resolution:
Revisions to the Steel Construction Modelling Technician Certificate

BACKGROUND:

The Drafting department is proposing changing the name of their Steel Detailing Technician Certificate to Steel Construction Modelling Technician Certificate. "Steel Detailing" is no longer a common term in the industry, and most companies have removed it from their job titles and company names. While there is no consensus on a new name, the department has consulted widely with Program Advisory Committee members and other industry leaders, and the preferred term is "Steel Construction Modelling." This more accurately describes the job duties to students, and will help prospective students understand what the program entails.

DISCUSSION:

Bruce McGarvie, Department Head of Drafting, presented the proposal. Curriculum Committee had no concerns with the proposed name change given the extensive steps the department took consulting their industry partners. The Committee took the opportunity to clean up some language in the Admission Requirements, PLAR and Maximum Time for Completion sections.

RECOMMENDATION:

THAT Education Council approve the revisions to the Steel Construction Modelling Technician Certificate program content guide, including the program name change, by Consent Resolution.

ATTACHMENTS: Steel Construction Modelling Technician Certificate Program Content Guide and Proposal Consent Resolution (for signature by email or scan)

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: June 17, 2020

Program Change Request

Date Submitted: 03/24/20 9:58 am

Viewing: **Steel Construction Modelling** ~~Detailing~~ **Technician Certificate**

Last approved: 08/21/19 9:48 am

Last edit: 06/17/20 12:08 pm

Changes proposed by: bmcgarvie

Program Name:

    Steel **Construction Modelling** ~~Detailing~~ Technician Certificate

Credential Level:	Certificate
Effective Date:	September **2020** ~~2018~~
School/Centre:	Trades, Technology & Design
Department	Drafting (4203)
Contact(s)	

In Workflow

1. **4203 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**

Approval Path

1. 05/14/20 9:25 am Bruce McGarvie (bmcgarvie): Approved for 4203 Leader
2. 06/02/20 8:58 am Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 06/17/20 12:13 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Dec 20, 2017 by clmig-jwehrheim
2. May 14, 2018 by Carlie Deans (cdeans)
3. Jun 21, 2018 by Nicole Degagne (ndegagne)

	4. Aug 21, 2019 by Nicole Degagne (ndegagne)

Name	E-mail	Phone/Ext.
Bruce McGarvie	bmcgarvie@vcc.ca	8536

Program Content Guide

Purpose

Graduates of this program will have developed the drafting and 3D **modelling** ~~modeling~~ skills which will enable them to enter the workforce in many areas as team members principally in structural steel fabrication companies, miscellaneous metals fabrication companies, and steel detailing offices. Graduates will be prepared to work on a wide variety of structures in North America, including schools, sports stadiums, bridges, commercial buildings and high-rise offices.

Admission Requirements

Grade 12 graduation or equivalent

English Language Proficiency at a grade 12 level or CLB/CLBPT Listening 8, Speaking 7, Reading 8, and Writing 7

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

Apprenticeship and Workplace Math 11 or **equivalent,** ~~equivalent~~ *or*

~~VCC Math Assessment with 80% Basic Arithmetic and 72% Basic AlgebraNote:~~**VCC Math Assessment with 80% Basic Arithmetic and 72% Basic Algebra**

Notes:

Applicants who do not meet the English language requirement may be admitted at the discretion of the Department

Applicants who have met all the above requirements and have completed high school Drafting 11 and 12 may, with Departmental approval, apply for direct entry into Level 2 of the program.

~~For assistance with meeting the entrance requirements, please contact Advising Services to schedule an appointment with anAdvisor.~~Applicants who have met the above requirements and completed Drafting 11 and 12 in high school can apply for direct entry into Level 2 of the program.

VCC CAD Citation graduates may insert into level 2 of the program.

For assistance with meeting the entrance requirements, please contact Advising Services to schedule an appointment with an Advisor.

Prior Learning Assessment & Recognition (PLAR)

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

PLAR is available for **the following courses:** ~~select courses.~~

  DRFT 1010 CAD Drafting Fundamentals

  DRFT 1011 CAD Drafting Applied

  DRFT 1013 Construction Mathematics

Students may complete up to 20% of program credits through PLAR. Tuition and fees may still apply to PLAR candidates.

Methods of PLAR vary by course, and may include exams, portfolios, interviews, and other evaluations.

To request PLAR, please contact the department directly.

See the D.3.5 Prior Learning Assessment and Recognition Policy **and** Procedures **for more information.**

~~See individual Course Outlines fordetails.~~

Program Duration & Maximum Time for Completion

Ten (10) months, comprised of three levels. **Maximum time to complete the program: 3 years.**

Program Learning Outcomes

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

Use drawing techniques to complete projects in orthographic projection, sectioning, and dimensioning, auxiliary view and machine detailing.

Describe concepts in orthographic projection, sectioning, and dimensioning, auxiliary view and machine detailing.

Employ Computer Aided Drafting (CAD) skills to produce drawings from data, designs and/or specifications.

Develop drafting and related trade knowledge.

Develop 3D modeling and related trade skills and knowledge.

Utilize critical thinking, team building and interpersonal communication skills.

Utilize data from current building codes and fabrication standards to develop practical connections between components that are code-compliant and practical to fabricate and install on site.

Use structural engineering drawings and specifications to prepare three dimensional models of structures that utilise structural steel.

Employ current Computer Aided Drafting (CAD) and three dimensional modelling systems as a tool to produce structural steel fabrication and arrangement drawings from data, designs and/or specifications.

Prepare a comprehensive professional portfolio.

Prepare a résumé and letters of application, and perform other related job search skills.

Instructional Strategies, Design, and Delivery Mode

This course uses project based learning strategies with instructional presentations and laboratory work using Autodesk AutoCAD and Tekla steel detailing software. Students may be required to do assignments at home and lab work outside class time on both theory and individual projects.

Evaluation of Student Learning

Students are evaluated by:
practical projects
exams
drawings
presentations

Recommended Characteristics of Students

Excellent English communication skills.

Working knowledge of Windows OS is strongly recommended.

Good mathematical and mechanical comprehension.

Ability to work in imperial and metric units of measurement.

General good health, good hand-eye coordination and manual dexterity.

Successful work habits and an ability to work well with others.

Logical reasoning and an ability to visualize objects.

Interest in all aspects of architecture, engineering, general construction and related fields.

Courses

Plan of Study Grid

Term One		Credits
DRFT 1010	CAD Drafting Fundamentals	4
DRFT 1011	CAD Drafting Applied	3
DRFT 1012	Office & Construct Site Safety	1
DRFT 1013	Construction Mathematics	1
	Credits	9
Term Two		
DRFT 1290	Struct Steel Fab Codes & Stand	1
DRFT 1291	Introduction to Steel Detail	1
DRFT 1292	Structural Bolting & Welding	1
DRFT 1293	Indust & Comm Basic Framing	4
DRFT 1294	Connection & Layout Geometry	2
DRFT 1295	Detail of Inclined Components	4

DRFT 1296 Miscellaneous Metals Detailing 2

          Credits   15

Term Three

DRFT 1380 CAD 3D and Assemblies   2

DRFT 1391 Introduction to BIM Software   3

DRFT 1392 Working with BIM Software   3

DRFT 1370 Technical Communications   1

DRFT 1393 Heavy Structural Steel Framing 4.5

DRFT 1326 Job Search Skills   0.5

DRFT 1352 Steel Trusses   2

          Credits   16

          Total Credits   40

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

Transcript of Achievement

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

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

Grading Standard

Transcript of Achievement

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	71-75		2.67
C+	66-70		2.33
C	60-65		2.00
C-	56-59		1.67
D	50-55	Minimum Pass	1.00
F	0-49	Failing Grade	0.00
S		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
Grade	Percentage	Description	Grade Point Equivalency

I	Incomplete	N/A[40]
IP	Course in Progress	N/A
W	Withdrawal	N/A
Course		
Standings		
R	Audit. No Credits	N/A
EX	Exempt. Credit Granted	N/A
TC	Transfer Credit	N/A

Grade Point Average (GPA)

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

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

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

Rationale and Consultations

Provide a rationale
for this proposal.
Change the program name to:
1) More accurately describe the job duties.
2) Recommended by PAC and other Industry leaders.
3) Better for prospective students to understand what hte program entails.

Are there any
expected costs to
this proposal.
No

Consultations

Consultated Area	Consultation Comments
Faculty/Department	Support
PAC/CEG	Support
Department Support Staff	Support
Marketing & Communications	Support

Consultated Area	Consultation Comments
Affiliation, Articulation, and/or Accreditation Bodies	Canadian Institute of Steel Construction (CISC) Support
Other	Dean Brett Griffths School of Trades, Technology and Design Support

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

This program is for: Domestic
                            International

Marketing Description

Learn Computer Aided Drafting (CAD) and Building Information Modelling (BIM) software and techniques **to create 3D models and drawings** used in developing infrastructure such as roads, bridges, schools, stadiums, high rises, **and** ~~and~~ commercial buildings.

DECISION NOTE

PREPARED FOR: Education Council

DATE: September 8, 2020

ISSUE: Revisions to MUSC 3117 Creative Music Improvisation 1

BACKGROUND:
The Music department is in the process of updating all the curriculum in their Degree program. The program does not have formal course outlines for many of its courses; curriculum documents will be sent to EDCO for the entire program in the next few months. The department has sent MUSC 3117 earlier as a student would like the ability to PLAR the course; informally, PLAR is available for most of the courses, but requires changes to the course outline to make it available in Banner. Course outcomes, assessments, and topics must be updated as well.

DISCUSSION:
Laurence Mollerup, Department Head of Music, presented the proposal. Curriculum Committee worked with Dr. Mollerup to update the course learning outcomes to reflect common outcome language. The Committee also requested more information on the assessments; this has been provided. The standard PLAR language used by the Music department has also been added.

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

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: August 19, 2020

Course Change Request

Date Submitted: 08/18/20 11:05 am

Viewing: **MUSC 3117 : Creative Music Improvisation 1**

Last edit: 08/19/20 10:40 am

Changes proposed by: lmollerup

Programs
referencing this
course

[24: Bachelor of Applied Music](#)

Course Name:

Creative Music Improvisation 1

Effective Date:	October 2020
School/Centre:	Arts & Sciences
Department:	Music Degree (4206)
Contact(s)	

Name	E-mail	Phone/Ext.
Laurence Mollerup	**lmollerup@vcc.ca**	**7299**

Banner Course Name:	Creative Music Improvisation 1
Subject Code:	MUSC - Music
Course Number	3117
Year of Study	**3rd Year Post-secondary**

In Workflow

1. **4206 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 08/18/20 11:16 am Laurence Mollerup (lmollerup): Approved for 4206 Leader
2. 08/18/20 1:39 pm Shirley Lew (slew): Approved for SAS Dean
3. 08/19/20 10:49 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Credits: 2

Course Description:

A course for advanced improvisers **at** ~~of~~ an approved level of development. This course consists of in depth exploration of idiomatic repertoire and development of non-idiomatic language. Fundamental vocabularies and mental skills are exercised through solo and group performance. ~~Prerequisite:MUSC 2217 Jazz Improvisation or audition.~~

Course Pre-Requisites (if applicable):

MUSC 2217 Jazz Improvisation or audition

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes ~~No~~

Details of PLAR:

1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.

2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	**Analyze the mechanisms of improvisation and how they work in complex musical systems**
CLO #2	**Explain and demonstrate the practical applications of improvisation in diverse (all inclusive) musical traditions**
CLO #3	**Explain musical parameters and how they work in complex systems**
CLO #4	**Describe an historical overview of improvisational practices in global traditions, with an emphasis on the emergence of creative music in America and Europe**
CLO #5	**Demonstrate improvisation skills and instrumental extended techniques relevant to the idiom of free forms of expression**
CLO #6	**Analyze the compositional process through relevant musical scores and recordings**

Instructional
Strategies:

Lectures, guest lectures, Performance Lab Tutorials, in-class and online recording

Evaluation and Grading

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

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	**30**	**3 assignments**
Midterm Exam	**15**	
Final Exam	**25**	
Project	**10**	**Demonstrate a transcribed example of non-western improvisation**
Project	**10**	**Score Analysis**
Project	**10**	**Performance**

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

22.5

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Introduction to musical parameters
Review of instrumental techniques required for improvisation

Course Topics:
Scale/Chord relationships, alternative modes and harmonic concepts
Overview of historical paradigm shifts in jazz history
European and other non-American forms of improvisation
New contemporary improvisational practices
Conducting improvisation with sign/body language ("Conduction" or "Comprivisation")
Graphic scores and other alternative notational strategies
Psychology of improvised performance
Performances and Recording
Presentation of final project/ recording, final exam

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

Rationale and Consultations

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

No

Provide a rationale
for this proposal:

Changes to this class are part of the Music Degree renewal, but I request that they be evaluated and approved ASAP, please. The edits made here reflect the class syllabus and have been in practise for years -the only real change to the class is the PLAR availability, which Music expects to have widely available in all our Degree classes. Thank you, Laurence

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

no

Consultations

Consulted Areas	Consultation Comments

47

Consulted Areas	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Changes are part of Music Degree Renewal

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.
This section is used by Marketing to help populate course information on the website. If you have any questions about this section, contact webmaster@vcc.ca.

Make Available on Website:

Key: 6434

Preview Bridge

DECISION NOTE

PREPARED FOR:　　　　Education Council

DATE:　　　　　　　 September 8, 2020

ISSUE:　　　　　　　Revisions to the Computer Aided Draft (CAD) and Building Information
　　　　　　　　　　　Modelling (BIM) Technician Diploma program content guide

BACKGROUND:
The Drafting department is proposing significant structural changes to their 2-year diploma program. Currently, the diploma program content guide covers only the second year of the program. Students must first complete one of their three certificate programs and then enter the diploma program. This has caused significant confusion, particularly for international students, as it is not always clear that this is functionally a 2-year program.

Therefore, the department is redesigning the diploma program content guide to contain both years of the program. It lists the various specialty options. Going forward, international students would be registered directly into the diploma program. In the near future, domestic students would typically register for a certificate program first and then move to the diploma program, but the department would like to explore registering all students into the diploma program. The diploma has an entrance pathway into Term 4 for students who have completed a certificate program, and an exit pathway for diploma students who choose to leave after Year 1 with a certificate.

The proposed start date is September 2021.

DISCUSSION:
Bruce McGarvie, Department Head of Drafting, presented the proposal. He described the concerns raised by International Education related to international students. The department is still working with the Registrar's Office on a plan for showing the two specialties students earn on their diploma credential; they are confident they will find a reasonable solution before September 2021.

Curriculum Committee requested several revisions:

- Clarify that Steel Construction Modelling is only available in Year 1. More information was added in the Program Purpose and in the list of courses.
- Tweaks to the program learning outcomes.

Those changes have been made.

The Committee also discussed the naming convention for the diploma-level courses. They are unusual, as they explicitly state 'diploma' in the course title. Committee suggested "BIM" or "3D" but left it up to the department to discuss with the RO.

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

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: June 17 , 2020

Program Change Request

Date Submitted: 05/14/20 11:28 am

Viewing: **Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Diploma**

Last approved: 09/04/19 4:01 pm

Last edit: 06/17/20 12:26 pm

Changes proposed by: bmcgarvie

Catalog Pages Using
this Program

[Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Di](#)

Program Name:

Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Diploma

Credential Level:	Diploma
Effective Date:	September **2021** 2017
Effective Catalog Edition:	201709
School/Centre:	Trades, Technology & Design
Department	Drafting (4203)
Contact(s)	

In Workflow

1. **4203 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**

Approval Path

1. 05/14/20 11:32 am Bruce McGarvie (bmcgarvie): Approved for 4203 Leader
2. 06/02/20 8:58 am Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 06/17/20 12:40 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. May 13, 2019 by Nicole Degagne (ndegagne)
2. May 13, 2019 by Nicole Degagne (ndegagne)
3. Aug 21, 2019 by Nicole Degagne (ndegagne)

4. Sep 4, 2019 by
   Darija Rabadzija
   (drabadzija)

Name	E-mail	Phone/Ext.
Bruce McGarvie	bmgarvie@vcc.ca	**8536** –
Brett Griffiths	**bgriffiths@vcc.ca**	**7012**

Program Content Guide

Purpose

Graduates of this program will ~~further~~ develop the Computer Aided Drafting (CAD) and Building Information Modeling (BIM) skills gained in the **study** ~~certificate program. They will learn to analyze and apply the current practices~~ of **two specialties of either Architectural, Civil/Structural, and/or Steel Construction Modelling with Steel Detailing.** ~~a 3D Integrated Design Process (IDP) and contribute to the design/build team utilizing Integrated Project Delivery (IPD) methods.~~ **Students will further develop their skills by adding an additional specialty of either Architectural or Civil/Structural in Year 2 (Steel Construction Modelling is only available in Year 1).** ~~The updated drafting and 3D modeling skills will enable graduates to work as team members in consulting engineering firms, architectural firms, fabrication and development companies, municipal, provincial or federal offices, and in private industry.~~**They** ~~Graduates~~ will **learn to analyze and apply the current practices** ~~work on a wide variety~~ of **a 3D Integrated Design Process (IDP)** ~~structures, highway construction and development work~~ and **contribute to** ~~apply qualifications from two disciplines to become more competitive in the job market and adaptive in~~ the **design/build team utilizing Integrated Project Delivery (IPD) methods.** ~~work place.~~
Graduates will be well prepared to work as team members on a wide variety projects, examples of which are: Residential housing developments, commercial buildings and institutional complexes.
A wide variety of steel and concrete structures including schools, sports stadiums, bridges, commercial buildings and high-rise offices.
And highway construction and subdivision development work.
Graduates will apply qualifications from two disciplines to become more competitive in the job market and adaptive in the work place.
Students receive a CAD and BIM Technician Diploma upon successful completion of the program.

Admission Requirements

Grade 12 graduation or equivalent

<u>**English Language Proficiency**</u> **at a grade 12 level or CLB/CLBPT Listening 8, Speaking 7, Reading 8, and Writing 7**

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

Workplace Mathematics 11 or equivalent, *or*

VCC Math Assessment with 80% Basic Arithmetic and 72% Basic Algebra

Applicants may be inserted into Level 4 of the program provided they have:

    Successfully completed VCC's Architectural, Civil/Structural, or Steel **Modelling/Steel** Detailing Technician Certificate ~~granted~~ within the last 4 **years,** *or*

    ~~years.OR~~**Successfully completed a** ~~Recent~~ Drafting Technician Certificate (any discipline) **at another institution** with Department **review** ~~Review~~ and **approval.** ~~Approval.~~

Notes:

    Applicants who do not meet the English language requirement may be admitted at the discretion of the Department

    Applicants who have met all the above requirements and have completed high school Drafting 11 and 12 may, with Departmental approval, apply for direct entry into Level 2 of the program.

    VCC CAD Technician Short Certificate graduates (granted within the last 4 years) may insert into level 2 of the program.

Prior Learning Assessment & Recognition (PLAR)

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

PLAR is available for **the following courses:** ~~select courses.~~

    DRFT 1010 CAD Drafting Fundamentals

    DRFT 1011 CAD Drafting Applied

    DRFT 1013 Construction Mathematics

Students may complete up to 20% of program credits through PLAR. Tuition and fees may still apply to PLAR candidates.

Methods of PLAR vary by course, and may include exams, portfolios, interviews, and other evaluations.

To request PLAR, please contact the department directly.

See the D.3.5 Prior Learning Assessment and Recognition <u>**Policy**</u> **and** <u>**Procedures**</u> **for more information.**

~~See individual Course Outlines for details.~~

Program Duration & Maximum Time for Completion

The program is 2 years of full-time study. The Diploma is seventy (70) credits: Forty (40) credits of the first year Certificate, and ~~This is~~ thirty (30) **credits of** ~~weeks/credits of the~~ second year courses to **complete** ~~be added to~~ the **Diploma.** ~~forty (40) weeks/credits of the first year Certificate, for a total of seventy (70) weeks/credits.~~ Candidates have up to 5 years to complete the Diploma from the start of ~~the~~ year **one.** ~~one Certificate.~~

Upon successful completion of the first year of study and the successful completion of forty (40) credits, students may choose to exit the program and receive a Certificate credential in the specialty they completed in the first year: either (i) Architectural Technician Certificate, (ii) Civil/Structural Technician Certificate, or (iii) Steel Construction Modelling Technician Certificate.

Program Learning Outcomes

Upon successful completion of **year one of** this program, students will be able to:

- **Use drawing techniques to complete projects in orthographic projection, sectioning, and dimensioning, auxiliary view and machine detailing.**
- **Describe concepts in orthographic projection, sectioning, and dimensioning, auxiliary view and machine detailing.**
- **Employ Computer Aided Drafting (CAD) and three dimensional modelling systems skills to produce drawings from data, designs and/or specifications.**
- **Demonstrate drafting and 3D modeling skills and conventions.**
- **Develop knowledge and related trade skills in drafting and 3D Building Information Modeling (BIM).**
- **Utilize critical thinking, team building and interpersonal communication skills.**
- ~~Apply Integrated Design Process (IDP) to integrate people systems and practices into a process to reduce waste and optimize efficiency through all phases of design, fabrication and construction.   Employ current Computer Aided Drafting (CAD) and three-dimensional modelling systems as a tool to produce drawings from data, designs and/orspecifications.Apply terminology and conventions used in a project designteam.Integrate a variety of CAD models for each discipline into a complete final model using CAD drafting, 3D BIM, and related trade skills andknowledge.~~Prepare a comprehensive professional portfolio.
- **Prepare a résumé and letters of application and perform other related job search skills.**

And **one (1) set of outcomes from their chosen specialty:**

Architectural Specialty:

- **Use concepts of building construction and technology to plan and detail residential and commercial buildings in accordance with local by-laws and the BC Building Code.**
- **Prepare Architectural drawings of residential and commercial structures, which incorporate concrete, steel and wood.**

Civil/Structural Specialty:

- **Apply concepts of civil technology and planning to produce drawings and three dimensional models for the development of a civil site.**
- **Use structural engineering theories and BIM practices to prepare engineering drawings for three dimensional models of structures, which incorporate reinforced concrete and structural steel.**

Steel Construction Modelling Specialty (available first year only):

Utilize data from current building codes and fabrication standards to develop practical connections between components that are code-compliant and practical to fabricate and install on site.

Use structural engineering drawings and specifications to prepare three dimensional models of structures that utilise structural steel.

Employ current Computer Aided Drafting (CAD) and three dimensional modelling systems as a tool to produce structural steel fabrication and arrangement drawings from data, designs and/or specifications.

Upon successful completion of the second year of this program, students will be able to:

Apply Integrated Design Process (IDP) to integrate people systems and practices into a process to reduce waste and optimize efficiency through all phases of design, fabrication and construction.

~~construction.~~

Employ current Computer Aided Drafting (CAD) and three-dimensional modelling systems as a tool to produce drawings from data, designs and/or specifications.

Apply terminology and conventions used in a project design team.

Integrate a variety of CAD models for each discipline into a complete final model using CAD drafting, 3D BIM, and related trade skills and knowledge.

Prepare a comprehensive professional portfolio.

Contribute as part of a multidisciplinary design team.

Use critical thinking, team building and interpersonal communication skills to work effectively in a team environment.

Integrate various BIM software to communicate, collaborate and cooperate with a design team.

Apply the concepts and processes of a second **discipline (either Architectural or Civil/Structural),** ~~discipline,~~ and apply those conceptions in a **3D** BIM **setting.**

~~setting.~~ Apply personal reflection and critical thinking to the relation between the program's learning outcomes and the student's individualized learning.

Communicate effectively and work collaboratively in a design team **setting.**

~~setting.~~

Instructional Strategies, Design, and Delivery Mode

This **program** ~~course~~ uses project based learning strategies with **in-class** instructional **presentations, blended online delivery,** ~~presentations~~ and laboratory work using **Autodesk, Trimble,** ~~Autodesk Revit Structure, AutoCAD, Tekla Structures, Autodesk Navisworks,~~ and **other** ~~Autodesk Civil 3D~~ software. Students may be required to do assignments at home and lab work outside class time on both theory and individual projects.

Evaluation of Student Learning

Students are evaluated **through** ~~by theory examinations and assessment of~~ practical **projects, exams, drawings, and presentations.** ~~projects.~~

Student Program Progression

In order to be granted a Certificate or Diploma credential upon completion of the program, a student must:

> **Maintain an overall minimum 2.00 GPA (C average);** *and*

> **Successfully complete all courses to qualify for the credential.**

Note: A student will not receive a credential if they fail to maintain a C average, or if they receive an F grade in any course(s).

NOTE: Following a grade of D in any course, continuation will be permitted only upon approval of the Department Head. If such approval is given, a letter of continuation may be issued to the student indicating the reasons and conditions under which they will be allowed to continue to the next course.

Students who receive an F grade in any course within any term/level may not be allowed to progress.

See individual Course Outlines for course prerequisite details.

Program Absences

If a student misses more than 10% of instruction contact hours in any course for any reason, the instructor may refer the student to the Department Head for review (e.g. a two (2) week course is ten (10) days, therefore 10% is one (1) day).

If the Department Head identifies a pattern of absenteeism, the student will be formally reprimanded. Further excessive absence may result in the student being required to withdraw.

Recommended Characteristics of Students

Related work **experience** ~~experience~~

Excellent English communication **skills.**

~~skills.~~Working knowledge of Windows OS is strongly **recommended.**

~~recommended.~~Good mathematical and mechanical **comprehension.**

~~comprehension.~~Ability to work in imperial and metric units of **measurement.**

~~measurement.~~General good health, good hand-eye **coordination, ability to look at computer screen for long periods of time, and** ~~coordination and~~ manual **dexterity for keyboard/mouse.**

~~dexterity.~~Successful work habits and an ability to work well with **others.**

~~others.~~Logical **reasoning, spatial ability,** ~~reasoning~~ and an ability to visualize **objects.**

~~objects.~~An interest in all aspects of architecture, engineering, general construction and related **fields.** ~~fields.~~

Courses

Course List

Code	Title	Credits
TERM 1		
DRFT 1010	**CAD Drafting Fundamentals**	**4**

Code	Title	56 Credits
DRFT 1011	**CAD Drafting Applied**	**3**
DRFT 1012	**Office & Construct Site Safety**	**1**
DRFT 1013	**Construction Mathematics**	**1**
TERM 2 AND 3		**31**

SELECT YOUR 1ST SPECIALIZATION (Steel Construction Modelling only available in Year 1)

ARCHITECTURAL

DRFT 1270	**Residential Design**
DRFT 1271	**Site Planning**
DRFT 1272	**Code and Regulations 1**
DRFT 1273	**Construction Assemblies 1**
DRFT 1274	**Single Family Residences**
DRFT 1275	**Codes and Regulations 2**
DRFT 1276	**Construction Assemblies 2**
DRFT 1277	**Multi Family Residences**
DRFT 1278	**Drawing Plan Reading**
DRFT 1326	**Job Search Skills**
DRFT 1370	**Technical Communications**
DRFT 1371	**Codes and Regulations 3**
DRFT 1372	**Construction Assemblies 3**
DRFT 1373	**Commercial Retail Buildings**
DRFT 1374	**Introduction to 3D and BIM**
DRFT 1375	**Commercial Layouts Using BIM**

CIVIL/STRUCTURAL

DRFT 1226	**Construction Drawing Reading**
DRFT 1280	**Industrial Site Layout**
DRFT 1281	**Autodesk Civil 3D**
DRFT 1282	**Road Alignment Detailing**
DRFT 1283	**Steel Structures**
DRFT 1284	**Princ for Reinforced Concrete**
DRFT 1285	**Foundation Design Concepts**
DRFT 1286	**Engineering Statics**
DRFT 1326	**Job Search Skills**
DRFT 1327	**Revit Structures**
DRFT 1330	**Advanced Road Design**
DRFT 1331	**Civil Utility Services**
DRFT 1370	**Technical Communications**
DRFT 1380	**CAD 3D and Assemblies**
DRFT 1381	**Miscellaneous Steel**
DRFT 1383	**Quantity Take Offs**

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Code	Title	Credits
DRFT 1384	Concrete Slab on Grade Flr Sys	
DRFT 1385	Reinforced Concret Struc Comp	

STEEL CONSTRUCTION MODELLING

DRFT 1290	Struct Steel Fab Codes & Stand	
DRFT 1291	Introduction to Steel Detail	
DRFT 1292	Structural Bolting & Welding	
DRFT 1293	Indust & Comm Basic Framing	
DRFT 1294	Connection & Layout Geometry	
DRFT 1295	Detail of Inclined Components	
DRFT 1296	Miscellaneous Metals Detailing	
DRFT 1391	Introduction to BIM Software	
DRFT 1380	CAD 3D and Assemblies	
DRFT 1392	Working with BIM Software	
DRFT 1370	Technical Communications	
DRFT 1393	Heavy Structural Steel Framing	
DRFT 1326	Job Search Skills	
DRFT 1352	Steel Trusses	

TERM 4

DRFT 2100	Integrated BIM Project	9

TERM 5   15

SELECT YOUR 2ND SPECIALIZATION (MUST BE DIFFERENT FROM YOUR FIRST)

ARCHITECTURAL

DRFT 2270	Diploma Residential Design	
DRFT 2271	Diploma Site Planning	
DRFT 2272	Diploma Codes and Regulations 1	
DRFT 2273	Diploma Construction Assemblies 1	
DRFT 2274	Diploma Single Family Residences	
DRFT 2275	Diploma Codes and Regulations 2	
DRFT 2276	Diploma Construction Assemblies 2	
DRFT 2277	Diploma Multi Family Residences	
DRFT 2278	Diploma Drawing Plan Reading	

CIVIL/STRUCTURAL

DRFT 2226	Diploma Construction Drawing Reading	
DRFT 2280	Diploma Industrial Site Layout	
DRFT 2281	Diploma Autodesk Civil 3D	
DRFT 2282	Diploma Road Alignment Detailing	
DRFT 2283	Diploma Steel Structures	
DRFT 2284	Diploma Principles of Reinforced Concrete	
DRFT 2285	Diploma Foundation Design Concepts	

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Code	Title	Credits
DRFT 1286	**Engineering Statics**	
TERM 6		
DRFT 2107	**Capstone Project using BIM**	**6**
Total Credits		70

TERM ONE TERM TWOSelect oneof:Civil/Structural OR Architectural (15 credits for either discipline)Civil/Structural Discipline Architectural Discipline TERM THREE PROGRAM TOTAL CREDITS: 30

Course List

Code	Title	Credits
DRFT 2107	Capstone Project using BIM	6
Total Credits		0

Course List

Code	Title	Credits
DRFT 2270	Diploma Residential Design	1
DRFT 2271	Diploma Site Planning	1
DRFT 2272	Diploma Codes and Regulations 1	1
DRFT 2273	Diploma Construction Assemblies 1	1
DRFT 2274	Diploma Single Family Residences	5
DRFT 2275	Diploma Codes and Regulations 2	1
DRFT 2276	Diploma Construction Assemblies 2	1
DRFT 2277	Diploma Multi Family Residences	3.5
DRFT 2278	Diploma Drawing Plan Reading	.5
Total Credits		0

Course List

Code	Title	Credits
DRFT 2226	Diploma Construction Drawing Reading	1
DRFT 2280	Diploma Industrial Site Layout	3
DRFT 2281	Diploma Autodesk Civil 3D	2
DRFT 2282	Diploma Road Alignment Detailing	2
DRFT 2283	Diploma Steel Structures	3
DRFT 2284	Diploma Principles of Reinforced Concrete	1
DRFT 2285	Diploma Foundation Design Concepts	1
DRFT 1286	Engineering Statics	2
Total Credits		0

Course List

Code	Title	Credits
DRFT 2100	Integrated BIM Project	9
Total Credits		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

Transcript of Achievement

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	71-75		2.67
C+	66-70		2.33
C	60-65		2.00
C-	56-59		1.67
D	50-55	Minimum Pass	1.00
F	0-49	Failing Grade	0.00
S		Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A

Course Standings

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

Grade Point Average (GPA)

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

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

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

Rationale and Consultations

Provide a rationale
for this proposal.

There has been significant confusion on how the CAD & BIM Technician Diploma works, and is it a one year or two year program.

The purpose of this proposal is to simplify the existing map for a student to be awarded a CAD & BIM Technician Diploma.

Currently, a student enters another one year Certificate program (Architectural, Civil/Structural, or Steel Detailing Technician Certificate). Then upon successfully completing this one year program, they qualify to enter a second program, the CAD & BIM Technician Diploma. Essentially making it a two year process.

The rationale is to simplify this process and to combine the first year Certificate with the second one year Diploma curriculum to create a two year Diploma program.

Are there any
expected costs to
this proposal.

No

Consultations

Consultated Area	Consultation Comments
Faculty/Department	Supported Dec 2019
Department Support Staff	Supported Dec 2019
Registrar's Office	Domestic RO - 2020-05-04 Overall supported submission and feedback recieved incorporated in submission. International RO - 2020-05-06 Overall supported submission and feedback recieved incorporated in submission.
Centre for Teaching, Learning, and Research (CTLR)	Supported May 2020, a few clarifying points suggested (admissions and grading). Feedback incorporated in the document.
Advising & Recruitment	Supported 2020-05-12 Feedback recieved incorporated in submission.

Additional Information

DECISION NOTE

PREPARED FOR: Education Council

DATE: September 8, 2020

ISSUE: New programs: Jewellery Art & Design Diploma and Certificate

BACKGROUND:
The Jewellery Department is proposing a new version of their Jewellery Art and Design program. The current version has been taught since 1988; the department recently completed a renewal of the program in 2019, the first time the program had gone through a significant renewal process since 1988.

Feedback from the renewal pointed to a need for a higher level of technical skill, access to newer technologies, and more comprehensive business training. In order to provide more time for students to acquire technical skills, some techniques were removed from the Diploma program. The plan is to develop a third year as an advanced diploma for higher-level training. There is also a significant focus on Indigenous art and jewellery techniques, shifting the program away from a more Eurocentric approach.

The new curriculum also makes the program more accessible to students. There will be a part-time option, as feedback from students was that the full-time option was very challenging to organize their lives around. There is also an exit point after one year with a Certificate, with the ability to re-enter the second year when seats are available.

DISCUSSION:
Karin Jones, Department Head of Jewellery, presented the proposal. Curriculum Committee commended the quality of the curriculum. Very few changes were needed, except some minor revisions to improve clarity around the length of the program.

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

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: August 19, 2020

Program Change Request

New Program Proposal

Date Submitted: 06/01/20 3:51 pm

Viewing: **Jewellery Art & Design Diploma**

Last edit: 08/19/20 10:55 am

Changes proposed by: kjones

Program Name:
  Jewellery Art & Design Diploma

Credential Level: Diploma

Effective Date: September 2021

Effective Catalog
Edition:

School/Centre: Trades, Technology & Design

Department   Jewellery Art & Design (4202)

Contact(s)

Name	E-mail	Phone/Ext.
Karin Jones	kjones@vcc.ca	8571

In Workflow

1. **4202 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Ministry Review
6. Board of Directors

Approval Path

1. 06/01/20 3:59 pm
   Karin Jones (kjones):
   Approved for 4202
   Leader
2. 06/02/20 8:58 am
   Brett Griffiths
   (bgriffiths):
   Approved for CTT
   Dean
3. 08/19/20 1:17 pm
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee Chair

Program Content Guide

Purpose

Mission: *"Vancouver Community College's unique two-year diploma program offers hands-on technical, design, and career training for students aiming to enter the jewellery profession."*

Vision: *"VCC Jewellery Art & Design seeks to guide students to a life of creativity, technical excellence, and career success in the jewellery field."*

A career in jewellery requires a combination of technical skill, creativity, knowledge of materials and process, business skills, design capabilities and critical thinking. Through this program, which can be completed through two years of full-time study or part-time over up to five years, students will acquire the skills to work as bench goldsmiths, independent artisans, or jewellery artists.

Admission Requirements

Admission to the Jewellery Art and Design program is on a competitive selection basis. Applicants must have completed Grade 12 or acceptable equivalent. In addition, an interview will be arranged with the selection committee.

Candidates should bring to the interview:

Portfolio*

Resumé

Letter of Intent

A **portfolio** is a collection of images of showing artistic ability, technical aptitude and/or hand-eye coordination. It should be saved as a PDF and sent to the Department in advance of the interview. It should include 10-20 pieces, and could include examples of any of the following:

Drawing and Painting

Photography

Collage

Sculpture

Jewellery

Textile and fibre arts

Metal and/or wood work

Ceramics

Any other art or craft demonstrating creativity and/or manual dexterity

Portfolios will be judged on the degree to which they show creativity and/or hand-eye coordination.

The **resumé** should include previous education and work experience.

The **letter of intent** should outline why the applicant has chosen to apply for the program, and could also include career and/or artistic goals, and other areas of interest.

A major focus of the **interview** is on establishing the applicant's ability to succeed in the program with consideration given to ability and willingness to accept and grow in a learning environment, ability to interact with others, commitment to the total program, attention span, and previous art/design related training and experience. Successfully chosen candidates may be offered seats to the program.

*The Department recognizes that not all applicants will have previous experience in art, craft, or design. Applicants who do not have a portfolio are asked to bring a collection of found images of jewellery, and be prepared to discuss what makes them examples of fine craftsmanship or effective design.

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

There are two options for achieving a credential in this program:

Full-time option: Students attend classes full time for two years. Students whose studies are interrupted must complete the program within five years.

Part-time option: Students attend the first term full-time, and then complete the rest of the courses part-time over the course of several years up to a maximum of five years.

Students who complete all courses in Term 1 and Term 2 may choose to exit the program with a Certificate in Jewellery Art & Design. Students may return to complete the Diploma at a later date if a seat is available. All courses must be completed within a five year period to receive the Diploma.

Program Learning Outcomes

Students who successfully complete the program will be able to:

Actualize original design ideas from concept to reality

Demonstrate technical excellence to produce jewellery to current industry standards

Apply basic knowledge of gemmology and metallurgy to the creation of jewellery

Design and produce jewellery using the latest digital technologies

Communicate ideas using a variety of visual media

Demonstrate visual awareness of craft, art, and design

Apply knowledge of the jewellery field to establish a viable home- or studio-based business

Communicate effectively using the language and vocabulary of the jewellery field

Place the meanings and functions of jewellery within diverse historical and cultural contexts

Utilize materials, tools and equipment safely, sustainably and ethically

Recognize the contributions of Indigenous peoples to the fields of art, craft, and design.

Identify and solve problems creatively and independently

Demonstrate professionalism in all areas of their career and education

Analyze and evaluate the quality of their own technique and skills development

Instructional Strategies, Design, and Delivery Mode

Jewellery Art & Design is a highly technical program, and in any given semester, 75-90% of time is spent in the workshops, where students watch technical demonstrations by faculty, gain skills through technical assignments and exercises, and synthesize processes by designing and producing creative jewellery projects. Many of the theory courses also include hands-on activities, in addition to lectures, group discussions, independent research projects, lab days, field trips and guest speakers. Most classes are conducted face-to-face in a classroom or workshop setting, although a small number of courses may be offered online.

Evaluation of Student Learning

Student learning is evaluated in a variety of ways including, but not limited to, presentations, individual and group projects, exams, research, assignments, lab work and portfolios. Students will also engage in peer- and self-assessment and reflective practice.

Students must achieve a minimum grade of C (60%) to successfully complete each course.

90% attendance is mandatory to successfully complete each course.

Recommended Characteristics of Students

Open-mindedness

Excellent problem-solving skills

Creativity

Manual dexterity

Strong work ethic

Good eyesight (corrected vision is accepted)

Patience

Attention to detail

Curiosity

Enthusiasm

Commitment

Appreciation of fine craftsmanship and design

Courses

Plan of Study Grid

Term One	Credits
JADE 1120 Metal Techniques 1: Foundations of Goldsmithing	12
JADE 1121 Drawing 1	1.5
JADE 1122 History and Culture of Jewellery 1	1.5
Credits	15
Term Two	
JADE 1123 Metal Techniques 2: Wax Modeling and Casting	6
JADE 1124 Gemstone Settings 1	3
JADE 1125 Design 1	1.5
JADE 1126 Practical Gemmology 1	2
JADE 1127 Year One Capstone Project	3
Credits	15.5
Term Three	
JADE 2220 Metal Techniques 3: Advanced Fabrication	6
JADE 2221 Gemstone Settings 2	3

JADE 2222 Drawing 2   1.5

JADE 2223 Practical Gemmology 2   2

JADE 2224 Digital Jewellery Design 1   1.5

               Credits   14

Term Four

JADE 2225 Metal Techniques 4: Specialized Jewellery Processes 6

JADE 2226 Gemstone Settings 3   3

JADE 2227 Design 2   1.5

JADE 2228 Digital Jewellery Design 2   1.5

JADE 2229 Business Practices for Jewellers   2.5

JADE 2230 Diploma Project   3

               Credits   17.5

               Total Credits   62

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

Transcript of Achievement

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

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

Grading Standard

Transcript of Achievement

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
Grade	Percentage	Description	Grade Point Equivalency
I		Incomplete	N/A

IP	Course in Progress	N/A
W	Withdrawal	N/A

Course Standings

R	Audit. No Credits	N/A
EX	Exempt. Credit Granted	N/A
TC	Transfer Credit	N/A

Grade Point Average (GPA)

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

Rationale and Consultations

Provide a rationale
for this proposal.

This new program is a result of a two year renewal and curriculum development process. During the renewal stage, recommendations were made for a higher level of technical education, more digital design, and more industry-relevant training.

Are there any
expected costs to
this proposal.

Please see Concept Paper

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Worked extensively with an IA as part of the renewal and during curriculum development
Faculty/Department	All faculty members were part of the development
Department Support Staff	Support staff were consulted
International Education	

Consultated Area	Consultation Comments
PAC/CEG	The PAC was consulted during the renewal but the March PAC meeting to review the curriculum was canceled due to COVID. A PAC meeting will be scheduled in the Fall to discuss but the curriculum does reflect what was discussed during the renewal.
Information Technology (IT)	Email sent early June. No response received
Institutional Research (IR)	Email sent early June. No response received
Safety & Security	Email sent early June. No response received
Student Services	Email sent early June. No response received
Financial Aid	Email sent early June. No response received
Library	Email sent early June. No response received
Registrar's Office	Email sent early June. No response received
Facilities	Email sent early June. No response received

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.
These fields are used by Marketing to help populate some of the information about your program on the website. If you have suggestions or edits to these sections, contact webmaster@vcc.ca.

This program is for: Domestic
                              International

Marketing Description

Get hands-on experience in the design and fabrication of jewellery through intensive courses in metal techniques, drawing, design, history of jewellery, gemmology, digital jewellery design, and business management.

Program Change Request

New Program Proposal

Date Submitted: 06/01/20 3:48 pm

Viewing: **Jewellery Art & Design Certificate**

Last edit: 08/19/20 10:57 am

Changes proposed by: kjones

Program Name:	
Jewellery Art & Design Certificate	
Credential Level:	Certificate
Effective Date:	September 2021
Effective Catalog Edition:	
School/Centre:	Trades, Technology & Design
Department	Jewellery Art & Design (4202)
Contact(s)	

In Workflow

1. **4202 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Ministry Review
6. Board of Directors

Approval Path

1. 06/01/20 3:50 pm Karin Jones (kjones): Approved for 4202 Leader
2. 06/02/20 8:58 am Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 08/19/20 1:17 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Karin Jones	kjones@vcc.ca	8571

Program Content Guide

Purpose

Mission: "Vancouver Community College's unique two-year diploma program offers hands-on technical, design, and career training for students aiming to enter the jewellery profession."

Vision: "VCC Jewellery Art & Design seeks to guide students to a life of creativity, technical excellence, and career success in the jewellery field."

A career in jewellery requires a combination of technical skill, creativity, knowledge of materials and process, business skills, design capabilities and critical thinking. This option for students to leave the Jewellery Art & Design program with a One-Year Certificate is designed to prepare students for employment in the less skilled areas of the jewellery trade, such as production assistants and jewellery finishers. It also prepares students with prior knowledge of entrepreneurship to set up businesses creating and marketing production and fashion jewellery for sale online or through retail outlets.

Admission Requirements

Admission to the Jewellery Art and Design program is on a competitive selection basis. Applicants must have completed Grade 12 or acceptable equivalent. In addition, an interview will be arranged with the selection committee.

Candidates should bring to the interview:

Portfolio*

Resumé

Letter of Intent

A **portfolio** is a collection of images of showing artistic ability, technical aptitude and/or hand-eye coordination. It should be saved as a PDF and sent to the Department in advance of the interview. It should include 10-20 pieces, and could include examples of any of the following:

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Sculpture

Jewellery

Textile and fibre arts

Metal and/or wood work

Ceramics

Any other art or craft demonstrating creativity and/or manual dexterity.

Portfolios will be judged on the degree to which they show creativity and/or hand-eye coordination.

The **resumé** should include previous education and work experience.

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A major focus of the **interview** is on establishing the applicant's ability to succeed in the program with consideration given to ability and willingness to accept and grow in a learning environment, ability to interact with others, commitment to the total program, attention span, and previous art/design related training and experience. Successfully chosen candidates may be offered seats to the program.

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Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

There are two options for achieving a credential in this program:

Full-time option: Students attend classes full time for nine months. Students whose studies are interrupted must complete the program within three years.

Part-time option: Students attend the first term full-time, and then complete the rest of the courses part-time up to a maximum of three years.

Program Learning Outcomes

Students who successfully complete the program will be able to:

Utilize basic jewellery tools and equipment safely

Demonstrate proper fabrication and casting techniques to create simple jewellery pieces

Finish and polish jewellery to industry standards

Apply knowledge of rudimentary metallurgy and gemmology in the creation of basic jewellery objects

Employ the Elements and Principles of Design when composing original designs

Communicate design ideas using basic technical and perspective drawing

Identify jewellery from various cultures and historical periods

Set gemstones in elementary settings

Synthesize knowledge and techniques to create a collection of related jewellery objects

Demonstrate professionalism in career and educational settings

Instructional Strategies, Design, and Delivery Mode

Jewellery Art & Design is a highly technical program, and in any given semester, 75-90% of time is spent in the workshops, where students watch technical demonstrations by faculty, gain skills through technical assignments and exercises, and synthesize processes by designing and producing creative jewellery projects. Many of the theory courses also include hands-on activities, in addition to lectures, group discussions, independent research projects, lab days, field trips and guest speakers. Most classes are conducted face-to-face in a classroom or workshop setting, although a small number of courses may be offered online.

Evaluation of Student Learning

Student learning is evaluated in a variety of ways including, but not limited to, presentations, individual and group projects, exams, research, assignments, lab work and portfolios. Students will also engage in peer- and self-assessment and reflective practice.

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90% attendance is mandatory to successfully complete each course.

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Excellent problem-solving skills

Creativity

Manual dexterity

Strong work ethic

Good eyesight (corrected vision is accepted)

Patience

Attention to detail

Curiosity

Enthusiasm

Commitment

Appreciation of fine craftsmanship and design

Courses

Plan of Study Grid

Term One		Credits
JADE 1120	Metal Techniques 1: Foundations of Goldsmithing	12
JADE 1121	Drawing 1	1.5
JADE 1122	History and Culture of Jewellery 1	1.5
	Credits	15
Term Two		
JADE 1123	Metal Techniques 2: Wax Modeling and Casting	6
JADE 1124	Gemstone Settings 1	3
JADE 1125	Design 1	1.5
JADE 1126	Practical Gemmology 1	2
JADE 1127	Year One Capstone Project	3
	Credits	15.5
	Total Credits	30.5

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

Transcript of Achievement

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

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

Grading Standard

<div align="center">Transcript of Achievement</div>

Grade	Percentage	Description	Grade Point Equivalency
A+	95-100		4.33
A	90-94		4.00
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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 Credits	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

Rationale and Consultations

Provide a rationale
for this proposal.

During the Renewal process, recommendations were made that the Jewellery Art & Design program
become more flexible, both to become more accessible to applicants, and to increase enrolment. The
creation of a Certificate Exit allows applicants to enter areas of the jewellery trade where expectations for
technical expertise are lower.

See JAD Diploma program for Consultations.

Are there any
expected costs to
this proposal.

Consultations

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.
These fields are used by Marketing to help populate some of the information about your program on the website. If you have
suggestions or edits to these sections, contact webmaster@vcc.ca.

This program is for:

Marketing Description

Get hands-on experience in the design and fabrication of jewellery through intensive courses in metal
techniques, drawing, design, history of jewellery, gemmology, digital jewellery design, and business
management.

Course Change Request

New Course Proposal

Date Submitted: 06/01/20 3:53 pm

Viewing: JADE 1120 : Metal Techniques 1

Last edit: 06/05/20 10:02 am

Changes proposed by: kjones

Programs
referencing this
course

151: Jewellery Art & Design Diploma

152: Jewellery Art & Design Certificate

Course Name:

Metal Techniques 1: Foundations of Goldsmithing

Effective Date: September 2021

School/Centre: Trades, Technology & Design

Department: Jewellery Art & Design (4202)

Contact(s)

Name	E-mail	Phone/Ext.
Karin Jones	kjones@vcc.ca	8571

Banner Course   Metal Techniques 1
Name:

Subject Code: JADE - Jewellery Art & Design

Course Number   1120

Year of Study   1st Year Post-secondary

In Workflow

1. 4202 Leader

2. CTT Dean

3. Curriculum Committee Chair

4. EDCO Chair

5. Records

6. Banner

Approval Path

1. 06/01/20 3:59 pm Karin Jones (kjones): Approved for 4202 Leader
2. 06/02/20 8:58 am Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 08/19/20 1:17 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Credits: 12

Course Description:

This foundation metal techniques course introduces students to the basic processes that goldsmiths have been using for centuries around the world. Beginning with an introduction to the tools and equipment of the jewellery workshop, and with an emphasis on safety, students are shown proper technique and ergonomics of working at the jeweller's bench. Through practice and repetition of skills such as sawing, piercing, drilling, filing, melting, rolling, forging, soldering, forming, finishing, and basic stone setting, they begin to internalize the processes of making jewellery and gain confidence when working with tools and materials. They then move on to synthesizing these skills into more complex creative projects. Basic metallurgy and mathematical formulae associated with jewellery-making are also covered.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

JADE 1121 Drawing 1
JADE 1122 History and Culture of Jewellery 1

PLAR (Prior Learning Assessment & Recognition)
                        No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Perform basic jewellery fabrication tasks using professional tools and techniques
CLO #2	Utilize jewellery tools and equipment safely
CLO #3	Identify properties of metals commonly used in jewellery
CLO #4	Apply knowledge of basic metallurgy when performing fabrication tasks
CLO #5	Apply basic mathematical formulae common to jewellery fabrication
CLO #6	Synthesize various fabrication techniques in the design and creation of simple jewellery objects
CLO #7	Utilize jewellery materials safely and sustainably

Instructional
Strategies:

Demonstrations, hands-on exercises, creative projects, lectures

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35	5-7 technical assignments worth 5-10% each
Project	45	Three creative projects worth 15% each
Quizzes/Tests	20	2 safety quizzes worth 10% each

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

300

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Safety in the jewellery workshop
Basic metallurgy
Common jewellery metals
Basic mathematical formulae used in goldsmithing
Filing
Piercing

Course Topics:
Drilling
Rivets and cold connections
Soldering
Melting metals
Making sheet and wire
Chain making
Doming and basic forming
Ergonomics of the jewellery workbench
Flex shaft
Polishing motor
Rolling mill
Drawplates
Basic bezels

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Jewellery Art & Design Renewed

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 06/01/20 3:53 pm

Viewing: **JADE 1121 : Drawing 1**

Last edit: 06/05/20 10:02 am

Changes proposed by: kjones

Programs
referencing this
course

151: Jewellery Art & Design Diploma

152: Jewellery Art & Design Certificate

Course Name:

  Drawing 1

Effective Date: September 2021

School/Centre: Trades, Technology & Design

Department: Jewellery Art & Design (4202)

Contact(s)

Name	E-mail	Phone/Ext.
Karin Jones	kjones@vcc.ca	8571

Banner Course   Drawing 1
Name:

Subject Code: JADE - Jewellery Art & Design

Course Number   1121

Year of Study   1st Year Post-secondary

In Workflow

1. 4202 Leader

2. CTT Dean

3. Curriculum Committee Chair

4. EDCO Chair

5. Records

6. Banner

Approval Path

1. 06/01/20 4:00 pm Karin Jones (kjones): Approved for 4202 Leader

2. 06/02/20 8:58 am Brett Griffiths (bgriffiths): Approved for CTT Dean

3. 08/19/20 1:17 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Credits: 1.5

Course Description:

Drawing is a visual language that can be used to communicate and present ideas to clients, to makers, and within a design team. It can also be used as a tool to record and develop ideas and concepts. Through in-class exercises and homework assignments, students learn to apply perspective, technical drawing and various other techniques to develop concepts from thumbnail sketches to more presentable drawings that describe the shape, form, texture & finishes.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

JADE 1120 Metal Techniques 1

JADE 1122 History and Culture of Jewellery 1

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Use line drawings to generate, develop, record and communicate ideas
CLO #2	Utilize shading to describe shapes and profiles
CLO #3	Apply various drawing techniques to represent basic textures and finishes
CLO #4	Represent an object or a design in orthographic views
CLO #5	Utilize perspective to illustrate objects and designs realistically
CLO #6	Apply drawing techniques to visualize and sketch designs to be made in the jewellery workshop

Instructional
Strategies:

Demonstrations, in-class excercises, group discussions, critiques, homework assignments.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	75	Students demonstrate their abilities through 6 to 8 weekly assignments
Project	25	Students demonstrate / summarize their abilities through one final project

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

37.5

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Brainstorming, producing thumbnail sketches
Development sketches to explore and develop ideas
Perspective drawing
Orthographic drawing (basic technical drawing)
Explanatory drawings (Analytical Drawing, Part List, Exploded Drawing...)
Finished (presentable) sketches with shading to describe the shape, form, texture
Pencil Rendering
Basic grey paper rendering

Course Change Request

New Course Proposal

Viewing: **JADE 1122 : History/Culture of Jewellery 1**

Last edit: 06/05/20 10:03 am

Changes proposed by: kjones

Programs
referencing this
course

151: Jewellery Art & Design Diploma

152: Jewellery Art & Design Certificate

Course Name:

History and Culture of Jewellery 1

Effective Date: September 2021

School/Centre: Trades, Technology & Design

Department: Jewellery Art & Design (4202)

Contact(s)

Name	E-mail	Phone/Ext.
Karin Jones	kjones@vcc.ca	8571

Banner Course   History/Culture of Jewellery 1
Name:

Subject Code: JADE - Jewellery Art & Design

Course Number   1122

Year of Study   1st Year Post-secondary

In Workflow

1. **4202 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 06/01/20 4:00 pm Karin Jones (kjones): Approved for 4202 Leader
2. 06/02/20 8:58 am Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 08/19/20 1:17 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Credits: 1.5

Course Description:

Taking a global view of the development of jewellery over the centuries, this course encourages students to examine the role that jewellery has played in different societies. What are the similarities and differences in the ways different cultures have used jewellery and adornment as: symbols of status, wealth and power; talismans and ritual objects; functional objects and fastenings; dowry and symbols of commitment? How have the histories of craft, art and design intersected and influenced each other? Through exposure to diverse works of art from many cultures and epochs, students begin to build a visual vocabulary with which to enrich their work, and awaken to the possibilities of jewellery and its functions.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

JADE 1120 Metal Techniques 1

JADE 1121 Drawing 1

PLAR (Prior Learning Assessment & Recognition)

           No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Recognize the importance of jewellery in the development of world history and culture
CLO #2	Recognize the different forms of jewellery in diverse cultures
CLO #3	Identify the uses of jewellery in world history and culture
CLO #4	Apply knowledge of jewellery history and culture when designing contemporary jewellery objects
CLO #5	Identify characteristics of Northwest Coast Indigenous Design
CLO #6	Build a visual vocabulary for use in future designs
CLO #7	Apply critical thinking when analyzing jewellery and other works of art

Instructional
Strategies:

Lecture, group discussions, readings, videos, guest speakers, creative projects, group projects

Evaluation and Grading

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

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	40	2-4 assignments worth 10-20 % each
Participation	10	
Project	30	Research project
Final Exam	20	

Hours by Learning Environment Type

Lecture, Seminar, Online

37.5

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Jewellery as symbol of social status and/or power
Functional jewellery
Jewellery as dowry
Jewellery used as talisman, and in ritual and religion
Jewellery representing tribal or familial connections
Jewellery in gift economies
Northwest Coast Indigenous jewellery and design

Course Topics:
Compare and contrast jewellery from diverse world cultures and time periods

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Jewellery Art & Design renewed

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Make Available on Website:

Key: 8834

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 06/01/20 3:53 pm

Viewing: **JADE 1123 : Metal Techniques 2: Casting**

Last edit: 06/05/20 10:05 am

Changes proposed by: kjones

Programs
referencing this
course

[151: Jewellery Art & Design Diploma](#)

[152: Jewellery Art & Design Certificate](#)

Course Name:

Metal Techniques 2: Wax Modeling and Casting

Effective Date: September 2021

School/Centre: Trades, Technology & Design

Department: Jewellery Art & Design (4202)

Contact(s)

Name	E-mail	Phone/Ext.
Karin Jones	kjones@vcc.ca	8571

Banner Course   Metal Techniques 2: Casting
Name:

Subject Code: JADE - Jewellery Art & Design

Course Number   1123

Year of Study   1st Year Post-secondary

In Workflow

1. **4202 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 06/01/20 4:00 pm Karin Jones (kjones): Approved for 4202 Leader
2. 06/02/20 8:58 am Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 08/19/20 1:17 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

89

Credits: 6

Course Description:

This course introduces students to the many processes associated with lost-wax casting. Wax carving (precision and free-form), cuttlefish casting, sprueing, investing, centrifugal casting, moulding (rubber and silicone), and wax injecting are all covered. Students also learn advanced, efficient methods of finishing and polishing cast pieces. Special attention is paid to health and safety when working with these potentially dangerous materials and equipment

Course Pre-Requisites (if applicable):

JADE 1120 Metal Techniques 1

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Utilize various tools and techniques to model wax for casting in metal
CLO #2	Demonstrate knowledge of investment casting and mold-making processes
CLO #3	Create multiple pieces of jewellery from a given mold
CLO #4	Finish and polish cast pieces to industry standards
CLO #5	Design jewellery objects suitable for casting
CLO #6	Utilize casting and molding tools and equipment safely
CLO #7	Prepare materials and objects for outsourcing to casting and mold-making specialists
CLO #8	Synthesize casting and mold-making techniques to create unique jewellery objects

Instructional
Strategies:

Demonstrations, hands-on activities, technical assignments, creative projects.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	6-8 technical assignments worth 3-5% each
Project	60	2-3 creative projects worth 20-30% each
Quizzes/Tests	10	Quiz testing theoretical knowledge

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation
                    150

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Casting health and safety practices
Principles of jewellery casting
Types of casting waxes
Carving and modeling techniques
Cuttlebone casting
Spruing
Investing

Course Topics:
Burnout
Centrifugal casting
Finishing and polishing
Rubber and silicone molds
Wax injecting
Spruing and casting a tree

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Jewellery Art & Design renewed

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Marketing Information

Course Change Request

New Course Proposal

Date Submitted: 06/01/20 3:54 pm

Viewing: JADE 1124 : Gemstone Settings 1

Last edit: 06/05/20 10:05 am

Changes proposed by: kjones

Programs
referencing this
course

151: Jewellery Art & Design Diploma

152: Jewellery Art & Design Certificate

Course Name:

Gemstone Settings 1

Effective Date:	September 2021
School/Centre:	Trades, Technology & Design
Department:	Jewellery Art & Design (4202)
Contact(s)	

Name	E-mail	Phone/Ext.
Karin Jones	kjones@vcc.ca	8571

Banner Course Name:	Gemstone Settings 1
Subject Code:	JADE - Jewellery Art & Design
Course Number	1124
Year of Study	1st Year Post-secondary

In Workflow

1. **4202 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 06/01/20 4:00 pm Karin Jones (kjones): Approved for 4202 Leader
2. 06/02/20 8:59 am Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 08/19/20 1:17 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Credits: 3

Course Description:

This first gemstone setting course builds on basic fabrication and bezel skills learned in Metal Techniques 1. Students will create intermediate settings into which they will set cabochon and faceted stones. Attention will be paid to ergonomics, and choosing the right setting method for the cut of stone and jewellery type. Terminology related to the various cuts of gemstones will also be covered.

Course Pre-Requisites (if applicable):

JADE 1120 Metal Techniques 1

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Fabricate bezels for various cabochon and faceted stones
CLO #2	Create and prepare basic tools used in stone setting
CLO #3	Set various cabochon and faceted stones in simple bezels
CLO #4	Incorporate bezels into simple jewellery objects
CLO #5	Assess suitability of stones for various bezel types
CLO #6	Synthesize basic stone setting skills to create multi-stone jewellery pieces

Instructional
Strategies:

Demonstrations, hands-on activities, technical assignments, creative projects

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	70	6-8 technical assignments worth 5-15% each
Project	30	1-2 creative projects worth 15-30% each

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen, Studio, Simulation

75

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Stone-setting tools and tool making
Gemstone cuts and terminology
Principles of stone-setting
Bezel fabrication (with and without seat)
Bezel setting
Incorporating bezels into various jewellery forms

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

Rationale and Consultations

Course Change Request

New Course Proposal

Date Submitted: 06/01/20 3:54 pm

Viewing: **JADE 1125 : Design 1**

Last edit: 06/01/20 3:54 pm

Changes proposed by: kjones

Programs
referencing this
course

151: Jewellery Art & Design Diploma

152: Jewellery Art & Design Certificate

Course Name:

Design 1

Effective Date: September 2021

School/Centre: Trades, Technology & Design

Department: Jewellery Art & Design (4202)

Contact(s)

Name	E-mail	Phone/Ext.
Karin Jones	kjones@vcc.ca	8571

Banner Course   Design 1
Name:

Subject Code: JADE - Jewellery Art & Design

Course Number   1125

Year of Study   1st Year Post-secondary

In Workflow

1. 4202 Leader

2. CTT Dean

3. Curriculum Committee Chair

4. EDCO Chair

5. Records

6. Banner

Approval Path

1. 06/01/20 4:00 pm Karin Jones (kjones): Approved for 4202 Leader

2. 06/02/20 8:59 am Brett Griffiths (bgriffiths): Approved for CTT Dean

3. 08/19/20 1:17 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Credits: 1.5

Course Description:

In this first Design course students are introduced to the Elements and Principles of Westcoast Indigenous and Western design. Using the Elements (Formline Design, texture, line, shape, colour, pattern, space, and form), students begin to build an inventory of tools and techniques with which do compose their jewellery designs. Discussions of the Principles of Design (Balance, Rhythm, Emphasis, Scale and Proportion, and Unity) guide students to a deeper understanding of the ways in which the elements can be arranged effectively. Idea generation and conceptual design are also introduced. Through brief presentations, group discussions and hands-on exercises, students work towards designing a series of jewellery pieces to be created for the Capstone Project.

Course Pre-Requisites (if applicable):

JADE 1121 Drawing 1

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

           No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify the Elements of 2D and 3D Design
CLO #2	Synthesize the Elements of Design to build basic jewellery designs
CLO #3	Identify the Principles of Design
CLO #4	Utilize the Principles of Design to discuss the effectiveness of a design composition
CLO #5	Recognize Design as a deliberate and informed process
CLO #6	Synthesize the Elements and Principles to design a small, cohesive collection of jewellery objects

Instructional
Strategies:

Presentations, hands-on assignments, group projects, group discussions, independent research

Evaluation and Grading

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

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	70	3-5 assignments worth 10-15% each
Project	30	Final project

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

37.5

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
The Elements of Design: Line, Shape, Texture, Value, Colour, Form, Plane, Space, LIght, Time
The Principles of Western Design: Balance, Rhythm, Emphasis, Scale/Proportion, Unity
The Principles of Westcoast Indigenous Design: Formline Design

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

Rationale and Consultations

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

Course Change Request

New Course Proposal

Date Submitted: 06/01/20 3:54 pm

Viewing: **JADE 1126 : Practical Gemmology 1**

Last edit: 06/05/20 10:08 am

Changes proposed by: kjones

Programs
referencing this
course

151: Jewellery Art & Design Diploma

152: Jewellery Art & Design Certificate

Course Name:

Practical Gemmology 1

Effective Date:	September 2021
School/Centre:	Trades, Technology & Design
Department:	Jewellery Art & Design (4202)
Contact(s)	

Name	E-mail	Phone/Ext.
Karin Jones	kjones@vcc.ca	8571

Banner Course Name:	Practical Gemmology 1
Subject Code:	JADE - Jewellery Art & Design
Course Number	1126
Year of Study	1st Year Post-secondary

In Workflow

1. **4202 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 06/01/20 4:00 pm Karin Jones (kjones): Approved for 4202 Leader
2. 06/02/20 8:59 am Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 08/19/20 1:17 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Credits: 2

Course Description:

This course introduces students to gemstones commonly used in studio and production jewellery, including quartz, feldspar, tourmaline, garnet, chalcedony, jade, turquoise and lapis lazuli. Emphasis will be on practical knowledge and how it is applied in the jewellery workshop. Students will learn basic properties of these gem materials, what makes them appropriate for some jewellery forms but not others, how to handle them safely in the jewellery workshop, and how to perform basic assessments using simple tools and techniques. They will also learn how to source reputable wholesalers, and how to discuss gem materials with customers using proper terminology.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
                    No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Evaluate suitability of various gem materials for use in jewellery objects
CLO #2	Categorize gemstones commonly used in studio and production jewellery according to their species and crystal structures
CLO #3	Apply knowledge of gemstone properties when working in the jewellery workshop
CLO #4	Utilize proper terminology when discussing coloured gemstones with clients
CLO #5	Discuss origins and processing methods of gemstones commonly used in studio and production jewellery
CLO #6	Source genuine gem materials from reputable wholesalers
CLO #7	Perform basic assessments of gem materials using tools commonly found in a jewellery workshop

Instructional
Strategies:

100

Lecture, group work, presentations, guest speakers, simulation

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	20	2 quizzes worth 10% each
Assignments	10	Research assignment
Midterm Exam	35	Midterm exam
Final Exam	35	Final exam

Hours by Learning Environment Type

Lecture, Seminar, Online

22.5

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

12.5

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Origins of gems and gem materials
Working properties of gemstones: hardness, cleavage planes, optical properties, colour, clarity, cut
Weights and measures
Gemstones commonly used in studio and production jewellery: quartz, feldspar, garnet, tourmaline, chalcedony, turquoise, lapis, jade and others.
Gemstone treatments

Course Topics:
Synthetics
Nomenclature

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Jewellery Art & Design renewed

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Make Available on Website:

Key: 8854

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 06/01/20 3:54 pm

Viewing: **JADE 1127 : Year One Capstone Project**

Last edit: 06/05/20 10:12 am

Changes proposed by: kjones

Programs
referencing this
course

151: Jewellery Art & Design Diploma

152: Jewellery Art & Design Certificate

Course Name:

Year One Capstone Project

Effective Date: September 2021

School/Centre: Trades, Technology & Design

Department: Jewellery Art & Design (4202)

Contact(s)

Name	E-mail	Phone/Ext.
Karin Jones	kjones@vcc.ca	8571

Banner Course
Name: Year One Capstone Project

Subject Code: JADE - Jewellery Art & Design

Course Number   1127

Year of Study   1st Year Post-secondary

In Workflow

1. **4202 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 06/01/20 4:00 pm
   Karin Jones (kjones):
   Approved for 4202
   Leader
2. 06/02/20 8:59 am
   Brett Griffiths
   (bgriffiths):
   Approved for CTT
   Dean
3. 08/19/20 1:17 pm
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee Chair

Credits: 3

Course Description:

  The Year One Capstone Project allows students to synthesize theory, techniques and knowledge acquired
  throughout the First Year to design a small, cohesive collection of jewellery for display in the Year-End
  Exhibition. The focus will be on independent work as students spend five full weeks in the workshop
  preparing the collection of jewellery they have designed in JADE 1125 Design 1. In consultation with faculty,
  each student will select materials, techniques and methods appropriate to their collection. Students will
  also design a display to complement their jewellery.

  Course Pre-Requisites (if applicable):

  JADE 1120 Metal Techniques 1
  JADE 1121 Drawing 1
  JADE 1122 History and Culture of Jewellery 1
  JADE 1123 Metal Techniques 2
  JADE 1124 Gemstone Settings 1
  JADE 1125 Design 1
  JADE 1126 Practical Gemmology 1

  Course Co-requisites (if applicable):

  PLAR (Prior Learning Assessment & Recognition)
                    No

  Course Learning
  Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Synthesize knowledge and techniques to create a small, cohesive collection of jewellery based on a common theme
CLO #2	Select techniques and materials appropriate to their designs
CLO #3	Create a plan for completing a set of jewellery within a given time frame
CLO #4	Work independently to produce jewellery to industry standards
CLO #5	Apply critical thinking and problem-solving when creating independent work
CLO #6	Realize simple jewellery forms from concept to reality

Instructional
Strategies:

Students will work independently and in consultation with faculty in the jewellery workshop.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	100	Students will create a collection of jewellery to be evaluated at the end of the course

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

75

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Time management
Planning
Evaluation of different techniques for effective use in original designs

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

Course Change Request

New Course Proposal

Date Submitted: 06/01/20 3:55 pm

Viewing: **JADE 2220 : Metal Techniques 3**

Last edit: 06/05/20 10:17 am

Changes proposed by: kjones

Programs
referencing this
course

151: Jewellery Art & Design Diploma

Course Name:

   Metal Techniques 3: Advanced Fabrication

Effective Date: September 2021

School/Centre: Trades, Technology & Design

Department: Jewellery Art & Design (4202)

Contact(s)

Name	E-mail	Phone/Ext.
Karin Jones	kjones@vcc.ca	8571

Banner Course   Metal Techniques 3
Name:

Subject Code: JADE - Jewellery Art & Design

Course Number   2220

Year of Study   2nd Year Post-secondary

In Workflow

1. 4202 Leader

2. CTT Dean

**3. Curriculum
   Committee Chair**

4. EDCO Chair

5. Records

6. Banner

Approval Path

1. 06/01/20 4:00 pm
   Karin Jones (kjones):
   Approved for 4202
   Leader

2. 06/02/20 8:59 am
   Brett Griffiths
   (bgriffiths):
   Approved for CTT
   Dean

3. 08/19/20 1:17 pm
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee Chair

Credits: 6

Course Description:

In this course, students learn to put their fabrication skills to use on more complex projects. Incorporating hollowform construction, advanced soldering, and hinges and mechanisms, they gain a deeper understanding of traditional goldsmithing skills. Efficiency and time management, as they relate to saleability of handmade items and jewellery services, are also addressed.

Course Pre-Requisites (if applicable):

JADE 1123 Metal Techniques 2
JADE 1127 Year One Capstone Project

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

         No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Create advanced hollowform jewellery utilizing advanced fabrication techniques to industry standards
CLO #2	Create hinges for use in complex jewellery forms
CLO #3	Prepare tools for advanced fabrication operations
CLO #4	Fabricate advanced clasps for use in fine jewellery
CLO #5	Demonstrate speed and efficiency when working at the bench
CLO #6	Assess their own work for technical quality
CLO #7	Demonstrate knowledge of metals commonly used in fine jewellery

Instructional
Strategies:

Demonstrations, technical assignments and creative projects

Evaluation and Grading

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

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	55	4-5 Technical assignments worth 10-15% each
Project	35	Creation of a complex jewellery object
Quizzes/Tests	10	Quiz on metals used in fine jewellery

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

150

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Hollowform construction
Hinges
Box clasp
Efficiency
Planning and Time Management
Karat Golds and Platinum

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

Course Change Request

New Course Proposal

Date Submitted: 06/01/20 3:55 pm

Viewing: **JADE 2221 : Gemstone Settings 2**

Last edit: 06/05/20 10:16 am

Changes proposed by: kjones

Programs
referencing this
course

151: Jewellery Art & Design Diploma

Course Name:

Gemstone Settings 2

Effective Date: September 2021

School/Centre: Trades, Technology & Design

Department: Jewellery Art & Design (4202)

Contact(s)

Name	E-mail	Phone/Ext.
Karin Jones	kjones@vcc.ca	8571

Banner Course
Name: Gemstone Settings 2

Subject Code: JADE - Jewellery Art & Design

Course Number   2221

Year of Study   2nd Year Post-secondary

In Workflow

1. 4202 Leader
2. CTT Dean
**3. Curriculum
   Committee Chair**
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 06/01/20 4:00 pm
   Karin Jones (kjones):
   Approved for 4202
   Leader
2. 06/02/20 8:59 am
   Brett Griffiths
   (bgriffiths):
   Approved for CTT
   Dean
3. 08/19/20 1:17 pm
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee Chair

Credits: 3

Course Description:

The second Gemstone Setting course introduces students to claw settings used in fine jewellery. Students will learn to fabricate and set basket and crown settings, and construct a solitaire ring. Sizing a ring with a stone in will also be covered.

Course Pre-Requisites (if applicable):

JADE 1124 Gemstone Settings 1

JADE 1127 Year One Capstone Project

Course Co-requisites (if applicable):

JADE 2223 Practical Gemmology 2

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Fabricate and set a basket setting to industry standards
CLO #2	Construct a solitaire ring to industry standards
CLO #3	Size a ring with a stone set in it, using the dovetail method
CLO #4	Evaluate types of settings for use in different jewellery forms
CLO #5	Recognize benefits and challenges of setting different types of gem materials
CLO #6	Synthesize various stone-setting methods to create multi-stone jewellery pieces

Instructional Strategies:

Demonstrations, technical projects, creative projects

Evaluation and Grading

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

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	1 creative project worth 30%
Assignments	70	2-3 technical projects worth 20-35% each

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen, Studio, Simulation

75

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Basket Settings
Crown settings
Solitaire ring
Finishing of claw-set jewellery
Tapered bezel

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

Rationale and Consultations

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

Yes

Course Change Request

New Course Proposal

Date Submitted: 06/01/20 3:55 pm

Viewing: **JADE 2222 : Drawing 2**

Last edit: 06/05/20 10:19 am

Changes proposed by: kjones

Programs
referencing this
course

151: Jewellery Art & Design Diploma

Course Name:
  Drawing 2

Effective Date: September 2021

School/Centre: Trades, Technology & Design

Department: Jewellery Art & Design (4202)

Contact(s)

In Workflow

1. 4202 Leader
2. CTT Dean
3. Curriculum
   Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 06/01/20 4:00 pm
   Karin Jones (kjones):
   Approved for 4202
   Leader
2. 06/02/20 8:59 am
   Brett Griffiths
   (bgriffiths):
   Approved for CTT
   Dean
3. 08/19/20 1:17 pm
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee Chair

Name	E-mail	Phone/Ext.
Karin Jones	kjones@vcc.ca	8571

Banner Course   Drawing 2
Name:

Subject Code: JADE - Jewellery Art & Design

Course Number   2222

Year of Study   2nd Year Post-secondary

Credits: 1.5

Course Description:

This course is a continuation of Drawing 1. It covers advanced techniques and provides more practice opportunities to help students towards drawing at a professional level. An introduction to rapid visualization will be included using a variety of mediums to render common materials in jewellery design.

Course Pre-Requisites (if applicable):

JADE 1121 Drawing 1
JADE 1127 Year One Capstone Project

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Draw and render jewellery objects using complex geometry
CLO #2	Illustrate a design with explanatory drawings (basic exploded-views, part list etc.)
CLO #3	Produce a technical drawings including dimensions for the maker
CLO #4	Draw complex forms and shapes using a variety of media
CLO #5	Apply shading to describe complex 3D forms
CLO #6	Use a variety of media to create realistic renderings of common jewellery material, textures and finishes

Instructional
Strategies:

Demonstrations, hands-on projects and assignments

Evaluation and Grading

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

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	75	6-8 assignments worth 10-15% each
Project	25	One final project worth 25%

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

37.5

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Drawing objects with complex geometry
Renderings to describe the shape, form, texture and material: matte, polishes, hammered, and other textures; silver, gold; gemstones
Hand-eye coordination (muscle/motor skills)
Spatial sense
Perspective
The effects of light on 3D objects

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

Rationale and Consultations

Course Change Request

New Course Proposal

Date Submitted: 06/01/20 3:56 pm

Viewing: **JADE 2223 : Practical Gemmology 2**

Last edit: 06/05/20 10:20 am

Changes proposed by: kjones

Programs
referencing this
course

151: Jewellery Art & Design Diploma

<table>
<tr><td>Course Name:</td><td></td></tr>
<tr><td>Practical Gemmology 2</td><td></td></tr>
<tr><td>Effective Date:</td><td>September 2021</td></tr>
<tr><td>School/Centre:</td><td>Trades, Technology & Design</td></tr>
<tr><td>Department:</td><td>Jewellery Art & Design (4202)</td></tr>
<tr><td>Contact(s)</td><td></td></tr>
</table>

Name	E-mail	Phone/Ext.
Karin Jones	kjones@vcc.ca	8571

Banner Course Name:	Practical Gemmology 2
Subject Code:	JADE - Jewellery Art & Design
Course Number	2223
Year of Study	2nd Year Post-secondary

In Workflow

1. **4202 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 06/01/20 4:00 pm Karin Jones (kjones): Approved for 4202 Leader
2. 06/02/20 8:59 am Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 08/19/20 1:17 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Credits: 2

Course Description:

The second Practical Gemmology course introduces students to the gemstones most commonly associated with fine jewellery, including ruby, sapphire, emerald, aquamarine, and diamond. Other coloured stones and organic gem materials (such as pearl) will also be covered. Students will learn the properties of these gemstones, and how to work safely with them, perform basic assessments, and discuss them with clients in a professional manner.

Course Pre-Requisites (if applicable):

JADE 1126 Practical Gemmology 1
JADE 1127 Year One Capstone Project

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify properties, characteristics and origins of gemstones commonly used in fine jewellery
CLO #2	Utilize correct terminology when discussing gemstones with fine jewellery clients
CLO #3	Distinguish between natural coloured gemstones and their common synthetic counterparts, using tools commonly found in the jewellery workshop
CLO #4	Describe and recognize common treatments used to enhance gemstones
CLO #5	Recognize factors effecting the value of diamonds on the market
CLO #6	Demonstrate basic knowledge of diamonds, synthetic diamond production and common simulants
CLO #7	Perform basic assessments of gemstones using tools commonly found in the jewellery workshop
CLO #8	Enlist the services of appraisers, gem labs and gemmology professionals when needed
CLO #9	Work with gemstones safely in the jewellery workshop

Instructional

Strategies:

Lectures, labs, hands-on excercises, assignments

Evaluation and Grading

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

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	20	2 quizzes worth 10% each
Midterm Exam	35	
Assignments	10	Research assignment
Final Exam	35	

Hours by Learning Environment Type

Lecture, Seminar, Online

22.5

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

12.5

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Corundum (ruby and sapphire)
Beryl (aquamarine, emerald and morganite)
Pearls
Diamond
Diamond market

Course Topics:
Properties of gemstones
Factors affecting value of gemstones
Synthetics and simulants
Common treatments of gemstones
Safe handling of gemstones in the jewellery workshop

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Jewellery Art & Design renewed

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Marketing Information

Course Change Request

New Course Proposal

Date Submitted: 06/04/20 1:37 pm

Viewing: **JADE 2224 : Digital Jewellery Design 1**

Last edit: 06/05/20 10:21 am

Changes proposed by: kjones

Programs
referencing this
course

[151: Jewellery Art & Design Diploma](#)

Course Name:

Digital Jewellery Design 1

Effective Date: September 2021

School/Centre: Trades, Technology & Design

Department: Jewellery Art & Design (4202)

Contact(s)

In Workflow

1. **4202 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 06/04/20 1:57 pm
   Karin Jones (kjones):
   Approved for 4202
   Leader
2. 06/04/20 2:42 pm
   Brett Griffiths
   (bgriffiths):
   Approved for CTT
   Dean
3. 08/19/20 1:17 pm
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee Chair

Name	E-mail	Phone/Ext.
Karin Jones	kjones@vcc.ca	8571

Banner Course   Digital Jewellery Design 1
Name:

Subject Code: JADE - Jewellery Art & Design

Course Number   2224

Year of Study   2nd Year Post-secondary

Credits: 1.5

Course Description:

The first Digital Jewellery Design introduces students to the latest digital design softwares and their uses in the jewellery industry. Through demonstrations and assignments, students will learn to use basic tools to visualize and build designs, and prepare files for digital printing.

Course Pre-Requisites (if applicable):

JADE 1127 Year One Capstone Project

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Utilize basic functions of 3D design software to design simple jewellery forms
CLO #2	Create 2D and 3D primitive objects and edit their parameters
CLO #3	Create boolean operations between 3D objects
CLO #4	Import objects into software for incorporation into jewellery designs
CLO #5	Design simple gemstone settings using various digital design tools
CLO #6	Create realistic renderings of jewellery designs for customers
CLO #7	Prepare and save files for 3D printing

Instructional
Strategies:

Demonstrations, hands-on activities and assignments

Evaluation and Grading

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

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	70	4-5 technical assignments worth 10-20% each
Project	30	Final creative project

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen, Studio, Simulation

37.5

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Basic configuration and navigation
Assembling project files
Basic Modeling techniques
Modeling from 2D objectives

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

Course Change Request

New Course Proposal

Date Submitted: 06/01/20 3:57 pm

Viewing: **JADE 2225 : Metal Techniques 4**

Last edit: 06/05/20 10:22 am

Changes proposed by: kjones

Programs
referencing this
course

[151: Jewellery Art & Design Diploma](#)

Course Name:

    Metal Techniques 4: Specialized Jewellery Processes

Effective Date: September 2021

School/Centre: Trades, Technology & Design

Department: Jewellery Art & Design (4202)

Contact(s)

Name	E-mail	Phone/Ext.
Karin Jones	kjones@vcc.ca	8571

Banner Course   Metal Techniques 4
Name:

Subject Code: JADE - Jewellery Art & Design

Course Number   2225

Year of Study   2nd Year Post-secondary

In Workflow

1. **4202 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 06/01/20 4:00 pm Karin Jones (kjones): Approved for 4202 Leader
2. 06/02/20 8:59 am Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 08/19/20 1:17 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Credits: 6

Course Description:

In this technical course, students are encouraged to pursue their own individual interests by researching specialized techniques and presenting them to the class. Options for these research projects could include chasing and repoussé, anticlastic raising, granulation, engraving, pavé diamond setting, hollowware, advanced forging, fold-forming, lapidary, and inlay techniques. Basic enameling techniques and basic jewellery repair will also be covered.

Course Pre-Requisites (if applicable):

JADE 2220 Metal Techniques 3

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify various specialized areas of the jewellery trade
CLO #2	Discover resources for lifelong learning beyond the two-year program
CLO #3	Acquire specialized skills needed to further their careers and designs
CLO #4	Utilize basic enamelling techniques to add colour to their jewellery
CLO #5	Utilized various techniques toward building an individual style
CLO #6	Perform basic jewellery repairs common in the jewellery industry

Instructional
Strategies:

Demonstrations, independent research, presentations, hands-on exercises

Evaluation and Grading

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

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	65	3-4 technical and creative assignments worth 10-20% each
Project	35	Research project

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

150

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Independent research
Specialized jewellery trades: chasing and repoussé, anticlastic raising, granulation, engraving, pavé diamond setting, hollowware, advanced forging, fold-forming, lapidary, and inlay techniques
Enamel
Jewellery repair

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

Rationale and Consultations

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

Course Change Request

New Course Proposal

Date Submitted: 06/01/20 3:57 pm

Viewing: **JADE 2226 : Gemstone Settings 3**

Last edit: 06/05/20 10:23 am

Changes proposed by: kjones

Programs
referencing this
course

151: Jewellery Art & Design Diploma

Course Name:

Gemstone Settings 3

Effective Date: September 2021

School/Centre: Trades, Technology & Design

Department: Jewellery Art & Design (4202)

Contact(s)

Name	E-mail	Phone/Ext.
Karin Jones	kjones@vcc.ca	8571

Banner Course
Name: Gemstone Settings 3

Subject Code: JADE - Jewellery Art & Design

Course Number 2226

Year of Study 2nd Year Post-secondary

In Workflow

1. **4202 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 06/01/20 4:00 pm Karin Jones (kjones): Approved for 4202 Leader
2. 06/02/20 8:59 am Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 08/19/20 1:17 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Credits: 3

Course Description:

In this final Gemstone Setting course, students begin to synthesize knowledge of traditional stone-setting techniques to create innovative settings for a variety of gemstone cuts and shapes.

Course Pre-Requisites (if applicable):

JADE 2221 Gemstone Settings 2

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Create a variety of settings for unusually shaped stones
CLO #2	Integrate settings into jewellery forms with attention to design and functionality
CLO #3	Set unusually shaped stones securely into hand-fabricated settings
CLO #4	Apply critical thinking and problem solving when choosing appropriate setting methods
CLO #5	Recognize challenges of working with certain types of cuts and gem materials

Instructional
Strategies:

Demonstrations, hands-on assignments, creative projects

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity

Type	Percentage	Brief description of assessment activity
Assignments	30	2-3 designing and planning assignments worth 10-15% each
Project	70	2-3 creative projects worth 20-35% each

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

75

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Types of gemstone cuts: emerald, trilliant, princess, fantasy, free-form
Bezels: full bezels, half bezels, combination claw/bezel
Channel settings
Tension settings
Claws: corner, custom

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

Rationale and Consultations

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

Yes

Course Change Request

New Course Proposal

Date Submitted: 06/01/20 3:57 pm

Viewing: **JADE 2227 : Design 2**

Last edit: 06/05/20 10:24 am

Changes proposed by: kjones

Programs
referencing this
course

[151: Jewellery Art & Design Diploma](#)

Course Name:	
	Design 2
Effective Date:	September 2021
School/Centre:	Trades, Technology & Design
Department:	Jewellery Art & Design (4202)
Contact(s)	

Name	E-mail	Phone/Ext.
Karin Jones	kjones@vcc.ca	8571

Banner Course Name:	Design 2
Subject Code:	JADE - Jewellery Art & Design
Course Number	2227
Year of Study	2nd Year Post-secondary

In Workflow

1. **4202 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 06/01/20 4:00 pm
   Karin Jones (kjones):
   Approved for 4202
   Leader
2. 06/02/20 8:59 am
   Brett Griffiths
   (bgriffiths):
   Approved for CTT
   Dean
3. 08/19/20 1:17 pm
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee Chair

Credits: 1.5

Course Description:

In this second design course, students learn to work with a single concept and explore the options for expressing this concept through jewellery. Students are encouraged to try different approaches to idea generation and design variation to generate and refine designs for the Diploma Project. Critiques and group discussions help to strengthen their designs and expressions of concept. Students create formal design proposals, outlining detailed plans for the Diploma Project, which are presented to instructors for feedback and approval.

Course Pre-Requisites (if applicable):

JADE 1125 Design 1

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

                          No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Generate, modify, and evaluate design ideas using various idea generation strategies
CLO #2	Express complex concepts and ideas through jewellery and other visual media
CLO #3	Explore options for varying designs based on a single theme
CLO #4	Create effective jewellery designs based on a given set of criteria or constraints
CLO #5	Develop and plan complex designs for jewellery using a number of techniques
CLO #6	Write an effective proposal and artist statement

Instructional
Strategies:

Hands-on activities, independent research, group discussions, critiques

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	65	5-6 assignments worth 10-15% each
Project	35	Final proposal

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

37.5

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Idea generation strategies
Brainstorming
Design refinement
Design development
Design briefs and proposals
Artist statement
Professional presentation

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

Rationale and Consultations

Course Change Request

New Course Proposal

Date Submitted: 06/04/20 2:08 pm

Viewing: **JADE 2228 : Digital Jewellery Design 2**

Last edit: 06/05/20 10:25 am

Changes proposed by: kjones

Programs
referencing this
course

151: Jewellery Art & Design Diploma

Course Name:

   Digital Jewellery Design 2

Effective Date: September 2021

School/Centre: Trades, Technology & Design

Department: Jewellery Art & Design (4202)

Contact(s)

Name	E-mail	Phone/Ext.
Karin Jones	kjones@vcc.ca	8571

Banner Course   Digital Jewellery Design 2
Name:

Subject Code: JADE - Jewellery Art & Design

Course Number   2228

Year of Study   2nd Year Post-secondary

In Workflow

1. **4202 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 06/04/20 2:09 pm Karin Jones (kjones): Approved for 4202 Leader
2. 06/04/20 2:42 pm Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 08/19/20 1:17 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Credits: 1.5

Course Description:

In this second digital design course, students begin to use the tools they acquired in the first course to create more complex, original designs using the latest technologies. Through technical assignments and one creative project, students will learn to create unique jewellery forms for 3D printing and casting.

Course Pre-Requisites (if applicable):

JADE 2224 Digital Jewellery Design 1

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Utilize the latest digital design software to create original jewellery designs
CLO #2	Render different finishes and backgrounds with which to present their designs
CLO #3	Identify and consider the limitations of 3D printing and casting when designing objects for jewellery manufacture
CLO #4	Design multi-component pieces for printing, casting, and reassembly in the jewellery workshop
CLO #5	Modify imported objects and incorporate into complex designs
CLO #6	Design complex gemstone settings for use in original jewellery designs

Instructional
Strategies:

Demonstrations, technical assignments, creative projects

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	50	4-5 technical assignments worth 5-10% each
Project	50	3 creative projects worth 15-20% each

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen, Studio, Simulation

37.5

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Camera types
Shaders
Light types
Material editor
Camera Viewport controls

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

Rationale and Consultations

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

Yes

Course Change Request

New Course Proposal

Date Submitted: 06/01/20 3:58 pm

Viewing: **JADE 2229 : Business Practices**

Last edit: 06/05/20 10:28 am

Changes proposed by: kjones

Programs referencing this course
[151: Jewellery Art & Design Diploma](#)

<table>
<tr><td>Course Name:</td><td></td></tr>
<tr><td colspan="2">Business Practices for Jewellers</td></tr>
<tr><td>Effective Date:</td><td>September 2021</td></tr>
<tr><td>School/Centre:</td><td>Trades, Technology & Design</td></tr>
<tr><td>Department:</td><td>Jewellery Art & Design (4202)</td></tr>
<tr><td>Contact(s)</td><td></td></tr>
</table>

Name	E-mail	Phone/Ext.
Karin Jones	kjones@vcc.ca	8571

Banner Course
Name: Business Practices

Subject Code: JADE - Jewellery Art & Design

Course Number   2229

Year of Study   2nd Year Post-secondary

In Workflow

1. **4202 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 06/01/20 4:00 pm Karin Jones (kjones): Approved for 4202 Leader
2. 06/02/20 8:59 am Brett Griffiths (bgriffiths): Approved for CTT Dean
3. 08/19/20 1:17 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Credits: 2.5

Course Description:

This entrepreneurship course is designed to help graduates in establishing their own studio-based jewellery business. Registering a business, accounting and taxes, pricing (for wholesale, retail and custom jewellery markets), sourcing wholesale materials and services, and marketing are all topics included in this course. Students not intending to start their own businesses will benefit by gaining knowledge of the jewellery business and the diverse specialized areas where they may be employed. Visits to local businesses and presentations by guest speakers deepen students' understanding and help them to forge connections within the jewellery industry.

Course Pre-Requisites (if applicable):

JADE 1127 Year One Capstone Project

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
                No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Evaluate various business structures for suitability to their business idea
CLO #2	Follow proper sales tax regulations when selling jewellery
CLO #3	Evaluate different marketing opportunities and methods when making business decisions
CLO #4	Demonstrate and apply knowledge of wholesale, consignment and retail sales practices
CLO #5	Price their work effectively for profit and saleability
CLO #6	Source wholesale products and services
CLO #7	Set up basic accounting systems and apply them when submitting income tax
CLO #8	Apply knowledge of different types of jewellery businesses when making decisions about their jewellery line

Instructional
Strategies:

Lectures, online activities, assignments, group discussions

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	100	8-10 assignments worth 10-20% each

Hours by Learning Environment Type

Lecture, Seminar, Online

37.5

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Business Structures
Types of jewellery businesses
Wholesale/retail
Marketing
Craft Markets
Online sales platforms
Websites and other marketing materials
Social Media
Sales tax

Course Topics:
Income tax
Accounting and bookkeeping
Client consultations
Pricing

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal
Jewellery Art & Design renewed

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Course Change Request

New Course Proposal

Date Submitted: 06/01/20 3:58 pm

Viewing: **JADE 2230 : Diploma Project**

Last edit: 06/05/20 10:46 am

Changes proposed by: kjones

Programs
referencing this
course

  151: Jewellery Art & Design Diploma

Approval Path

1. 06/01/20 4:00 pm
   Karin Jones (kjones):
   Approved for 4202
   Leader
2. 06/02/20 8:59 am
   Brett Griffiths
   (bgriffiths):
   Approved for CTT
   Dean
3. 08/19/20 1:17 pm
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee Chair

Course Name:

  Diploma Project

Effective Date: September 2021

School/Centre: Trades, Technology & Design

Department: Jewellery Art & Design (4202)

Contact(s)

Name	E-mail	Phone/Ext.
Karin Jones	kjones@vcc.ca	8571

Banner Course   Diploma Project
Name:

Subject Code: JADE - Jewellery Art & Design

Course Number   2230

Year of Study   2nd Year Post-secondary

Credits: 3

Course Description:

At the end of the second year, each student is given 5 weeks of full-time in the workshop to create a small collection of jewellery objects based on a single theme or concept. Having worked through the designs in the Design 2 course, they follow the plans they have created for themselves, using a selection of the techniques they have learned throughout the 2 years. Emphasis is placed on each student finding their own unique style of jewellery. Students will each create their own display in which the jewellery will be presented at the Year-End Exhibition.

Course Pre-Requisites (if applicable):

JADE 2227 Design 2

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

         No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Work independently to create a collection of jewellery using complex processes and concepts
CLO #2	Communicate complex ideas through jewellery
CLO #3	Demonstrate a high level of skill when executing jewellery designs in metal and other materials
CLO #4	Use time effectively and efficiently when using complex technical processes
CLO #5	Make decisions about techniques, materials and techniques appropriate to a given design
CLO #6	Follow a detailed technical plan they have created for themselves
CLO #7	Produce a professional portfolio for presentation to galleries and potential employers

Instructional
Strategies:

Independent work, consultation with faculty, hands-on projects

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	100	The components of the final project will be evaluated when done, and will be worth 90%. The portfolio will be worth 10%

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

75

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Independent work
Specialized techniques
Problem solving
Time management
Conceptual design
Portfolio
Display
Jewellery as art form and self-expression

VANCOUVER COMMUNITY COLLEGE
PROVISIONAL APPROVAL OF NEW PROGRAMS AD HOC COMMITTEE
RESOLUTION – CERTIFIED COPY

July 20, 2020

I, Todd Rowlatt, Chair of the Provisional Approval of New Programs Ad Hoc Committee of Vancouver Community College ("VCC"), certify that the following resolutions were duly passed by the Provisional Approval of New Programs Ad Hoc Committee at the meeting of 20 July 2020.

RESOLVED THAT Provisional Approval of New Programs Ad Hoc Committee approved:

- Revisions to the following five (5) courses in the Electronics Repair Technology Diploma program, including changes to course descriptions, learning outcomes, and topics:
    - ELRT 1001 Alternating Current (AC) Basics
    - ELRT 1002 Direct Current (DC) Circuit Analysis
    - ELRT 1003 Power Supply Fundamentals
    - ELRT 1004 Technical Skills 1
    - ELRT 1005 Introduction to Lean Six Sigma

Dated: July 20, 2020

APPROVED BY

Todd Rowlatt, Chair
VCC Provisional Approval of New Programs Ad Hoc Committee

INFORMATION NOTE

PREPARED FOR: Education Council

DATE: September 8, 2020

ISSUE: Deactivation of Administrative Assistant Certificate Program and Courses

BACKGROUND:
Following the program renewal in 2019, the Applied Business Department significantly revised the eight-month Administrative Assistant Certificate program and split it into two new four-month certificate programs: Administrative Professional 1 and Administrative Professional 2. The program content guides and 17 new course outlines were approved by Education Council on October 8, 2019.

The two new credentials were combined into one eight-month program for international students– Administrative Professional Certificate (International) – which was approved by Education Council on December 10, 2019.

The last intake into the previous program was in January 2020. Since the program has been replaced by the new credentials, the program content guide for the original Administrative Assistant Certificate and related courses (see below) were deactivated in CourseLeaf in June 2020, and thus removed from the website.

OADM 1101	OADM 1125	OADM 1200	OADM 1233
OADM 1120	OADM 1130	OADM 1223	OADM 1238
OADM 1121	OADM 1132	OADM 1226	OADM 1240
OADM 1122	OADM 1142	OADM 1228	OADM 1252

DISCUSSION:
Department Head Julia Slade and the Registrar's Office were consulted and had no concerns.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: August 10, 2020

A deleted record cannot be edited

Program Inactivation Proposal

Viewing: Administrative Assistant Certificate

Last approved: 06/18/20 9:45 am

Last edit: 06/18/20 9:45 am

Final Catalog   %eff_cat.name.eschtml%

Rationale for
Inactivation

Program inactive. Replaced by Admin Professional 1 and 2.

Program Name:	Administrative Assistant Certificate
Credential Level:	Certificate
Effective Date:	
School/Centre:	Hospitality, Food Studies & Applied Business
Department	Administrative Assistant (4612)

Contact(s)

Name	E-mail	Phone/Ext.
-	-	-

Program Content Guide

Purpose

Technology is changing the role of the administrative assistant in today's office. Graduates of this program may choose a career requiring not only traditional administrative assistant skills, but also the knowledge and ability to use office technology efficiently and effectively. The scope of job opportunities for administrative assistants is extensive—most organizations require some form of administrative assistant support. Employment may be found in industry, manufacturing, finance, insurance, real estate, transportation, government agencies, and service organizations.

This program is a prerequisite for the Legal Administrative Assistant and Executive Assistant Programs.

Admission Requirements

The following admission requirements will be used to determine eligibility for entrance into the Administrative Assistant Program.

Grade 12 graduation or equivalent

Grade 12 English or English Language Proficiency or equivalent

A tested keyboarding speed of a minimum of 25 gross words per minute on a 5-minute test with a maximum of 5 errors using the touch-typing method (using the appropriate fingers for each key on the keyboard and not looking at your fingers as you type)

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

The program is 8 months in length.

Program Learning Outcomes

Students learn advanced skills in Microsoft Office, effective business communication, financial record keeping, data management, and integral office procedures. They demonstrate efficient time management techniques by determining work priorities when creating, revising, transcribing, formatting, and processing a wide range of business documents. Students use word processing, spreadsheet, database, and accounting software to perform a variety of assignments to the professional standards expected in an office.

Instructional Strategies, Design, and Delivery Mode

The Administrative Assistant Program is offered on a full-time basis with 25 hours of classes a week over an 8-month period. This program consists of two terms of integrated training with a continuous assessment of student progress.

In the first term, the majority of class time is devoted to practical computer skills training and building business communication skills. The second term expands on the hands-on practical skills training with a greater emphasis on advanced computer applications and basic accounting skills.

Students are required to work both in groups and individually. Where the subject area requires it, theory is presented by means of lectures, videos, demonstrations, and guest lectures.

Program time is set aside in the last month of the program for work experience; the student will be placed in a challenging work environment which requires application of the skills learned in the program.

An Administrative Assistant Program Advisory Committee, consisting of employers and program graduates from the business community, meets regularly to monitor training needs and requirements of the industry.

Evaluation of Student Learning

An evaluation of the learning progress of each student is prepared by the instructor/s. Evaluation is a combination of an assessment of practical assignments, theory and/or practical examinations. Students must achieve a GPA of at least 2.0 at the end of Term 1 in order to proceed to Term 2, and must achieve a GPA of at least 2.0 at the end of Term 2 in order to receive a certificate.

Recommended Characteristics of Students

Personal hygiene, grooming and appearance acceptable to a business office
Good finger and hand dexterity for operating office equipment and machines
Good command of oral and written English
Ability to understand and follow oral and written instructions

Courses

Plan of Study Grid

Term One		Credits
OADM 1122	Course OADM 1122 Not Found	2.5
OADM 1101	Course OADM 1101 Not Found	2.5
OADM 1132	Course OADM 1132 Not Found	2
OADM 1120	Course OADM 1120 Not Found	2
OADM 1142	Course OADM 1142 Not Found	2
OADM 1121	Course OADM 1121 Not Found	2
OADM 1125	Course OADM 1125 Not Found	2
OADM 1130	Course OADM 1130 Not Found	2

	Credits	17

Term Two

OADM 1200	Course OADM 1200 Not Found	2.5
OADM 1252	Course OADM 1252 Not Found	2.5
OADM 1223	Course OADM 1223 Not Found	2
OADM 1240	Course OADM 1240 Not Found	2
OADM 1233	Course OADM 1233 Not Found	2
OADM 1226	Course OADM 1226 Not Found	2
OADM 1228	Course OADM 1228 Not Found	2
OADM 1238	Course OADM 1238 Not Found	*2

	Credits	17
	Total Credits	34

*Two weeks on-the-job training in business and/or industry. Placement is based on successful completion of all courses in Terms 1 and 2. *No certificate will be granted in the event of a failed practicum*. Instructors, in consultation with practicum hosts, will supervise the practicum.

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

Transcript of Achievement

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

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

Rationale and Consultations

Provide a rationale
for this proposal.

Are there any
expected costs to
this proposal.

Consultations

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.
These fields are used by Marketing to help populate some of the information about your program on the website. If you have suggestions or edits to these sections, contact webmaster@vcc.ca.

This program is for: Domestic
                           International

Marketing Description

Learn advanced skills in Microsoft Office, business communication, financial record keeping, and data management for a successful career in office administration.

What you will learn

Advanced skills in Microsoft Office including Word, Excel, Access, PowerPoint, and Outlook
Effective business communication including letters and emails
Creating and formatting business documents
Accounting software and financial record keeping
Databases and data management
Office procedures and professionalism

What to expect

25 hours of class per week
Two terms over an eight-month period
Individual and group work
Lectures, videos, and demonstrations
Continuous practical assignments
Theory and/or practical examinations
Two-week workplace practicum arranged by program instructors

Reviewer
Comments

Key: 4

A deleted record cannot be edited   <u>Archive Course</u>

Course Deactivation Proposal

Viewing: OADM 1101 : Speed & Accuracy 1

Last approved: 06/23/20 4:57 am

Last edit: 06/18/20 9:47 am

History

1. Jun 23, 2020 by Nicole Degagne (ndegagne)

Programs referencing this course

[4: Administrative Assistant Certificate](#)

Course Name:

Effective Date: December 2019

School/Centre: Hospitality, Food Studies & Applied Business

Department: Administrative Assistant (4612)

Contact(s)

Banner Course Name: Speed & Accuracy 1

Subject Code: OADM - Office Administration

Course Number   1101

Year of Study   1st Year Post-secondary

Credits: 2.5

Course Description:

This course develops keyboarding speed and accuracy by means of selected timed writings and drills on a microcomputer. The student who successfully completes this course demonstrates a minimum keyboarding speed of 40 gross words per minute for five minutes with a maximum of 5 errors.

This class is part of the Administrative Assistant Program.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
	Demonstrate a minimum keyboarding speed of 40 gross words per minute (gwpm) with a maximum of 5 errors on a minimum of four five-minute timed writings

Instructional
Strategies:

Course material is presented with accuracy and speed drills, skill development paragraphs, and 5-minute timings. Instruction includes self-analysis of weaknesses and consultation with the instructor about appropriate remedies.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Other	30	Five-Minute Timed Writings
Lab Work	25	Honor Roll Timings
Lab Work	20	Skill Development Paragraphs
Lab Work	25	Accuracy and Speed Study Drills

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

60

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Speed and Accuracy Drills
Skill Development Paragraphs
Honor Rolls
5 minute Timed Writings

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

Rationale and Consultations

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

Consultations

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

A deleted record cannot be edited

Archive Course

Course Deactivation Proposal

Viewing: OADM 1120 : Business Communications 1

Last approved: 06/23/20 4:57 am

Last edit: 06/18/20 9:47 am

Programs referencing this course	4: Administrative Assistant Certificate

Course Name:	
Effective Date:	December 2019
School/Centre:	Hospitality, Food Studies & Applied Business
Department:	Administrative Assistant (4612)
Contact(s)	

Banner Course Name:	Business Communications 1
Subject Code:	OADM - Office Administration
Course Number	1120
Year of Study	1st Year Post-secondary
Credits:	2

Course Description:

This course develops effective business writing skills. The course focuses on writing letters, emails, and short essays that follow conventional business formats and use correct grammar including sentence structure, syntax, idiom, punctuation, spelling, diction and mechanics.

This class is part of the Administrative Assistant Program.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

         No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
	Identify components of English grammar and describe their usage
	Apply the rules of English grammar and punctuation to their writing
	Demonstrate good sentence structure and business writing mechanics
	Plan and write well-structured paragraphs
	Create documents that apply techniques of modern business writing
	Master spelling and pronunciation of commonly misused words
	Describe the three phases of writing (prewriting, writing, and revising) and apply these phases to written class work and assignments

Instructional
Strategies:

Instruction includes daily lectures, PowerPoint presentations, student group presentations, and comprehensive exercises and assignments designed to put into practice the concepts learned.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	40	Editing challenges, student presentations, and revision assignments
Midterm Exam	25	Parts of speech, sentence editing, word usage and spelling
Final Exam	25	Prewriting techniques, punctuation, and writing patterns
Other	10	Criteria derived from General Performance Evaluation Form (based on attendance, participation, and performance)

Hours by Learning Environment Type

Lecture, Seminar, Online

48

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Parts of speech
Nouns: Plurals and Possessives
Pronouns
Verbs
Adjectives and Adverbs, Prepositions and Conjunctions, and Subjects, Predicates, Clauses, and Phrases
Commas, Semicolons and Colons
Fragments, Dangling Modifiers, Comma Splices, and Run ons
Numbers and capitalization

A deleted record cannot be edited   [Archive Course](#)

Course Deactivation Proposal

Viewing: OADM 1121 : Human Relations

Last approved: 06/23/20 4:57 am

Last edit: 06/18/20 9:48 am

History

1. Jun 23, 2020 by Nicole Degagne (ndegagne)

Programs referencing this course

[4: Administrative Assistant Certificate](#)

Course Name:	
Effective Date:	December 2019
School/Centre:	Hospitality, Food Studies & Applied Business
Department:	Administrative Assistant (4612)
Contact(s)	

Banner Course Name:	Human Relations
Subject Code:	OADM - Office Administration
Course Number	1121
Year of Study	1st Year Post-secondary
Credits:	2

Course Description:

This course enhances the student's ability to work alone or with others with or without supervision. Emphasis is placed on the development of professional attitudes, cooperation, and effective interpersonal communication skills. Some emphasis is also placed on developing each individual's supervisory skills.

This class is part of the Administrative Assistant Program.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

         No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
	Describe how to set effective goals
	Identify the problems sometimes created by goals
	Describe several specific techniques for self-motivation
	Develop a five-year plan
	Write a self portrait
	Describe techniques for effective listening skills
	Describe conflict and techniques for managing conflict
	Identify and describe communication roadblocks
	Identify and describe communication bridges
	Prepare answers to commonly asked interview questions
	Prepare and present an individual presentation
	Identify strategies and tactics for developing teamwork
	Prepare and present a presentation as part of a group
	Evaluate the performance of team members

Instructional
Strategies:

   Instruction includes lectures and demonstrations, as well as comprehensive exercises and assignments
   designed to put into practice the skills learned.

Evaluation and Grading

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

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	
Midterm Exam	20	
Final Exam	25	
Other	25	Individual and Group Presentations
Other	10	Criteria derived from General Performance Evaluation Form (based on attendance, participation, and performance)

Hours by Learning Environment Type

Lecture, Seminar, Online

48

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Self-motivation and goal setting
Learning Strategies, Perception, and Life Span Changes
Personal Communication Effectiveness
Communication in the Workplace

Course Topics:
Getting Along with Your Manager, Coworkers, and Customers
Managing Conflict
Motivating Others and Developing Teamwork

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

Rationale and Consultations

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

Consultations

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.
This section is used by Marketing to help populate course information on the website. If you have any questions about this section, contact webmaster@vcc.ca.

Make Available on Website:

Key: 7006

Preview Bridge

A deleted record cannot be edited

Course Deactivation Proposal

Viewing: OADM 1122 : Intro to Computers & Word

History

1. Jun 23, 2020 by Nicole Degagne (ndegagne)

Last approved: 06/23/20 4:57 am

Last edit: 06/18/20 9:48 am

Programs referencing this course	4: Administrative Assistant Certificate

Course Name:	
Effective Date:	December 2019
School/Centre:	Hospitality, Food Studies & Applied Business
Department:	Administrative Assistant (4612)
Contact(s)	

Banner Course Name:	Intro to Computers & Word
Subject Code:	OADM - Office Administration
Course Number	1122
Year of Study	1st Year Post-secondary
Credits:	2.5

Course Description:

In this course students acquire the skills and knowledge to work with the basic features of the Windows Operating system. It also introduces the Internet using Internet Explorer and the use of e-mail with MS Outlook. The second part of this course covers basic word processing skills using MS Word. Topics include opening, saving, printing, character formatting, paragraph formatting, and page formatting. The student

also learns basic troubleshooting skills.

This class is part of the Administrative Assistant Program.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

                        No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
	Logon to the VCC network and perform basic logon troubleshooting
	Create, manage, and browse a multi-level folder structure
	Create, manage, and use files and folders on drive H: and a USB flash drive (jump drive)
	Research and access various websites using Internet Explorer
	Create, open, save, and print MS Word documents
	Identify and apply appropriate character, paragraph, and section formatting in a Word document
	Troubleshoot problems associated with using MS Word
	Produce study notes using MS Word
	Accurately proofread material and insert standard proofreading marks where needed
	Identify, spell, and properly use commonly misused words

Instructional
Strategies:
Instruction includes lectures and demonstrations on as well as comprehensive exercises and assignments
designed to put into practice the skills learned.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	45	Assignments for Windows, Internet, and Microsoft Word, Proofreading, Spelling, and Word Usage
Quizzes/Tests	15	Word Usage and Spelling Quizzes
Final Exam	30	Microsoft Word theory and practical
Other	10	Criteria derived from General Performance Evaluation Form (based on attendance, participation, and performance)

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

           60

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Administrative Assistant Guidelines
Using VCC Computers
Working With Windows, Computer Management
The Internet and Access VCC
Proofreading Skills
Creating Simple Documents in MS Word

Course Topics:
Character Formatting, Paragraph Formatting, and Section Formatting
Spelling and Word Usage

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

Rationale and Consultations

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

Consultations

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Make Available on Website:

Key: 7007

Preview Bridge

A deleted record cannot be edited   Archive Course

Course Deactivation Proposal

Viewing: **OADM 1125 : Spreadsheets (Excel)**

Last approved: 06/23/20 4:57 am

Last edit: 06/18/20 9:49 am

Programs
referencing this
course

4: Administrative Assistant Certificate

Course Name:

Effective Date: December 2019

School/Centre: Hospitality, Food Studies & Applied Business

Department: Administrative Assistant (4612)

Contact(s)

Banner Course   Spreadsheets (Excel)
Name:

Subject Code: OADM - Office Administration

Course Number   1125

Year of Study   1st Year Post-secondary

Credits: 2

Course Description:

This course provides an introduction to and the use of spreadsheets. Spreadsheets are used to develop
accounting concepts and to show graphical changes due to financial management. This course also covers
database creation and file manipulation. Prerequisite: 1122 Introduction to Computers & Word.

This class is part of the Administrative Assistant Program.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

                No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
	Apply the concepts of computer spreadsheets and their uses
	Create and manage worksheets and workbooks
	Identify arithmetic operators and the order of operations
	Build, copy, and manage a variety of simple and complex formulas using appropriate arithmetic operators
	Incorporate a variety of Excel functions in formulas
	Identify and use cell referencing including ranges, relative and absolute references
	Isolate variables and input cells to perform what-if analysis
	Use Goal Seek for backsolving a known answer for a new variable value
	Apply professional formatting to increase worksheet legibility
	Enhance worksheet interpretation with conditional formatting
	Describe the uses of various chart types. Create and enhance a variety of charts based on worksheet data
	Print value worksheets, formula worksheets, and charts in a variety of layouts
	Identify table components, create and format tables, maintain table data, and use formulas in a table
	Perform simple and complex sorts on worksheets and tables
	Create and use custom worksheet and workbook templates
	Use the IF function to logically calculate conditional outcomes

Instructional
Strategies:

Instruction includes daily lectures and demonstrations on unit material as well as comprehensive exercises and assignments designed to put into practice the skills learned. Students can also practice and enhance their skills at home using the Excel resource website.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	Unit Exercises
Quizzes/Tests	20	Four Unit Theory Quizzes
Midterm Exam	25	
Final Exam	25	
Other	10	Criteria derived from General Performance Evaluation Form (based on attendance, participation, and performance)

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

                        48

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:
Working with Formulas and functions
Formatting a worksheet
Working with Charts
Using Tables
Consolidating data
Working with 3-D references
Using What if Analysis

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

Rationale and Consultations

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

Consultations

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Marketing Information

A deleted record cannot be edited   [Archive Course](#)

Course Deactivation Proposal

Viewing: OADM 1130 : Business Communications 2

Last approved: 06/23/20 4:57 am

Last edit: 06/18/20 9:49 am

Programs referencing this course	[4: Administrative Assistant Certificate](#)

Course Name:	
Effective Date:	December 2019
School/Centre:	Hospitality, Food Studies & Applied Business
Department:	Administrative Assistant (4612)
Contact(s)	

Banner Course Name:	Business Communications 2
Subject Code:	OADM - Office Administration
Course Number	1130
Year of Study	1st Year Post-secondary
Credits:	2

Course Description:

This course continues to develop business-writing skills. The course includes preparing a variety of business documents including letters, memos, and reports that follow conventional business formats and follow the conventions of written English. The course includes researching, evaluating, and documenting factual information; integrating secondary sources of information logically and appropriately into business writing;

and preparing and presenting a formal report following the conventions of modern business communication. Prerequisite: 1120 Business Communications 1 .

This class is part of the Administrative Assistant Program.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

           No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
	Describe and apply the prewriting, writing, and revising phases of the writing process
	Identify situations where it is appropriate to use the direct and indirect writing plans
	Identify uses of the subject line, opening, body, and closing of e-mails and memos that inform, request, or respond
	Write e-mails and memos that inform, request, or respond
	Identify uses of the opening, body, and closing of routine letters that inform, request, or respond
	Write routine letters using the direct writing plan, with direct openings and closings that prompt action with an end date and reason
	Identify uses of the opening, body, and closing of persuasive request or claim letters
	Write persuasive request and claim letters using the indirect writing plan
	Identify the uses of the opening, body, and closing of letters that deliver negative news using the indirect or direct writing plans
	Write letters with negative news using a buffer, reasons, bad news, alternative, and goodwill closing
	Describe and prepare a professional résumé
	Describe and write solicited and unsolicited cover letters

Upon successful completion of this course, students will be able to:
Describe and write informal reports, including information, progress, justification/recommendation, and feasibility reports

Instructional
Strategies:
  Instruction includes daily lectures and demonstrations on as well as comprehensive exercises and assignments designed to put into practice the skills learned.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	50	Four or five written assignments that apply concepts discussed in class and show proper execution of the appropriate writing plan
Midterm Exam	25	Theory and short answer
Final Exam	15	Two documents (memos or letters) written as an appropriate response to a narrative
Other	10	Criteria derived from General Performance Evaluation Form (based on attendance, participation, and performance)

Hours by Learning Environment Type

Lecture, Seminar, Online

             48

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Phases of writing review
How to determine whether to use the direct or indirect writing plan
Routine E-mails and Memos that use the direct writing plan
Routine letters that inform, request, or respond, using the direct writing plan
Persuasive letters that request or claim, using the indirect writing plan
Letters that deliver negative news using the direct and indirect writing plan
Résumés, solicited and unsolicited cover letters
Informal reports

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

Rationale and Consultations

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

Consultations

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

A deleted record cannot be edited   [Archive Course](#)

Course Deactivation Proposal

Viewing: OADM 1132 : Intermediate Word & PowerPoint

Last approved: 06/23/20 4:57 am

Last edit: 06/18/20 9:50 am

Programs referencing this course	[4: Administrative Assistant Certificate](#)

Course Name:	
Effective Date:	December 2019
School/Centre:	Hospitality, Food Studies & Applied Business
Department:	Administrative Assistant (4612)
Contact(s)	

Banner Course Name:	Intermediate Word & PowerPoint
Subject Code:	OADM - Office Administration
Course Number	1132
Year of Study	1st Year Post-secondary
Credits:	2

Course Description:

This course builds on the Introduction to Computers and Word Processing course and includes intermediate word processing skills and basic PowerPoint skills. Word topics include tables, merging, section breaks, complex page numbering, styles, and newsletters. Students also improve their basic troubleshooting skills. PowerPoint topics include creating slides with graphics, text, sounds, and slide transitions. The final

170

PowerPoint assignment requires students to show their PowerPoint presentations to the class. Prerequisite: 1122 Introduction to Computers & Word.

This class is part of the Administrative Assistant Program.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
                    No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
	Use Word's Find and Replace Text function to locate specific words and phrases, and replace them if necessary
	Insert, modify, and format Word tables
	Create and format a WordArt drawing object
	Insert, size, and format a floating graphic
	Insert Word's built-in shapes and SmartArt
	Format a document into multiple columns
	Insert and format a text box
	Explain the merge process
	Create a data source with records
	Insert and edit merge fields in a main document
	Merge and print form letters
	Address and print mailing labels and envelopes
	Define and correctly spell commonly misused words
	Create, manage, and present a PowerPoint presentation

	Upon successful completion of this course, students will be able to:
	Apply slide transitions and custom animations
	Insert images and grades onto slides

Instructional
Strategies:

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	10	Word Usage and Spelling Quizzes
Assignments	50	Word Assignments and Corrections (32%); PowerPoint Assignments (18%)
Final Exam	25	Final Word Exam
Other	5	Student PowerPoint Presentation
Other	10	Criteria derived from General Performance Evaluation Form (based on attendance, participation, and performance)

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

48

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
On-Screen Word Help
Inserting and formatting tables
Find and Replace
Inserting clip art, pictures, and shapes
Creating newsletters
Merging to letters, envelopes and labels
Word usage exercises
Creating PowerPoint slides with text, graphics, slide transitions, and custom animations

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

Rationale and Consultations

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

Consultations

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

A deleted record cannot be edited   Archive Course

Course Deactivation Proposal

History

Viewing: **OADM 1142 : Document Formatting**

1. Jun 23, 2020 by
   Nicole Degagne
   (ndegagne)

Last approved: 06/23/20 4:57 am

Last edit: 06/18/20 9:50 am

Programs
referencing this
course

4: Administrative Assistant Certificate

Course Name:

Effective Date: December 2019

School/Centre: Hospitality, Food Studies & Applied Business

Department: Administrative Assistant (4612)

Contact(s)

Banner Course   Document Formatting
Name:

Subject Code: OADM - Office Administration

Course Number   1142

Year of Study   1st Year Post-secondary

Credits: 2

Course Description:

This course is designed for students to learn to produce business documents using MS Word software that meet the comprehensive demands of today's office. Prerequisites: 1122 Introduction to Computers & Word and 1132 Intermediate Word & PowerPoint .

This class is part of the Administrative Assistant Program.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

          No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
	Apply rules of punctuation and grammar for business documents
	Identify components of full, modified, and simplified block letters including address blocks, salutations, enclosure notations, signature blocks, attention lines, copy and blind copy notations, and mailing notations
	Create full, modified, and simplified block letters with mandatory and optional components appropriately formatted according to industry standards
	Apply appropriate steps used to fit a letter onto one or two pages
	Use mailing, enclosure, copy and blind copy notations
	Create and format envelopes and mailing labels according to Canada Post Corporation standards
	Create and format tables within text and alone, and adjust table formatting for optimal legibility
	Identify components of memorandums including memo headings, typists initials, and enclosure, copy, and blind copy notations
	Create and format one- and two-page memos
	Use appropriate memo addressing standards including distribution lists
	Create and format a variety of report types including those with a cover page and table of contents
	Manage report section breaks, headers, footers, page numbering, and footnotes
	Identify components of itineraries, agendas, and minutes and describe their use
	Create and format itineraries, agendas, and minutes

Instructional
Strategies:

Instruction includes daily lectures, PowerPoint presentations, demonstrations on each document type, as well as comprehensive exercises and assignments designed to put into practice the skills learned.

Evaluation and Grading

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

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	40	Assignments and Corrections
Midterm Exam	25	Letters, Memos, and Tables
Final Exam	25	Reports, Itineraries, Agendas, and Minutes
Other	10	Criteria derived from General Performance Evaluation Form (based on attendance, participation, and performance)

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

             48

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
General rules for punctuation, hyphenation, numbers, dates and times, phone numbers, and bulleted or numbered lists

Course Topics:
Full block letters, modified block letters, and simplified block letters
Standard and open punctuation styles
Envelopes and mailing labels
Two styles of memorandums; incorporate distribution lists
Tables formats and alignment rules for cell data
Reports including various report types, cover pages, and tables of contents
Agendas, Itineraries, and Minutes

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

Rationale and Consultations

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

Consultations

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Marketing Information

A deleted record cannot be edited   Archive Course

Course Deactivation Proposal

Viewing: OADM 1200 : Speed & Accuracy 2

Last approved: 06/23/20 4:57 am

Last edit: 06/18/20 9:51 am

Programs
referencing this
course

4: Administrative Assistant Certificate

Course Name:

Effective Date: December 2019

School/Centre: Hospitality, Food Studies & Applied Business

Department: Administrative Assistant (4612)

Contact(s)

Banner Course   Speed & Accuracy 2
Name:

Subject Code: OADM - Office Administration

Course Number   1200

Year of Study   1st Year Post-secondary

Credits: 2.5

Course Description:

This course develops the students' keyboarding speed and accuracy by means of selected timed writings
and drills on a computer. The computer scores all timings and charts the results. This allows students to
analyze weaknesses and to work on corrective practice. Exit criteria are a minimum keyboarding speed of
50 gross words per minute for 5 minutes with a maximum of 5 errors. Prerequisite: 1100 Speed & Accuracy
1 .

This class is part of the Administrative Assistant Program.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
	Demonstrate a minimum keyboarding speed of 50 gross words per minute (gwpm) with a maximum of 5 errors on a minimum of four five-minute timed writings

Instructional
Strategies:

Course material is presented with accuracy and speed drills, skill development paragraphs, and five-minute timings. Instruction includes self-analysis of weaknesses and consultation with the instructor regarding appropriate remedies.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Other	30	Five-Minute Timed Writings
Lab Work	25	Honor Roll Timings
Lab Work	20	Skill Development Paragraphs
Lab Work	25	Accuracy and Speed Study Drills

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

60

Practicum

Self Paced / Individual Learning

Course Topics

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

Rationale and Consultations

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

Consultations

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Marketing Information

A deleted record cannot be edited　　　　　　　　　　　　　　　[Archive Course](#)

Course Deactivation Proposal

Viewing: OADM 1223 : Basic Bookkeeping

Last approved: 06/23/20 4:57 am

Last edit: 06/18/20 9:52 am

History

1. Jun 23, 2020 by Nicole Degagne (ndegagne)

Programs referencing this course

[4: Administrative Assistant Certificate](#)

Course Name:

Effective Date:	December 2019
School/Centre:	Hospitality, Food Studies & Applied Business
Department:	Administrative Assistant (4612)
Contact(s)	

Banner Course Name:	Basic Bookkeeping
Subject Code:	OADM - Office Administration
Course Number	1223
Year of Study	1st Year Post-secondary
Credits:	2

Course Description:

This course provides an introduction to accounting principles needed to perform basic bookkeeping operations using journals and ledgers. Administrative assistant-related activities are stressed.

This class is part of the Administrative Assistant Program.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
	Define and classify the five categories of accounts: assets, liabilities, owner's equity, revenues, and expenses
	Define 'debit' and 'credit' as used in bookkeeping
	Apply the accounting equation to solve for missing values and to ensure balanced transactions
	Analyze, record, and post transactions in the appropriate journals and ledgers
	Assign account numbers according to a chart of accounts
	Prepare a Balance Sheet, Trial Balance, and Profit and Loss statement
	Record journal entries to correct errors in previously posted entries
	Calculate and record the GST/HST charged on taxable sales and purchases of goods and services
	Calculate and record the net GST/HST remittance to the federal government
	Record transactions for shipping costs and import charges
	Record transactions using Special Journals (Purchase Journal, Sales Journal, Cash Receipts Journal, and Cash Payments Journal).
	Record adjustments on sales and purchases for goods returned or damaged, including adjustments to GST/HST and provincial taxes
	Record sales discounts and purchase discounts for early payment of accounts
	Establish, record, and reimburse Petty Cash
	Reconcile the Bank account with the monthly bank statement and record the journal entry

Instructional
Strategies:

Instruction includes daily demonstrations and lectures, comprehensive exercises, and simulated office projects. Students can also practice and study their skills at home using the PowerPoint presentations and other resource materials on the Bookkeeping website.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	10	Chapter Exercises (9 chapters with 30 exercises)
Project	30	Two Real Life Simulations
Quizzes/Tests	60	Three Quizzes

Hours by Learning Environment Type

Lecture, Seminar, Online

48

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
General Journal
Balance Sheet
General Ledger
Trial Balance

Course Topics:
Income Statement
Sales Taxes in Canada
Freight-in, Delivery, and Duty & Brokerage Expenses
Special Journals

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

Rationale and Consultations

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

Consultations

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Make Available on Website:

Key: 7013

Preview Bridge

A deleted record cannot be edited   <u>Archive Course</u>

Course Deactivation Proposal

Viewing: OADM 1226 : Office Procedures

Last approved: 06/23/20 4:57 am

Last edit: 06/18/20 9:52 am

Programs
referencing this
course

<u>4: Administrative Assistant Certificate</u>

Course Name:

Effective Date: December 2019

School/Centre: Hospitality, Food Studies & Applied Business

Department: Administrative Assistant (4612)

Contact(s)

Banner Course   Office Procedures
Name:

Subject Code: OADM - Office Administration

Course Number   1226

Year of Study   1st Year Post-secondary

Credits: 2

Course Description:
This course teaches the student a variety of office procedural skills to be effective in a modern technological
office environment. Topics include time management; communication techniques; records management;
office image; travel arrangements; preparing minutes and conference notes; preparing and checking
financial forms; and preparing reports. Students who successfully complete this program are able to apply
these skills and the other integrated skills developed throughout the program to any professional office.
Prerequisites: 1132 Intermediate Word & PowerPoint, 1142 Document Formatting, 1120 Business

Communications 1 and 1130 Business Communications 2.

This class is part of the Administrative Assistant Program.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

                        No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
	Compile a portfolio containing evidence of skills, education, and a list of references
	Compose a prospecting and a solicited cover letter
	Prepare answers for common questions posed during job interviews
	Compose a thank you letter for a job interview
	Describe proper management of work, time, and resources
	Describe office ergonomics
	List procedures for handling incoming and outgoing office mail
	Address a business envelope in the Canada Post Corporation preferred style
	Identify the various parts of a paper filing system
	Index and file alphabetically and numerically
	Explain procedures for receiving callers and interrupting meetings
	List factors to consider when scheduling appointments
	Demonstrate professional telephone skills (place and answer business phone calls/messages)
	List procedures for arranging business travel and complete travel forms
	Describe requirements for meetings and conferences
	Identify professional organizations and designations

Instructional
Strategies:

Instruction includes daily lectures, PowerPoint presentations, student presentations, hands-on operation of common office machines, performing simulated office practices, as well as completing comprehensive exercises and assignments designed to put into practice the skills learned.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	50	Including filing, telephone answering, résumés and cover letters, group presentations, and using office equipment
Midterm Exam	15	Chapters 2, 4, 6, 13
Final Exam	25	Chapters 7–10, 12, 14
Portfolio	10	

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

48

Practicum

Self Paced / Individual Learning

Course Topics

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

A deleted record cannot be edited   Archive Course

Course Deactivation Proposal

Viewing: **OADM 1228 : Office Simulation**

Last approved: 06/23/20 4:57 am

Last edit: 06/18/20 9:53 am

Programs
referencing this
course

4: Administrative Assistant Certificate

Course Name:

Effective Date: December 2019

School/Centre: Hospitality, Food Studies & Applied Business

Department: Administrative Assistant (4612)

Contact(s)

Banner Course   Office Simulation
Name:

Subject Code: OADM - Office Administration

Course Number   1228

Year of Study   1st Year Post-secondary

Credits: 2

Course Description:

This course is a simulation project that brings students into the area of information management. Students
utilize their word processing, spreadsheet, and database knowledge, as well as their decision-making,
prioritizing, and other management skills. Prerequisite: Successful completion of all courses in Months 1 - 7
.

This class is part of the Administrative Assistant Program.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
	Create and edit word processing documents with special attention to designing corporate marketing materials
	Design, create, and use a database and spreadsheets that pertain to each group's simulated company
	Integrate a client database with word processing documents to create mail merged promotional documents
	Demonstrate sound decision making, prioritizing, and other Administrative Assistant project management skills

Instructional
Strategies:
   Instruction includes short lectures and comprehensive projects designed to put into practice the skills
   learned throughout the entire program.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	20	Project 1-Promotional Materials
Project	20	Project 2-Track Project Expenses

Type	Percentage	Brief description of assessment activity
Project	20	Project 3-Client Database
Project	20	Project 4-Merge Letters and Labels
Participation	20	Criteria derived from attendance, participation, and performance within the project workgroup

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

48

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Explanation of the simulation narrative and projects
Creating promotional materials
Tracking project expenses
Creating and managing a client database
Merging letters and labels with the client database

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

Rationale and Consultations

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

A deleted record cannot be edited   [Archive Course](#)

Course Deactivation Proposal

Viewing: OADM 1233 : Computerized Accounting

Last approved: 06/23/20 4:57 am

Last edit: 06/18/20 9:53 am

Programs
referencing this
course

[4: Administrative Assistant Certificate](#)

Course Name:

Effective Date: December 2019

School/Centre: Hospitality, Food Studies & Applied Business

Department: Administrative Assistant (4612)

Contact(s)

Banner Course   Computerized Accounting
Name:

Subject Code: OADM - Office Administration

Course Number   1233

Year of Study   1st Year Post-secondary

Credits: 2

Course Description:

This course provides the student with the opportunity to apply the accounting concepts learned in Basic
Bookkeeping in a computerized environment. Prerequisite: 1223 Basic Bookkeeping

This class is part of the Administrative Assistant Program.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
	Enter and change company settings
	Enter, edit, adjust, reverse, and post Journal entries using the appropriate journals
	Display, customize, and print financial reports: Trial Balance, Balance Sheet, and Income Statements
	Graph reports
	Enter discounts and partial payments
	Enter tax transactions and remittances, as well as prepare government tax and payroll forms
	Store and recall recurring entries
	Create and edit customer, supplier, and employee accounts
	Enter NSF cheques
	Apply Payroll deductions and incomes
	Enter employee benefits and entitlements
	Release accrued vacation pay to employees
	Track salespersons and their sales
	Enter and adjust inventory related transactions

Instructional
Strategies:

Course material is presented through daily demonstrations and lectures, text materials, comprehensive
exercises, as well as office simulation projects. Students can also practice and study their skills at home
using the resource materials on the Computerized Accounting web site.

Evaluation and Grading

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

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	Chapter Exercises 1, 3–6, 8, 10
Project	30	Two Real Life Simulations
Midterm Exam	25	
Final Exam	25	

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

48

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
General Journal
Payable Journal
Receivable Journal
Payroll Journal
Inventory Module

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

A deleted record cannot be edited   Archive Course

Course Deactivation Proposal

Viewing: **OADM 1238 : Work Experience**

Last approved: 06/23/20 4:57 am

Last edit: 06/18/20 9:54 am

Programs
referencing this
course

4: Administrative Assistant Certificate

Course Name:

Effective Date: December 2019

School/Centre: Hospitality, Food Studies & Applied Business

Department: Administrative Assistant (4612)

Contact(s)

Banner Course   Work Experience
Name:

Subject Code: OADM - Office Administration

Course Number   1238

Year of Study   1st Year Post-secondary

Credits: 2

Course Description:

Students are placed in an office for two weeks of work experience designed to give them practical
experience in applying the knowledge and skills they have learned throughout the program. This placement
takes place in the last month of the program. Students who successfully complete this portion of the
program are able to demonstrate application of program content skills, appropriate business related
interpersonal skills, and attendance and punctuality patterns acceptable to the sponsoring firm. The criteria
for practicum placement are based on the successful completion of all courses in Semesters 1 and 2 of the

Administrative Assistant program. Students must, at all times, maintain the integrity and confidentiality of the work to which they are exposed during the practicum. Students may be withdrawn from a practicum without notice if it is determined that the student has divulged confidential information or has failed to meet the expectations of the instructor and/or the practicum sponsors (i.e. lateness, lack of attendance, poor attitude and lack of initiative, etc.-guidelines as outlined on practicum evaluation). No certificate will be granted in the event of a failed practicum. Instructors, in consultation with practicum sponsors, supervise the practicum.

This class is part of the Administrative Assistant Program.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
	Demonstrate application of program content skills
	Exhibit appropriate business-related interpersonal skills
	Implement attendance and punctuality habits suitable for employment as an Administrative Assistant

Instructional
Strategies:

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity

Type	Percentage	Brief description of assessment activity
Field Experience	50	Employer's Evaluation
Other	25	Self Evaluation
Other	25	Practicum Attendance

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum   48

Self Paced / Individual Learning

Course Topics

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

Rationale and Consultations

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

Consultations

Additional Information

Provide any additional information if necessary.

A deleted record cannot be edited   **Archive Course**

Course Deactivation Proposal

Viewing: OADM 1240 : Electronic Transcription

Last approved: 06/23/20 4:57 am

Last edit: 06/18/20 9:54 am

Programs
referencing this
course

4: Administrative Assistant Certificate

Course Name:

Effective Date: December 2019

School/Centre: Hospitality, Food Studies & Applied Business

Department: Administrative Assistant (4612)

Contact(s)

Banner Course   Electronic Transcription
Name:

Subject Code: OADM - Office Administration

Course Number   1240

Year of Study   1st Year Post-secondary

Credits: 2

Course Description:

This course develops essential business vocabulary and skills in listening, editing, spelling, proofreading and punctuating. Students who successfully complete this course are able to produce, from dictation, business documents to a professional standard. Prerequisites: 1132 Intermediate Word & PowerPoint, 1142 Document Formatting, 1120 Business Communications 1, and 1130 Business Communications 2.

This class is part of the Administrative Assistant Program.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
	Use transcription software and a dicta foot pedal efficiently
	Develop accurate listening skills in transcribing letters and memos
	Apply proper typing techniques while transcribing
	Produce accurately transcribed material from dictated recordings (content and additional directions from the dictator)
	Edit and format transcribed material into mailable-quality business letters and memos
	Utilize appropriate word usage, spelling, grammar, and punctuation skills in dictated documents
	Use proper document formatting techniques for transcribed letters and memos
	Apply proper proofreading techniques to transcribed documents

Instructional
Strategies:
   Instruction includes lectures and demonstrations on lesson material as well as comprehensive exercises and
   assignments designed to put into practice the skills learned.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity

Type	Percentage	Brief description of assessment activity
Assignments	50	Transcribe 15–25 audio files into properly edited, proofed, and formatted letters or memos
Midterm Exam	25	Transcribe three audio files into properly edited, proofed, and formatted letters or memos
Final Exam	25	Transcribe three audio files into properly edited, proofed, and formatted letters or memos

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen, Studio, Simulation

           48

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Introductory Overview
Machine Transcription Overview
Transcription Lessons

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

Rationale and Consultations

A deleted record cannot be edited   [Archive Course](#)

Course Deactivation Proposal

Viewing: OADM 1252 : Database & Office Integration

Last approved: 06/23/20 4:57 am

Last edit: 06/18/20 9:55 am

Programs referencing this course	[4: Administrative Assistant Certificate](#)

Course Name:	
Effective Date:	December 2019
School/Centre:	Hospitality, Food Studies & Applied Business
Department:	Administrative Assistant (4612)
Contact(s)	

Banner Course Name:	Database & Office Integration
Subject Code:	OADM - Office Administration
Course Number	1252
Year of Study	1st Year Post-secondary
Credits:	2.5

Course Description:

This course covers introductory and Intermediate MS Access skills. The course covers creation of tables, forms, reports, and queries as well as database design and maintenance. The course also covers integrating MS Office applications, Word, PowerPoint, Excel, and Access, with an emphasis on applying the integration to administrative assistant-related activities. Prerequisites: 1132 Intermediate Word & PowerPoint and 1125

Spreadsheets (Excel)

This class is part of the Administrative Assistant Program.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
	Describe databases and database management systems
	Create, modify, backup, and compact and repair Access databases
	Create tables, including defining field names, setting data types, and establishing a primary key
	Restrict data entry using field properties for validation
	Use the datasheet view of a table to add, update, delete, view, sort, filter, and print records
	Create and run select queries using a variety of conditional strategies to select records, including exact match, wildcards, comparison operators, and compound criteria
	Sort data, perform calculations, join tables, and modify join properties in a query
	Create and run parameter, update, delete, and top-values queries
	Enforce referential integrity, use a subdatasheet, and create and modify main forms with subforms based on related tables
	Create and customize standard forms
	Use forms, including main forms with subforms, to view, enter, update, and delete records
	Create and modify basic and grouped reports (detailed and summary) for data presentation, analysis, and printing
	Paste, link, and embed Excel worksheets and charts in Word documents
	Merge Word documents with Access tables and queries

	Upon successful completion of this course, students will be able to:
	Export Access tables to Excel workbooks and import or link Excel tables into Access databases

Instructional

Strategies:

Instruction includes daily lectures and demonstrations on project material as well as comprehensive exercises and assignments designed to put into practice the skills learned.

Evaluation and Grading

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

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	Project Assignments
Quizzes/Tests	20	Project Quizzes
Midterm Exam	40	Two Midterm Exams Covering the Access Component of the Course
Other	10	Integration Exam
Other	10	Criteria derived from General Performance Evaluation Form (based on attendance, participation, and performance)

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen, Studio, Simulation

60

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Databases, database objects; creating tables with text, number, and currency field data types; managing data
Select queries, text and numeric criteria, compound criteria, parameter queries, and join tables
Data maintenance; record searching and filtering; action queries; validation rules
Referential integrity
Reports, including basic and grouped reports (detail and summary)
Forms and forms with subforms
Additional field data types
Data and document integration within MS Office Suite

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

Rationale and Consultations

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

Consultations

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

DECISION NOTE

PREPARED FOR: Education Council

DATE: September 8th, 2020

ISSUE: C.3.13 Academic Year Policy and Procedures (formerly Academic Schedule)

BACKGROUND:
Policy C.3.13 Academic Year is a revised policy (formerly Academic Schedule) that addresses term start dates, holiday closures, and sets a framework for the VCC calendar system. Previously named Academic Schedule, this policy now focuses on the broader scheduling of the Academic Year (now scheduled 3 years in advance, rather than 18 months), rather than more detailed, individual program scheduling.

DISCUSSION:
Education Policy Committee discussed the policy at our June 2020 meeting. Questions were directed to the Registrar's Office in regards to programs and courses that might not adhere to the term structures being proposed. The RO assured the committee there was still flexibility to accommodate different program dates. Scheduling calendar dates farther in advance will provide better opportunities for student access + retention, which was recognized as desirable by the committee. The committee made minor changes to reference to the College and Institute Act (naming the act, but not specific sections), and to reword Spring term to Spring/Summer term. As Operations Council, on the advice of Administrative Policy Committee, had already sent policy C.3.13 for community feedback, EPC members felt that a recommendation could be made to EDCO without re-sending the policy a second time.

RECOMMENDATION:
THAT Education Council recommends C.3.13 Academic Year policy and procedures for approval by the Board of Governors.

PREPARED BY: Andrew Candela, Chair, Education Policy Committee

DATE: August 27, 2020

POLICY

Policy No.	C.3.13
Title	**Academic Year**
Approving Jurisdiction	Board of Governors
Policy Sponsor	Vice President Academic
Last Revised/Replaces	February 25, 2015
Effective Date	Draft: June 10, 2020

CONTEXT AND PURPOSE

The purpose of this policy is the establishment of the Academic Year. The Academic Year identifies the key dates for Vancouver Community College's (VCC; the College) academic programming and institutional operations.

The Academic Year is published well in advance to ensure students have predictability in their academic lives so they can plan ahead and take advantage of educational opportunities. This also enables College operations to schedule in advance to improve overall service to students.

SCOPE AND LIMITS

This policy applies to all programs, courses and College employees.

STATEMENT OF POLICY PRINCIPLES

1. The Academic Year is based on standard practice in post-secondary education, along with input from the Students' Union of VCC, operational units, and Deans. Other factors include, but are not limited to:

    a. Impact on students
    b. Transfer arrangements, if any
    c. Sufficient notice time
    d. Facility impact
    e. Student FTE impact
    f. Grade submission impact
    g. External constraint implications (such as Industry Training Authority requirements, external examination dates, availability of practicum placements and external funding requirements)

2. The College operates on a September to August, 12-month academic year.

3. Important dates are provided to students with as much advance notice as possible, so they are able to plan their lives around their education at VCC.

4. The start and end dates for all programs and courses will be established in advance of the student registration process.

5. Dates relating to the Academic Year will be communicated via the College website.

DEFINITIONS
There are no definitions for this policy.

RELATED LEGISLATION & POLICIES
<u>Legislation</u>
College and Institute Act

<u>Policies</u>
A.3.5   Unscheduled College Closures
C.3.15   Academic Schedule
D.3.3   Tuition and Fee Waiver for Employees
D.3.4   Tuition and Fee Refund
D.3.6   Admissions
D.3.7   Tuition and Fees
D.3.9   Tuition Waiver for Seniors

RELATED PROCEDURES
Refer to C.3.13 Academic Year Procedures.

PROCEDURES

Policy No.	C.3.13
Title	**Academic Year**
Approving Jurisdiction	Board of Governors
Policy Sponsor	Vice President Academic
Last Revised/Replaces	February 25, 2015
Effective Date	Draft: June 10, 2020

1. The Registrar's Office is responsible for preparing Academic Year information.

2. The Registrar's Office is responsible for setting the first and last date of the Academic Year, as well as the first and last date of each term.

3. The Academic Year has three (3) terms:

   a. The Fall Term normally starts on the first business day following the Labour Day weekend.

   b. The Winter Term normally starts on the first business day of the first full week after New Year's Day.

   c. The Spring/SummerTerm normally starts on the first business day in May.

4. Each term is 16 weeks long and includes a one-week exam period as part of the 16 weeks.

5. The Academic Year includes, among others, all dates with regard to:

   a. Program and course start and end dates

   b. Final examination dates

   c. Known College closure dates, as well as any breaks unique to a program or course

6. Dates for programs and courses approved after the Academic Year has been set are approved by the Registrar's Office as part of the implementation process for programs and courses.

APPROVAL OF THE ACADEMIC YEAR

7. Academic Year information must be published at least three (3) years before the beginning of that Academic Year, in order to facilitate institutional planning, coordination, procedures and student awareness.

8. The Registrar's Office presents the draft Academic Year to Education Council. Education Council provides a recommendation regarding approval to the Board of Governors.

9. The Board of Governors is responsible for approving the Academic Year.

10. The Academic Year is posted to the College website after it is approved by the Board of Governors.

11. Once the Academic Year has been approved by the Board, no changes will be made except in extraordinary circumstances. The Registrar's Office serves as the point of contact for any such requests prior to a recommendation being made to the Education Council and in turn to the Board of Governors.

RELATED POLICIES
Refer to C.3.13 Academic Year Policy.

DECISION NOTE

PREPARED FOR: Education Council

DATE: September 8th, 2020

ISSUE: C.3.15 Academic Schedule Policy and Procedures (formerly Academic
                                  Timetable & Room Booking)

BACKGROUND:
Policy C.3.15 Academic Schedule was developed as a result of the separation of the Academic Schedule
and Room Booking Policies. This policy now addresses academic scheduling, enrolment planning, and
setting of course start and end dates. While the content is not new, it is more detailed than its previous
iteration and includes more thorough procedures.

The most significant change in the policy is the establishment of an academic year with three 4-month
terms (Sept-Dec, Jan-Apr, May-Aug). This matches most post-secondary institutions and reflects the
work the Registrar's Office has been doing with departments through their Student Experience project.
While exceptions will continue to be allowed for schedules different from a 4-month term, the policy
makes the term structure the standard.

DISCUSSION:
Education Policy Committee discussed the policy at our June 2020 meeting. For the most part, only
minor revisions were recommended, including minor grammatical edits, and some re-wording.
Discussion took place around clarifying "employee"; however, due to the variety of employee groups at
VCC, the decision remained to leave this category vague. The recommendation of the 4-month term was
also discussed. Committee members appreciated the inclusion of an exception (with approval) for
programs whose intake models cannot fit within a 4-month term. Finally, because Operations Council,
on advice of Administrative Policy Committee, had already sent policy C.3.15 for community feedback,
EPC members felt that a recommendation could be made to EDCO without re-sending the policy a
second time.

RECOMMENDATION:
THAT Education Council recommends C.3.15 Academic Schedule policy and procedures for approval by
the Board of Governors.

PREPARED BY: Andrew Candela, Chair, Education Policy Committee

DATE: August 27, 2020

VANCOUVER
COMMUNITY
COLLEGE

POLICY

Policy No.	**C.3.15**
Title:	**Academic Schedule**
Approval Body	Board of Governors
Policy Sponsor	Vice President Academic
Last Revised/Replaces	July 26, 2016; formerly Academic Timetable and Room Booking
Effective Date	Draft: May 21, 2020

CONTEXT AND PURPOSE

This policy outlines the process that is employed to prepare an Academic Schedule of all courses offered by Vancouver Community College (VCC; the College). From the Academic Schedule, each student's timetable of courses is created.

The purpose of an Academic Schedule is to maximize student learning, student access and space utilization and maintain program integrity.

The Academic Schedule allows for effective scheduling, registration of students, academic planning, enrolment management, and faculty assignment and utilization within the framework of the fiscal year.

SCOPE AND LIMITS

The policy applies to all employees of the College responsible for setting up course offerings. All courses offered by VCC are included in the College's Academic Schedule.

STATEMENT OF POLICY PRINCIPLES

1. The College's Academic Schedule is based on the general principles of fairness, consistency, and transparency.

2. The Academic Schedule is based on the following principles:

    a) Student centred - designed to meet the needs of the students and support teaching and learning processes.
    b) Accessible - ensuring reasonable accommodations for students and employees with disabilities.
    c) Responsive - providing accurate and timely information.
    d) Fiscally responsible - maximizing the usefulness of resources.
    e) Efficient - improving automation and integration of activities.

3. All Collective Agreements will be adhered to during the academic scheduling and timetabling process.

4. The Registrar's Office, in consultation with Departments, is responsible for the operation of a centralized scheduling process and the resulting student timetable.

DEFINITIONS

Academic Records: The department in the Registrar's Office that is responsible for testing registration, applying fees in the Student Information System (SIS) and releasing the final Academic Schedule for registration.

Academic Schedule: A complete listing of all scheduled classes to be taught within an academic term, including dates, days, times, and any additional details required to set up student registration.

Academic Scheduling: The department in the Registrar's Office that is responsible for supporting the enrolment planning process, managing the academic schedule process and for communicating effectively with various stakeholders within the College.

Academic Year: The twelve-month period running from September through August. The Academic Year information includes a listing of statutory holidays, Holiday closures, VCC Day and Term start and end dates.

Contact Hours: Actual periods of time (measured in hours and portions thereof) during which classes or sections of students are engaged in scheduled periods of instruction.

Draft Academic Schedule: A preliminary academic schedule populated based on the information provided from the Enrolment Plan and then distributed to Department Leaders for review.

Enrolment Capacity: The maximum number of students allowed to enroll in each section.

Enrolment Plan: The listing of anticipated courses, sections, and students for a program/department. It informs the budget and scheduling processes.

Fiscal Year: The twelve-month period running from April 1 to March 31.

Timetable: The personal, individualized itinerary of classes provided to each student at registration. It includes Course Reference Number (CRN), name of course, days, times, location and instructor.

RELATED LEGISLATION & POLICIES
Policies
B.3.3   Rental of College Facilities
B.3.4   Space Allocation and Room Booking
C.1.4   Assignment of Credits
C.3.13 Academic Year

Collective Agreements
VCC and CUPE Local 4627 Collective Agreement
VCC and VCC Faculty Association Collective Agreement

RELATED PROCEDURES
Refer to C.3.15 Academic Schedule Procedures.

PROCEDURES

Policy No.	**C.3.15**
Title	**Academic Schedule**
Approval Body	Board of Governors
Policy Sponsor	Vice President Academic
Last Revised/Replaces	July 26, 2016; formerly Academic Timetable and Room Booking
Effective Date	Draft: May 21, 2020

GENERAL

1. Unless otherwise stated, courses will be scheduled within a standard four-month term (i.e. Sep-Dec, Jan-Apr, and May-Aug). Exceptions to this standard must be approved by the Registrar (or designate).

2. The College establishes open hours for all campuses and all courses will be scheduled within these hours. Requests to run courses outside of these hours will be adjudicated on an individual basis.

3. Continuing Studies courses are generally offered after 6 p.m. and on weekends. Any changes to scheduling that may impact Continuing Studies access to space during these times must be approved by the Registrar or designate.

4. The assignment of classrooms for individual classes will take into account any travel time required between locations for students and employees.

5. Deans are responsible for ensuring that within all Departments, the College's scheduling process, policy, procedures and deadlines are met and adhered to, and are consistent with the Enrolment Plan.

6. The following criteria should be considered in preparation of the Academic Schedule:

   a. Student expectations

   b. Open hours of the campuses

   c. Required contact hours

   d. Resources and facilities requirements (specialized equipment)

   e. Regulatory body requirements

   f. Student funding, fees and financial aid impacts

   g. Access to large capacity rooms (examination space)

7. Department Leaders are responsible for:

   a. Providing information regarding class schedule, teaching mode and required resources.

   b. Collecting, preparing, verifying data and returning it to Academic Scheduling within timelines and in the format provided.

c. Designating an alternative contact during any extended periods when the Department Leader will be unavailable to answer questions from Academic Scheduling.

d. Ensuring that courses are sequenced so that student will be able to complete associated pre-requisites and co-requisites.

8. In the event a Department Leader or approved designate is unavailable over five (5) business days, Academic Scheduling has the authority to resolve conflicts affecting student timetabling. Academic Scheduling may resolve the issue sooner than five days if conflict occurs during the affected students' course schedule and there is an immediate impact to students.

ACADEMIC SCHEDULING PROCESS

9. For existing programs:

a. Academic Scheduling populates the Enrolment Plan with the anticipated offerings for the upcoming fiscal year by June 1, and sends it to the Dean.

b. Deans are responsible for consulting with Department Leaders and the School Operations Manager in reviewing, revising and returning the Enrolment Plan to Academic Scheduling by July 31.

c. Academic Scheduling prepares the data and draft Academic Schedule for distribution to the Department Leaders for review.

d. The Department Leader confirms or revises the information, including the maximum enrolment capacity, in the draft Academic Schedule and returns it to Academic Scheduling by the deadline.

e. Academic Scheduling produces a final Academic Schedule for release to Academic Records and other relevant stakeholders.

f. Academic Records updates the Student Information System with fee information and prepares for student registration.

g. Once complete, Academic Records releases the final Academic Schedule for registration at least six months prior to the start of the term.

10. New programs will be added to the Enrolment Plan if Education Council has approved them prior to July 31 for the effective date in the next fiscal year.

11. For new programs not added to the Enrolment Plan by July 31:

a. Academic Records creates a master schedule template and sends it to Academic Scheduling. This includes a complete list of courses, course numbers, credits, and levels as approved by Education Council.

b. Academic Scheduling sends a master scheduling template to the Department Leader.

c. The Department Leader completes the master scheduling template in consultation with the Dean and the School Operations Manager, and returns it to Academic Scheduling within two weeks of receipt.

d. Academic Scheduling produces a final Academic Schedule for the new program for release to Academic Records and other relevant stakeholders.

e. Academic Records updates the Student Information System with fee information and prepares for student registration.

f. Once complete, Academic Records releases the program's final Academic Schedule for registration at least four months prior to the start of the term.

12. The Registrar or delegate has the authority to make exceptions based on the policy principles.

13. Academic Scheduling may not be able to accommodate Department preferences if the required deadlines are not met.

14. At the discretion of the Registrar or designate, the final Academic Schedule may be released based on information from the previous year's schedule if submission deadlines are not met, so as not to delay having schedule information available for students.

15. Once the final Academic Schedule has been released, the room booking process begins. Refer to Policy B.3.4 Space Allocation and Room Booking.

SCHEDULING CHANGES AND CONFLICTS

16. After the final Academic Schedule has been released, all changes must be approved by the Registrar or designate, Director of Finance or designate, and the Dean/Director responsible for the program area. Changes must be submitted using the Academic Schedule Change Request form so as to track and document all changes.

17. Changes to the published schedule will be kept to a minimum. Valid reasons for changes include:

a. Unexpected increase/decrease in student enrolment
b. Unexpected health or safety hazards
c. Adjustments required to accommodate employees or students with special needs
d. Changes in available equipment
e. Instructional opportunities that may be offered through Continuing Studies as a revenue source
f. Unexpected employee changes

18. The Department Leader will communicate approved changes to Room Booking, employees, and students as soon as information is available.

19. Academic Scheduling shall keep a record of all changes to the final Academic Schedule and provide a report to the Registrar each term. The Registrar or designate will notify the appropriate Dean if continual changes occur and are deemed to be problematic.

20. Academic Scheduling will make every attempt to resolve scheduling conflicts. In the event of a dispute over scheduling or room allocation, Academic Scheduling will refer the matter to the Registrar or designate, who will consult the Dean(s), Department Leaders, and Academic Scheduling.

CONTINUING STUDIES

21. Due to the scope and nature of Continuing Studies programming and unique operational needs, Continuing Studies does not utilize Academic Scheduling to build schedules, and the timelines and procedures for scheduling differ from those of the rest of the College.

22. Continuing Studies Program Coordinators are responsible for preparing enrolment plans each fall, in consultation with the Operations Manager and with approval from the Dean.

23. Course schedules will be released three times annually, several months before the start of term. The deadlines for courses to be active and open for registration are as follows:

    a. For Fall Term (September – December): June 15

    b. For Winter Term (January – March): October 15

    c. For Spring Term (April – August): February 15

24. Schedule changes and requests for additional courses are submitted to Continuing Studies registration staff for entry on an as-needed basis.

25. Once the course schedule for the upcoming term has been activated, the room booking process begins. Refer to Policy B.3.4 Space Allocation and Room Booking.

RELATED POLICY
Refer to C.3.15 Academic Schedule Policy.

DECISION NOTE

PREPARED FOR: Education Council

DATE: September 8th, 2020

ISSUE: C.3.10 Educational Affiliations Policy and Procedures
                      (formerly Affiliation Agreements (Education))

BACKGROUND:
This policy and related procedures establish the guiding principles for educational affiliations and outline a process for exploring, developing and finalizing educational affiliations. The policy was up for review and has been presented to both the Administrative Policy Committee and Education Policy Committee by Todd Rowlatt, the policy writer. Major changes from the previous iteration of this policy include joint research projects and a clarification of the steps, processes and consultation needed to undertake development of an educational affiliation.

DISCUSSION:
Education Policy Committee discussed the policy at our August 2020 meeting. The committee made suggestions regarding the organization of the policy, the inclusion of a more detailed consultation process, and revisions of some terms to clarify intent. The committee spent some time discussing point 5 in Statement of Policy Principles, and came to a consensus around language that enshrined both public scrutiny regarding affiliation agreements, and a reiteration of academic freedom within the affiliation agreement. The content, namely which affiliations may or may not fit under this set of policies, was also discussed. With the inclusion of the changes suggested by the committee, we recommend that the policy be sent for community feedback, with a final review by EPC before being sent to EDCO for approval.

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

PREPARED BY: Andrew Candela, Chair, Education Policy Committee

DATE: August 27, 2020

POLICY

Policy No.	**C.3.10**
Title	**Educational Affiliations**
Approval Body	Board of Governors and Education Council
Policy Sponsor	Vice President Academic
Last Revised/Replaces	June 29, 2015 (*formerly Affiliation Agreements (Education)*)
Effective Date	**DRAFT 2020-06-30**

CONTEXT AND PURPOSE

Educational affiliations are agreements with post-secondary institutions or other bodies that create opportunities for educational programming, student pathways, or applied research. Educational affiliations extend Vancouver Community College's (VCC; the College) ability to create learning experiences for students, partnerships for offering credentials, collaborations for applied research and scholarship, or equivalent course/credit pathways between institutions.

This policy and related procedures establish the guiding principles for educational affiliations and establish a development and approval process that assists Vancouver Community College in making informed judgements about the desirability of specific affiliations and in articulating a clear process that governs agreements.

SCOPE AND LIMITS

This policy and related procedures applies to affiliation agreements entered into by VCC involving:

- the issuance of a VCC credential, a VCC course completion credit, a joint credential and/or course completion credit involving both VCC and another institution/body; and/or

- the recognition of a credential or course completion credit offered by another institution; and/or

- A joint applied research project agreed to at an institutional level between VCC and another organization(s) that involves employees, students, and/or publication of research under the College's name.

The policy does not apply to:

- Education Service Contract training (see Policy C.3.5) or other industry partnerships, unless they result in the recognition of a credential or course completion credit offered by another institution, a joint credential, or a joint research project at an institutional level.

- Education Service Contracts that relate to packaging existing programs or courses that have already gone through governance approval (such as offering another cohort of a program or a series of approved courses taught for a client).

- Articulation agreements between VCC and other post-secondary institutions that are included in the BC Transfer Guide.

- Agreements with other organizations for the sole purpose of providing practicum/clinical placements, work experience, or cooperative education.

- Applied research projects funded through Canadian, British Columbia or other provinces/territories government funding, or funding secured by individual instructors to support a research project.

- Affiliations that do not involve education such as procurement, finance, and facilities.

STATEMENT OF POLICY PRINCIPLES

1. All educational affiliations will align with and support the mission, mandate, and strategic direction of VCC.

2. Opportunities for educational affiliations are considered with organizations that share compatible goals and values with VCC, and agree to conform to all VCC's policies and procedures.

3. Educational affiliations should enhance the quality, range, and relevance of VCC's educational and applied research offerings, and should improve student access, transferability, and opportunities.

4. VCC has ultimate responsibility for the quality, academic standards, and student experience of any academic credential granted in its name, and educational affiliations must recognize the respective roles of Education Council and the Board of Governors in decision-making over educational matters.

5. Educational affiliations must ensure institutional academic freedom and independence from interference in educational decision-making and applied research. Agreements must respect all elements of academic freedom established in VCC policy and in VCC Collective Agreements. All educational affiliations are open to public scrutiny to ensure transparency.

6. VCC will only establish educational affiliations with partners who can demonstrate appropriate academic or professional standing, along with financial and legal standing. Agreements should have evident benefits for all partners, while minimizing risk to any partner.

7. Affiliation agreements will specify terms for dates of review and renewal and the credential to be awarded, and will include mechanisms for dispute resolution, non-compliance, and cancelation of an agreement.

8. All educational affiliations must establish terms to protect intellectual property.

9. All affiliation agreements will be subject to periodic review, no less than once every five years.

DEFINITIONS

Affiliation Agreement: An arrangement with another institution or body that involves the awarding of a credential, the establishment of equivalency between the courses or programs between VCC and another institutions, the movement of students between institutions, or applied research projects at an institutional level. Common examples include:

Applied Research Project: A project established by VCC as an institution in partnership with other institutions where funding or resources are provided to the College, and involves the research activities of employees or students.

Articulation: Agreements that provide for inter-institutional transfer of credit for courses or programs. These formal agreements set out the terms under which credits or credentials awarded by one institution will be given transfer status by the other institutions. Normally the submission requirements will resemble those within the BC Council of Admissions and Transfer (BCCAT) guide.

Block Transfer: The process whereby a block of credits is granted to students who have successfully completed a certificate, diploma, or cluster of courses that is recognized as having an academic wholeness or integrity, and that can be related meaningfully to a credential at another institution.

Consortium Model: An agreement in which several institutions collaborate on the development of a generic curriculum but independently offer parts of or the entire program at their institution or jointly administer a program that is hosted at one or more institution.

Joint Credential: The process whereby two or more independent institutions offer designated portions of a jointly developed/agreed to curriculum that result in a credential where both institutions are cited as the credential granter.

Memorandum of Understanding: An agreement between two or more parties outlined in a formal document. It is not legally binding but signals the willingness of the parties to move forward with a contract.

RELATED LEGISLATION & POLICIES

Legislation:
College & Institute Act, RSBC 1996, c 52

Policies
C.3.5 Education Services Contracts
C.3.11 Qualifications for Faculty Members
C.3.12 Qualifications for Continuing Studies Instructors
C.3.15 Curriculum Development and Approval
D.1.3 Copyright
D.1.4 Curriculum/Educational/Instructional Materials Created within the College
D.3.5 Prior Learning Assessment and Recognition
F.1.1 Ethical Conduct for Research Involving Humans
F.1.2 Ethics and Integrity in Research and Scholarly Activity
F.1.3 Conflict of Interest Related to Research
E.3.1 Sponsorship

RELATED PROCEDURES

Refer to A.3.10 Educational Affiliations Procedures.

VANCOUVER
COMMUNITY
COLLEGE

PROCEDURES

Policy No.	**C.3.10**
Title	**Educational Affiliations**
Approval Body	Board of Governors and Education Council
Policy Sponsor	Vice President Academic
Last Revised/Replaces	June 29, 2015 (formerly Affiliation Agreements (Education))
Effective Date	**DRAFT 2020-06-30**

GENERAL

1. Developing an educational affiliation agreement involves the following three phases:

    a. Exploratory discussions

    b. Developing a memorandum of understanding

    c. Developing an educational affiliation agreement for a specific initiative

2. A series of resources applicable to educational affiliations are available for internal users on myVCC, including affiliation agreement templates.

EXPLORATORY DISCUSSIONS

3. Educational affiliation proposals may originate from any member of the College, including but not limited to Instructors, Department Leaders, Deans, or Senior Leadership.

4. The proposer must first seek approval from the appropriate Dean to enter into exploratory discussions with a potential partner. The Dean and proposer should carefully consider the Principles outlined in the related Policy to ensure that a potential affiliation is aligned with the College's mandate and values.

    a. If the proposed partnership involves international students or programs, approval is also required from the Director of International Education.

    b. If the proposed partnership involves Indigenous students or programs, approval is also required from the Dean of Indigenous Initiatives.

    c. If the proposed partnership involves an applied research project, consultation is also required with the Dean responsible for the Centre of Teaching, Learning & Research.

    d. If the proposed partnership involves significant or unusual student service requirements, consultation is also required with the Associate Vice President Student and Enrolment Services.

    e. Initial consultations should be held with appropriate department faculty and staff.

5. The Dean and proposer are responsible for an initial assessment of any risks to the College from the affiliation.

6. If the exploratory discussions indicate that an affiliation may be beneficial to all partners, the proposer and Dean submit a Decision Note to the appropriate Vice President for review and approval.

MEMORANDUM OF UNDERSTANDING

7. In most cases, educational affiliations will require a memorandum of understanding (MOU) between the parties. The document outlines the broad objectives and potential scope of activities, and signals the intent to collaborate and develop a formal partnership. It does not create an affiliation agreement with another institution.

8. Multiple affiliation or other agreements may be developed as the result of one (1) MOU with an organization.

9. The Vice President Academic (or delegate) is responsible for developing the MOU with the partner organization. The Vice President Academic approves the final document for VCC.

10. The official copy is kept in the VP Academic's Office. A copy of the MOU is sent to the President's Office, Education Council, and the Board of Governors for information.

AFFILIATION AGREEMENT

11. As individual educational initiatives are developed under an MOU, each initiative should have an educational affiliation agreement outlining the purpose, roles and responsibilities of all partners, governance requirements, and financial/operational terms.

12. The Vice President Academic (or delegate) is responsible for developing the affiliation agreement with the partner organization.

13. The proposed affiliation agreement must be reviewed by relevant faculty, relevant staff, student services, the Registrar's Office, Human Resources, Financial Services, Safety Security and Risk Management, and any other relevant stakeholder within the College to ensure that the agreement properly supports students, fits the College's strategic and financial plans, and minimizes risks to students and the College.

14. Affiliation agreements related to programming will typically include sections on:

    a. Credential or credits awarded or transferred

    b. Internal requirements related to the Office of the Registrar, Institutional Research and Finance

    c. Collective Agreements

    d. Human Resources

    e. Learning Resources including an appropriate level of student services

    f. Marketing and student information

    g. Intellectual property

    h. Occupational safety and security

15. Affiliation agreements related to applied research will typically include sections on:

a. Research ethics and review

b. Collective Agreements

c. Human Resources

d. Intellectual property

e. Occupational safety and security

16. All affiliation agreements will specify:

a. Terms for dates of review and renewal

b. Mechanisms for dispute resolution, non-compliance, and cancelation of agreements

APPROVAL OF EDUCATIONAL AFFILIATION AGREEMENTS

17. All affiliation agreements must be approved by the Board of Governors.

18. Depending on the terms of the affiliation, Education Council must either approve the affiliation agreement or provide advice to the Board prior to their decision.

a. In cases where the agreement determines whether "courses or programs, or course credit, from another institution, university or other body are equivalent to courses or programs, or course credit, at the College" (*College and Institute Act*, RSBC 1996, c 52 s 25(1)(a)), or the agreement relates to the development of programs, courses, or other curriculum content (s 24(2)), the agreement must be jointly approved by Education Council.

b. In all other cases, Education Council provides advice to the Board prior to their decision.

19. Proposed affiliation agreements are sent to the Education Council Office for decision by Education Council. The Education Council Office sends it to the Executive Assistant to the Board for decision by the Board of Governors.

20. After governance approval, the affiliation agreement is signed by the President or a Vice President , and by an authorized person at the partner organization. The official copy is kept in the VP Academic's Office.

REVIEW AND REPORTING

21. The VP Academic (or delegate) is responsible for reviewing all affiliations at the time of renewal, or no less than once every five years.

22. The VP Academic provides an annual report to Education Council on all active or recently completed educational affiliations.

RELATED POLICY
Refer to A.3.10 Educational Affiliations Policy.

Appeals Oversight Committee of Education Council
Terms of Reference
First Approved by Education Council: June 11, 2013
Last revised and approved by Education Council-: September 8, 2020

Committee name:	Appeals Oversight Committee
Type:	Standing Committee of Education Council
Chairperson:	An Education Council member is elected by Education Council at the December meeting for a 1-year (January-December) term as Chair of the Appeals Oversight Committee.
Responsible To:	Education Council
Purpose:	The Committee is a standing committee of Education Council charged with ensuring that student appeal proceedings are consistent with approved processes and undertaken in full compliance with educational policies, the legislative requirements of the College & Institute Act and in accordance with procedural fairness and natural justice precepts.

Duties: The Committee will:

1. Coordinate the recruitment and training of individuals for student appeal committees and panels.
2. Collect anonymous data on appeals and outcomes.
3. Review and make recommendations to the College regarding the resources required to adequately respond to student appeals.
4. Provide feedback to Education Council on the overall functionality of the College's appeal processes.

Authority: The Committee acts in an advisory capacity to Education Council as directed by Articles 14.1 to 14.9 of the Education Council bylaws or as directed by the Council.

Timeframe and Reporting: The Committee meets a minimum of two (2) times per year and reports to Education Council at the meeting following the Committee's meeting.

Membership: The Committee is comprised of the following members.

Members do not have to be Education Council members to serve on Education Council committees.

1. One (1) Education Council member elected by the members of Education Council as Chair.
2. Registrar or designate.
3. One (1) dean appointed by the Vice President Academic, Students & Research representing administration.

4. ~~Director of Student Development~~Associate Vice President Student and Enrolment Services -or designate.
5. Two (2) faculty members selected by the faculty representatives on Education Council.
6. One (1) ~~Program Coordinator~~representative from the Centre for Continuing Studies appointed by the Dean of Continuing Studies.
7. One (1) representative from Indigenous Education and Community Engagement appointed by the Dean of Indigenous Initiatives.
8. One (1) representative from International Education appointed by the Director of International Education.
~~6.~~9. One (1) support staff representative selected by the support staff representatives of Education Council.
~~7.~~10. One (1) student member selected by the student representatives of Education Council.
~~8.~~11. Education Council Chair, ex-officio.
~~9.~~12. Arbiter of Student Issues, ex-officio, voice no vote.

Length of Term: All terms are two (2) years in renewable alternating terms, except for the Chair, who is elected for a one (1) year term.

Quorum: The quorum shall be a simple majority.

Other Resources: The Education Council Recording Secretary provides support as needed. This person is responsible for preparing and distributing documents, agendas, and taking and distributing notes.

Notes: Notes are taken at all committee meetings. A summary of these notes is forwarded to the Chair of Education Council by the Chair of the Appeals Oversight Committee.

Communication with Council: Business arising from Appeals Oversight Committee meetings may be forwarded as agenda items to the Education Council through the Council Executive. The Committee Chair presents any recommendations in the form of a motion to Education Council.

ANNUAL PROGRAM REVIEW | 2020

DEPARTMENT NAME:

PURPOSE AND CONTEXT

Annual Program Review is designed to support continuous improvement of programs, and to respond to the needs of students and employees. Departments review statistical data related to their program(s) from the previous years, and provide comments on a series of topics. Departments report on their Action Plan from the previous year, and complete an Action Plan for the current year. The focus is on ensuring program relevance, quality, and sustainability.

The COVID-19 pandemic makes this annual program review very different from previous years. Take this opportunity to identify successes and challenges in your department's response to moving to online delivery. Think about the innovative teaching and learning practices, and the different ways in which you have had to support students. Address the extenuating circumstances and explain how you responded, what you would do again, and what you will change in the future.

PROCESS AND TIMELINE

	DATE
1. The Department Leader, in consultation with the department instructors and staff, completes the Annual Program Review and the Action Plan for the coming year.	**November 20, 2020**
2. Department Leader meets with appropriate Dean to discuss the previous year's and the coming year's Action Plans.	**December 4, 2020**
3. Dean submits report to VP Academic with comments.	**December 18, 2020**

PROGRAMS

List all the programs covered in this Annual Program Review Report. You can complete one Review Report for multiple related programs (e.g. multiple certificates and diploma in CAD & BIM; onsite and distance offerings of Certified Dental Assisting).

STATISTICAL DATA

Access the statistical report prepared by Institutional Research for your program(s):
J:\COMMON\Program Reviews\2020 Program Reviews\A - Data files from Institutional Research

Review this report with your department and use it to inform your Program Review and Action Plan.

**The PDF reports do not work well with Microsoft Edge. We recommend using Adobe Reader or another browser.

ANNUAL PROGRAM REVIEW | 2020

PROGRAM QUALITY

Consider these overarching questions as you respond:

- What was the impact of the COVID-19 pandemic?
- Is your program(s) current and reflective of the state of knowledge and skills in your field?
- What are the barriers impacting your students' success or long-term employment opportunities?
- How does the design and delivery of your program(s) support student success?
- What are you hearing from your students? What are they saying in course and program feedback surveys? In 1-1 discussion or in focus groups?
- What are you hearing from your Program Advisory Committees and other stakeholders? What do you hear from employers and former students?

A. EXTERNAL PARTNERS

Summarize the feedback provided by your Program Advisory Committee (PAC) or Community Engagement Group (CEG), regulatory bodies, articulation groups, or other partners in industry and the community.

- *Discuss the changes and trends in business, industry, education and/or community and the impact on and of your program. Consider external documents, such as association reports and Statistics Canada reports.*
- *What are the technical implications of changes and trends?*
- *How are employment prospects and the labour market (BC Labour Market Outlook)?*

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B. STUDENTS

Summarize the trends and themes of the feedback received from students, either informally or formally. Consider the statistical data provided by IR.

- *What are the trends in student enrollment, retention and attrition? What are the reasons students give for leaving or withdrawing from courses? Are those reasons changing from previous years? Contact the Registrar's Office for additional information on withdrawal reasons.*
- *Discuss the steps taken this year to enhance student success, student pathways, flexible admissions, and recognition of prior learning?*

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C. CURRICULUM

Discuss the currency of the curriculum.

- *Identify when course outlines and PCGs were last updated.*
- *Identify changes made in response to internal and external factors.*
- *What curriculum development is underway or anticipated; is it major or minor in nature? What is driving the changes?*
- *What program renewal or accreditation is underway or anticipated?*
- *Do you have an evaluation plan in place for your next program renewal?*

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D. EXPERIENTIAL LEARNING

Comment on the opportunities for experiential learning, including practicum or preceptorship.

- *Describe your department strategy to incorporate more (e.g. active learning strategies, reflection, problem-solving, critical thinking, flipped classroom, hands-on practice). Are instructors taking professional development opportunities?*
- *Describe the opportunities or challenges for work-integrated learning, practicums, or preceptorships?*

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D. COLLEGE INITIATVES

The College has several ongoing initiatives to improve and support teaching and learning at the College. Discuss your department's activities related to these or other strategies:

- *Indigenization*
- *Institutional Learning Outcomes*
- *Online Learning*

- *Universal Design for Learning*
- *Applied Research*
- *Partnerships*

E. RESOURCES

Comment on the physical, teaching, and information resources needed to support your program(s).

- *Identify any expertise, equipment, facilities, library/learning centre resources, or student service resources required over the next one to three years.*
- *Identify any non-recurring costs required over the next year (such as curriculum development funds).*
- *Identify marketing/recruitment and retention resources required.*

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F. ACTION PLANS

Access the Consolidated School Action Plans:
J:\COMMON\Program Reviews\2020 Program Reviews\C - Consolidated Action Plans

1. **2019-2020 Action Plan:** Provide an update on the initiatives identified last year, including achievements, barriers to success, and lessons learned.

2. **2020-2021 Action Plan**: Identify 3-4 key initiatives that the department has prioritized for the upcoming year.

G. DEAN'S COMMENTS