



Vancouver Community College Education Council Meeting Agenda

January 12, 2021

3:30–5:30 p.m. Videoconference

Meeting Link: <https://vcc.zoom.us/j/65632512041>

Item	Topic	Action	Speaker	Time	Attachment	Page
1.	CALL TO ORDER		E. Ting	1 min		
2.	ACKNOWLEDGEMENT		E. Ting	1 min		
3.	ADOPT AGENDA	Approval	E. Ting	1 min	✓	1
4.	APPROVE PAST MINUTES	Approval	E. Ting	1 min	✓	2-6
5.	ENQUIRIES & CORRESPONDENCE	Info	E. Ting	1 min		
6.	BUSINESS ARISING					
	a. Concept Paper: Applied Leadership and Management Certificate	Info	J. Dalla-Tina, C. Sauv�	10 min	✓	7-20
	b. Planning for the New Normal in Teaching	Discussion	D. Wells, E. Ting	30 min		
7.	COMMITTEE REPORTS					
	a. Curriculum Committee					
	i. New Courses: ELSK 0846, 0866, 0946, 0947, 0966, 0967, 1007	Approval	K. McMorris	5 min	✓	21-51
	ii. Minor Curriculum Changes	Info	T. Rowlatt	1 min	✓	52
	b. Policy Committee	Info	N. Mandryk	5 min		
	c. Appeals Oversight Committee	Info	L. Griffith	5 min		
	d. Education Quality Committee	Info	T. Rowlatt	5 min		
8.	RESEARCH REPORT	Info	E. Ting	5 min		
9.	CHAIR REPORT	Info	E. Ting	5 min		
10.	STUDENT REPORT	Info	P. Patigdas	5 min		
11.	NEXT MEETING & ADJOURNMENT	Info	E. Ting	1 min		

Session on Indigenization in
Governance and Policy
(Robert Daum & Lindsay Heller):
January 13, 9:30 a.m. – 11:30 a.m.

Next regular meeting:
February 9, 2021, 3:30–5:30 p.m.

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

Elle Ting (Chair)
 Natasha Mandryk (Vice-Chair)
 Ali Oliver
 Dave McMullen
 David Wells
 Heidi Parisotto
 John Demeulemeester
 Julie Gilbert
 Lucy Griffith
 Marcus Ng
 Natasha (Student Representative)
 Shantel Ivits
 Todd Rowlatt

Guests

Adrian Lipsett
 Alayna Finley
 Bonnie Chan
 Bruce McGarvie
 Clay Little
 Dennis Innes
 Jennifer Gossen
 Kalli Cartwright
 Keith Mew
 Les Apouchtine
 Marcia Tanaka
 Phoebe Patigdas
 Shirley Lew
 Taryn Thomson

Regrets

Blair McLean
 Brett Griffiths
 Jo-Ellen Zakoor
 Julia Skye Summers
 Sarah Kay
 Shane McGowan

Recording Secretary

Darija Rabadzija

1. CALL TO ORDER

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

2. ACKNOWLEDGEMENT

- E. Ting acknowledged that the meeting is being held on the traditional unceded territory of the Sḵwxwú7mesh Úxwumixw (Squamish), xʷməθkʷəy̓əm (Musqueam) and Tsleil-Waututh peoples.

3. ADOPT AGENDA

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

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

4. APPROVE PAST MINUTES

MOTION: THAT Education Council approve the November 10, 2020 minutes as presented.

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

5. ENQUIRIES & CORRESPONDENCE

- There were none.

6. BUSINESS ARISING

a) Academic Plan

- D. Wells presented a draft of the Academic Plan 2021-2024. The template is similar to the previous version, with some items shifted to different categories and new numbering. Some of the previously planned projects could not be completed due to COVID-19. Work is in progress on the five pillars, including development of an Indigenization Planning Framework (*Prioritize diverse ways of being*); work in the area of PLAR (*Democratize the acquisition of knowledge, skills, and competencies*); microcredentials and badging (*Create alternative pathways to competencies*); online/blended delivery, especially in the context of the current pandemic (*Ensure platform agnostic learning*); and Work-Integrated Learning (WIL).
- The draft document has been distributed to departments for discussion with deans; the goal is to bring a final version to Education Council in March.
- There was a discussion about timelines and the process of annual program reviews feeding into department plans and the Academic Plan. Department-level plans tend to be more granular, while only higher-level items are brought forward for the Academic Plan. While timelines are set up to allow information from annual program reviews to feed into the Academic Plan, it was acknowledged that program reviews currently do not explicitly capture the five pillars of the Academic Plan. It was suggested that the Education Quality Committee revise program review documents to align them more clearly with the priorities in the Academic Plan. Planning documents are posted on the VP Academic page on [myVCC](#).

b) Planning Day Debrief

- E. Ting reported from the half-day EdCo planning session on November 20 and thanked members for participating. Members discussed quality assurance for online courses, led by A. Dunn; academic integrity in the online environment; and fighting isolation and building community in online teaching and learning.
- R. Daum and L. Heller led a discussion on Indigenizing and decolonizing curriculum, and introduced their equity, diversity, and inclusion (EDI) readiness assessment project. Additional sessions with R. Daum and L. Heller will be scheduled to continue this conversation and discuss Indigenization related to governance and policy. The next session will take place at the December 16 Curriculum Committee meeting; a special EdCo session is scheduled for January 13.

7. COMMITTEE REPORTS

a) Curriculum Committee

i) New Courses: DHHE 0600, 0610, 0620, 0630 & 0640

MOTION: THAT Education Council approve, in the form presented at this meeting, five (5) new courses: DHHE 0600 English Foundations – Bridge, DHHE 0601 English Foundations 1, DHHE 0602 English Foundations 2, DHHE 0603 English Foundations 3, and DHHE 0604 English Foundations 4.

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

- A. Finley presented the proposal for five new English Foundations courses, which were developed based on recommendations from the 2019 Deaf & Hard of Hearing (DHH) program renewal: a bridge course, followed by Foundations 1–4, which align with Canadian Language Benchmarks for the Deaf 1–4. Students will use both ASL and English in these courses. The new structure was designed to meet articulation guidelines to allow for transferability to other institutions.
- T. Rowlatt noted that Curriculum Committee provided some feedback regarding portfolios. Course numbers were changed in consultation with the Registrar’s Office to DHHE 0600–0604 after distribution of the EdCo package. Several old courses will be replaced and need to be deactivated.

- Responding to questions, A. Finley clarified that there is no standardized approach for teaching English⁴ to the Deaf and hard of hearing in the K-12 system. The department researched different resources for DHH students and incorporated these into the course design. There was a discussion about the terminology used in learning outcomes (aligned with CLB language), which may be difficult for students to understand. A. Finley responded that ASL videos will be developed and posted online, providing additional information to students communicating via ASL. T. Rowlatt added that Curriculum Committee was comfortable with the language as presented.

ii) New Courses: Automotive Apprentice & E-pprentice (ACRP 1102; ACAP 2002, 2003, 3002, 3003, 4002, 4003; APAP 2002, APAP 2003)

MOTION: THAT Education Council approve, in the form presented at this meeting, nine (9) new apprentice courses for Auto Collision and Refinishing Technician: ACAP 2002, ACAP 2003, ACAP 3002, ACAP 3003, ACAP 4002, ACAP 4003, ACRP 1102, APAP 2002, and APAP 2003.

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

- K. Mew presented the second part of proposals based on the national harmonization of Automotive Collision Repair and Refinishing standards. The first group of proposals was approved at the last EdCo meeting; the current proposal encompasses the remaining nine apprentice and E-pprentice (online delivery) courses.
- In response to a question about the decision note, it was clarified that the point on inclusion and diversity refers to an ITA learning outcome combining mentorship and support for a diverse and inclusive work environment; this point was added as a separate learning outcome.

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

MOTION: THAT Education Council approve, in the form presented at this meeting, revisions to the Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Diploma, adding the mechanical specialty, and 32 new courses.

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

- B. McGarvie presented the proposal to add a new mechanical specialty to the CAD & BIM Technician Diploma program. VCC's previous mechanical drafting program was discontinued in 2004, as sawmill and pulp and paper industries declined. Current industry developments, such as LNG projects in northern B.C., have led to renewed and growing demand for mechanical technicians to work in the mining industry, chemical process plants, energy infrastructure, oil and gas, as well as mechanical systems for buildings. The curriculum aligns with the learning outcomes outlined in the accreditation standards for Applied Science Technologists and Technicians of BC (ASTTBC) and Technology Accreditations Canada (TAC).
- Curriculum Committee requested a minor adjustment to evaluation plans, which was completed after distribution of the meeting package: participation grades were reduced from 20% to 10%, and 10% added to quizzes/tests (courses DRFT 1364–1367 and 1394–1396).

iv) Deactivation of Programs and Courses

MOTION: THAT Education Council approve Curriculum Committee as the approval body for course and program deactivations within Courseleaf CIM, except for those programs and courses that are within the process of suspension and/or discontinuance as governed by Policy C.3.3.

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

- T. Rowlatt presented the proposal to give Curriculum Committee the authority to deactivate courses and programs, in order to standardize and streamline this process. Deactivations may become

necessary if offerings are replaced by new programs, course numbers change, or courses have not⁵ been taught in years. The goal of the proposal is to establish a consistent process going forward, ensure appropriate documentation, and reduce redundancy. The proposed deactivation process will not apply to programming that falls under the processes outlined in policy C.3.3 Suspension and/or Discontinuance of Programs. EdCo members had no concerns.

b) Policy Committee

- N. Mandryk reported that both student conduct policies (D.4.3 and D.4.5) went through another round of revisions, based on substantive committee feedback submitted in August. The November committee meeting was cancelled to allow time for this work, and the updated drafts will be discussed at the committee meeting tomorrow.

c) Appeals Oversight Committee

- L. Griffith reported that the last committee meeting was cancelled; the subcommittees are continuing their work on developing appeals tracking processes and protocols for appeals.

d) Education Quality Committee

i) Course Evaluation Surveys – Additional Questions on Online Learning

- T. Rowlatt presented new survey questions related to online learning, which were developed in the context of the move to online delivery due to the pandemic. These questions will be added to existing course evaluation surveys after consultation with the VCCFA. (A minor grammatical edit was suggested.)
- While the surveys are intended to evaluate courses, not instructors, concerns were raised about responses being attributable to individual instructors for courses taught by only one or a small number of faculty members. T. Rowlatt noted that the goal is not to provide data immediately, but to aggregate results over several years in order to inform program renewals. There are other survey tools that provide both formative evaluations (sent directly to individual instructors) and aggregated data (on the department level). The plan is to explore these tools in the next few years, dependent on the College's budget.

8. RESEARCH REPORT

- E. Ting reported that many more REB inquiries are coming in from outside B.C., and in the last month or so, two requests have been received from overseas (UK).
- The VCC Teaching, Learning, and Research Symposium will take place on February 25-26, 2021. Proposals for presentations can be submitted until January 8, 2021.

9. CHAIR REPORT

- E. Ting reported that the Academic Governance Council held a half-day meeting on November 18 to discuss institutional challenges due to the pandemic. Another meeting is planned before the winter break. At the November 25 Board of Governors meeting, several concept papers were presented for information, and all program proposals were approved.

10. STUDENT REPORT

- P. Phoebe reported on SUVCC activities around Transgender Awareness Week and Transgender Day of Remembrance, as well as the International Day for the Elimination of Violence against Women. The first online Stress Busters event was a success. SUVCC is encouraging students to get engaged in the ongoing [Fund It, Fix it](#) campaign on funding for the post-secondary education system.
- SUVCC office locations will be closed from December 11 to January 4; the virtual helpdesk will remain available throughout the upcoming week.

11. ELECTIONS

a. Education Council Chair

- D. McMullen thanked everyone who served in leadership capacities on EdCo and committees, before resuming the elections.
- N. Mandryk nominated E. Ting. Nomination accepted.
Second and third call for nominations: There were none.
By acclamation, E. Ting was announced Chair of Education Council.

b. Education Council Vice-Chair

- E. Ting nominated N. Mandryk. Nomination accepted.
Second and third call for nominations: There were none.
By acclamation, N. Mandryk was announced Vice-Chair of Education Council.

c. Two Executive Committee Members

- L. Griffith nominated T. Rowlatt. Nomination accepted.
T. Rowlatt nominated L. Griffith. Nomination accepted.
Second and third calls for nominations: There were none.
By acclamation, T. Rowlatt and L. Griffith were announced Executive Committee Members of Education Council.

d. Standing Committee Chairs

i. Curriculum Committee

- J. Gilbert nominated T. Rowlatt. Nomination accepted.
Second and third call for nominations: There were none.
By acclamation, T. Rowlatt was announced Chair of Curriculum Committee.

ii. Education Policy Committee

- J. Demeulemeester 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 Quality Committee

- H. Parisotto nominated T. Rowlatt. Nomination accepted.
Second and third call for nominations: There were none.
By acclamation, T. Rowlatt was announced Chair of Education Quality Committee.

iv. Appeals Oversight Committee

- H. Parisotto nominated L. Griffith. Nomination accepted.
Second and third call for nominations: There were none.
By acclamation, L. Griffith was announced Chair of Appeals Oversight Committee.

12. NEXT MEETING AND ADJOURNMENT

- The next Education Council meeting will be held on January 12, 2021, 3:30-5:30 p.m. E. Ting thanked everyone for their work and contributions this year.

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

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

- The meeting was adjourned at 4:43 p.m.

Elle Ting
Chair, VCC Education Council

New Concept Paper Proposal

Applied Leadership and Management Certificate

Name of Program:

Applied Leadership and Management Certificate

School/Centre:

Continuing Studies

Credential Level:

Certificate

Anticipated Start Date:

January 2022

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

Contact(s)

Name	E-mail	Phone/Ext.
Joy Dalla-Tina	jdallatina@vcc.ca	8671

PART 1: CONCEPT

Purpose and Context

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

The development of the Applied Leadership and Management Certificate followed the program renewal of the Leadership Suite of programs.

The current suite of Leadership programs have a long history and reputation for providing management and leadership training not only on-site at VCC's downtown campus, but also for off-site contract training to many businesses, corporations, and municipal services. The programs are highly recognized for their content and their addressing of industry training requirements in leadership and management.

The renewal of the programs was divided into distinct areas, including leadership and management, recreation and sport management, and wedding and event management. The renewal included extensive consultation with numerous high-profile industry representatives from these distinct areas.

One of the key findings was that the leadership suite of programs filled a niche as ‘leadership training for every person’ – the programs appeal to a very wide range of people working in a broad range of industries and have a low-barrier to entry. The flexibility and scheduling of the courses in the programs are very attractive to individuals who are often already working full time as new or emerging leaders in management positions and who are looking to upgrade their skills or move into more senior management positions. Another key finding was that a re-design of the programs should maintain the niche that the programs serve as well as their flexibility of programming.

The existing structure of the credential is as multiple overlapping programs. A strong recommendation from the renewal was to streamline the programs into one program which would have a core set of courses as well as a number of specializations.

An extensive program redesign process included consultation with program instructors and key industry representatives from a variety of sectors and organizations:

- Mike Lackie – Dieseltch Truck Repair & Mobile Fleet Maintenance
- Paul Zelinski – Industry Training Authority (ITABC)
- Angela Sealy – Westcoast Facilitator Group
- Shan Shan Li – Associate Program Director WorkBC
- Darren Dreger – BC Event Management and VP Education & Events, Meeting Professionals International BC Chapter
- Vanessa Sabitova – Strategic Initiative Manager BC Recreation & Parks Association
- Allan Bailey – General Manager Vancouver Canadians
- Paul Fruitman – Director of Corporate Partnership Vancouver Whitecaps

An important outcome of this consultation process (including a workshop on November 4th, 2019) was that a single program should be designed with a simplified, common core.

A draft program purpose and design was then presented at another industry/instructor consultation session on January 30th 2020. The draft design was well received with a new program name, Applied Leadership and Management certificate, being proposed. Potential streams or specializations were also discussed as well as key courses or topics to include in the core.

Thus, the proposed Applied Leadership and Management program seeks to combine the suite of leadership programs into one new over-arching program, which will include a well-defined set of core courses and a number of additional specialization areas, consisting of course clusters. These clusters could form micro-credentials in the specialization areas.

Proposed Program Purpose: The purpose of the Applied Leadership and Management Certificate is to provide learners with the skills and knowledge necessary to transition into leadership and management roles in a wide range of workplace settings, as well as to provide practical training for those already working in leadership and management

positions. In addition, the program includes specialized courses which will allow learners to move into more specific leadership and management positions.

Proposed Program Learning Outcomes: Graduates of the Applied Leadership and Management Certificate will be able to:

- Communicate effectively as a manager, coordinator, or leader
- Work with others to solve problems and manage projects
- Demonstrate leadership competencies in a variety of settings
- Employ appropriate decision making and evaluation practices
- Apply sales and marketing principles
- Act ethically and professionally in regard to relevant stakeholders and the environment
- Apply critical thinking and problem solving techniques to make sound leadership and management decisions
- Utilize basic accounting principles in the operation of a business or organization
- Apply human resources processes and systems in both small and large organizations
- Manage client, customer, and stakeholder relations
- Use project management approaches and strategies to meet the needs of an organization

The proposed core courses are:

- Business Communication
- Business Ethics
- Project Management
- Basic Finance
- Sales and Marketing
- Interpersonal Communication
- HR Management
- Leadership 101

Graduates working in a variety of fields such as trades and technology, education, retail, manufacturing etc. will be prepared for roles such as

- Manager
- Project Leader
- Department Leader
- Coordinator
- Supervisor

The specialization areas will include:

- Leading and Managing People
- Coaching

- HR Management
- Sales and Marketing
- Entrepreneurship and Innovation

Graduates of these specializations will be able to acquire some form of micro-credential. The option of full certificate credential completion will still be available in addition.

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

This new program aligns with the Business and Leadership departmental plan – to renew and re-develop the programs and courses in this area.

One of the key priorities in VCC's Strategic Innovation Plan is Building Programs of the Future, to achieve and maintain financially stable programming that is aligned with existing and forecast market demand. The vision for the proposed program has been developed in close consultation with leaders and Senior Managers across multiple market sectors to ensure that graduates will have the skills needed for graduates in today's job market. The proposed Applied Leadership and Management program has a strong focus in these skill areas, such as problem-solving, critical thinking, people management etc. The program also focuses on a number of hard skills such as HR management, marketing, project management, and financial/business skills. This program also helps learners to 'upskill', and build upon their prior experience and education.

Management occupations are projected to see growth, in areas such as health care, engineering, business services, and restaurant/food services.

<https://brookfieldinstitute.ca/ahead-by-a-century-employment-in-2030/>

The new program will continue to meet what was identified as the strongest appeal of the current leadership suite of programs: the flexibility of the offerings. Students can take courses in any order, and courses are available on evenings and weekends, and can be taken in any order - there are no program or course pre-requisites.

The proposed new program would maintain this value of flexibility. It would also contain a number of stackable options in order to complete the certificate. For example, students may complete the set of core courses and then choose from different specializations such as coaching, leading and managing people, and sales and marketing.

Both the original suite of leadership programs and the proposed Applied Leadership and Management certificate reflect VCC's values, namely engagement and alignment with industry, the offering of courses which are accessible, low-barrier to entry, learner-centered, relevant, and career-oriented.

The program appeals to a wide variety of people from many different backgrounds and experience levels which fits with VCC's value of diversity. In addition, the aforementioned flexibility and relevancy of the program speaks to VCC's commitment to excellence.

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

The proposed Applied Leadership and Management certificate would support graduates of other VCC programs who may be looking to become leaders in their respective fields, such as trades, arts & design, and education.

In addition, VCC employees commonly enrol in the current suite of leadership programs. In the last three years 78 fee waivers have been submitted by individuals who work in a variety of positions at the college.

Also, courses in other CS programming areas such as computers and technology (CMPT) could be used as additional electives in this new program.

Needs Assessment

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

There are a large number of programs available in the area of leadership and management, however, most of these programs are at the executive level, are expensive, full-time, and are less accessible for people who do not have a strong educational background.

This program would continue to fill a gap as a more accessible, low barrier, part-time, and welcoming educational environment. It would also provide a more practical experience in leadership and management specifically designed for learners who may already be in supervisory roles or who wish to upgrade their skills in leadership and management, with a view to advancing their careers. As mentioned, the current suite of Leadership programs has been filling this niche.

In addition as discussed earlier, the program allows for specialization in a variety of more specific leadership and management fields.

There is also an opportunity to respond to the changing needs of industry in response to the COVID-19 pandemic. For example, the new curriculum will reflect the move to more online business operations and opportunities. Also, during the pandemic people may be taking the opportunity to 'upskill' through accessible online learning in areas such as leadership, management, and business.

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

Manager occupations (in transportation, construction, financial and business services, recreation and sport, manufacturing, customer service, public administration, health care, education and community services, public protection services, and administrative service managers). A combined labour market data set for these manager occupations (provided by EMSI www.economicmodeling.com) showed there were around 85,836 jobs in BC in 2019. Between January 2019 and November 2020 there was an average of 4,615 job postings per month. A job growth of 0.6% is expected between 2019 and 2020.

The expected number of jobs in manager occupations in BC in 2021 is projected to be 87,000 which represents a growth of 1.4% from 2019.

During the Covid pandemic, industries have had to adapt with some industries seeing a greater demand, and some a lesser demand. Industries that have seen growth during the pandemic include essential retail, banking and finance, telecommunications, customer service, public health and government, healthcare, manufacturing, engineering and architecture, technology & IT, and news & publishing. Obviously these industries include a large number of management and leadership positions so it is expected that there will continue to be demand for training from these areas.

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

The current suite of leadership and management programs are attractive to students due to their accessibility, flexibility of scheduling, part-time nature, cost, and ‘hands-on’ approach to content. In other words, there is a niche being filled which attracts learners who are already working in a variety of industries, and who need access to more applied skill training in leadership and management. This program would replicate this and continue to attract these types of learners, in addition to offering micro-credential options in specialized niche areas in leadership and management.

From the consultations with industry representatives a strong interest was expressed in terms of a need for leadership training for individuals working in trades, manufacturing, and other industries.

Competitive Analysis

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

See attached - Competitive scan LEAD.

BCIT, SFU, UBC, JIBC, VIU, and UVic (as well as a large number of private institutions) all offer leadership and management programs. However, these programs are not as accessible and are at a much higher price point and are designed for students looking at more ‘executive’ level positions as opposed to more ‘everyday’ leadership and management roles.

Again, VCC's leadership programming fills a niche in being accessible, flexible, and suited to people from a wide variety of backgrounds and who work in different fields and may have different experience levels.

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

No.

Student Profile

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

The target students for this programming depends on the specializations chosen within the certificate.

Students interested in general management and leadership courses will tend to be more mature, will likely already be working in their field, and would want to gain additional skills to advance their careers. The majority of students are expected to be female. Students would have a wide range of educational backgrounds.

Students interested in event management and wedding planning will likely be mostly female. They are expected to be a much younger demographic not currently working in the industry. The majority of students have a lower incoming educational background.

The design of the proposed Applied Leadership and Management certificate includes a core which is a set of courses that have a broad appeal to those wishing to improve their knowledge of leadership and management. The specializations in the program would likely appeal to more specific target markets.

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

Student recruitment strategies will include hosting info sessions, marketing through the VCC website and CS catalogue, and industry contacts.

As part of the re-design affiliation agreements will be pursued with industry specific associations (e.g. International Coaching Federation, Meeting Professionals International, and International Live Event Association). These associations will help keep the program current and responsive to training demands, as well as making the program more appealing to potential students.

Students may choose courses or specializations to suit their own learning needs – and will be able to receive recognition for these even if they choose to not complete the full certificate.

The program's other attractive feature is that it lends itself to meeting the needs of the modern learner in being flexible, affordable, specialized and provides small 'chunks' of education.

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

This programming is designed to be accessible and low barrier, and is open to people from a wide range of educational backgrounds and experience levels.

The existing leadership programs have typically seen low representation of Indigenous students. The Business, Leadership, and Management area in CS would liaise with IECE to foster more Indigenous enrolment.

Quality

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

No. At the moment there are no agreements.

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

Through the process of the renewal and new program design, key industry professionals have been secured as potential PAC members.

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

Continuing Studies currently employs twelve instructors with extensive industry experience in this program area. Additional qualified instructors will be hired as necessary in preparation for the new programming launch.

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

A capstone is being considered for all of the specialization areas, with a focus on the industry niche represented by the specialization area.

Admission, Delivery, and Design

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

This is a part-time program so the expected length of the program will vary between one and three years. The program will exist in a continuing intake model, where students can start taking courses in any of the three terms (Sept-Dec, Jan-March, Apr-June). A maximum of five courses per specialization will be offered each week. The minimum number of students per course will be determined as per the costing model.

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

Due to the very open nature of this new programming, no pathways are required for entrance. This programming is designed to ladder students in to further career advancement and jobs.

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

The part-time programs are designed to suit the schedules of working professionals. Courses will be held on a part-time basis during evenings and weekends. Given the current transition to online delivery during the Covid pandemic, courses will be designed to be delivered online. In the future, courses may transition back to face-to-face delivery, or may be blended, or may continue to be offered fully online.

Remote delivery has widened the geographical area from which students may enrol in the current Leadership programming. It has also allowed current students to continue progressing toward their credentials. These benefits will likely continue with the new proposed program.

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

This new programming is incredibly flexible. It has multiple entry and exit points. For example courses may be taken for their stand-alone value (for professional development purposes). Alternatively, a group of courses can be taken in an area of specialization which can result in the acquisition of micro credentials and stack into completion of the overall certificate. See attached program map.

Operational Needs

20. Are there any large costs expected as part of the delivery or development of this program? Have you started discussing potential needs with the appropriate area?

Consider the following areas in particular: Facilities: new classrooms/labs/computer labs, significant renovations, space for instructors/staff, weekend delivery, etc.; IT: new hardware (e.g. computer lab), software or licenses, etc.; Human Resources: need for new instructor or program support staff, etc.; Library: research intensive program that requires significant library resources (databases, journals, etc.); Marketing: information about planned program and anticipated implementation date so the new program becomes part of their workplan.

No large costs are anticipated for the delivery of this program.

The program has secured curriculum development funds for the design and blueprinting of the program content guide and courses for the period 2020/21.

Human Resources:

These programs will be taught by current Continuing Studies instructors. Should any additional instructors be required, Continuing Studies will initiate the hiring process on an as-needed basis according to existing procedures. Additional funds may be needed for further course revisions.

Library:

The programs does not require additional library resources at this time.

Marketing:

The programs are intended for launch in September 2021. Continuing Studies is conducting initial discussions on the program marketing strategy, which is expected to include a combination of information sessions, print media (CS catalogue), and digital media.

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

The program has secured curriculum development funds for the design and blueprinting of the program content guide and courses for the period 2020/21.

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

The program was fortunate to receive the requested funding to complete the final design and launch of the certificate.

Phase In/Phase Out Plan

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

Attach existing leadership program structure from self-study and compare to new program structure. E.G. students in the sport and rec program could acquire a micro-credential in the new programming or could complete the certificate with a sport and rec specialization.

PART 2: INITIAL BUSINESS CASE

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

What is the source of funding for this program?

Please see attached Business Case.

Attach Initial Business Case

LEAD Business Case.pdf

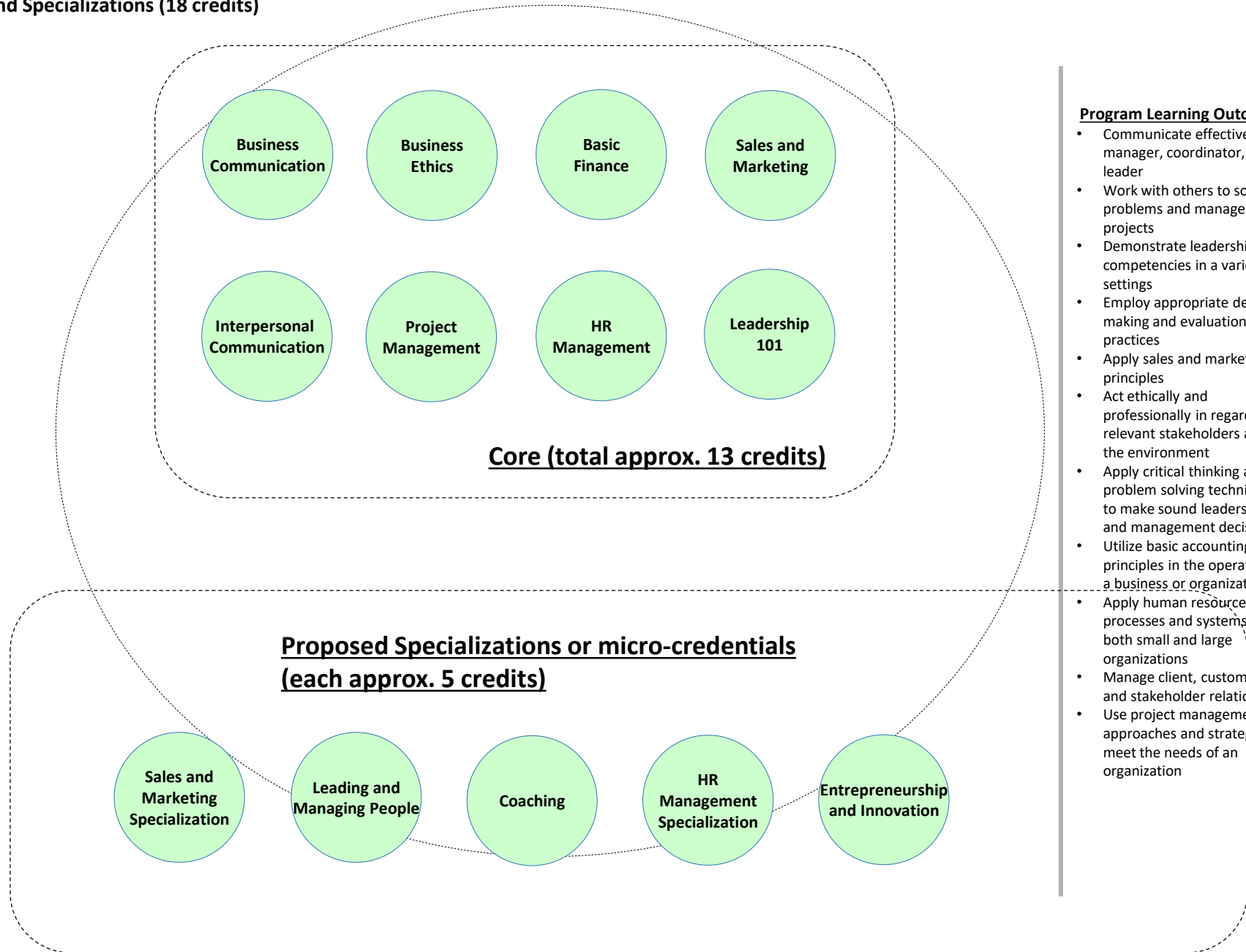
PART 3: ADDITIONAL INFORMATION

Provide any additional information if necessary.

Please see attached competitive scan and proposed program map.

Attach documents

Program Map - Core courses plus specializations.pdf



LEAD Business Case

The Applied Leadership and Management program will be offered in a flexible format similar to the current programming, which is structured based on a-la-carte registration so students can take courses part-time to meet a variety of professional training needs. This program will also incorporate micro-credentials within the certificate structure, and supplement existing training with relevant specializations in addition to the core programming.

Intakes will be ongoing in Winter, Spring, and Fall terms. Registration in each course will vary, as students will complete the certificate at different paces according to their needs. Individual courses will vary in length, but the program will likely consist of 9 courses at 30 hours/2 credits each (\$650/course). Courses will run subject to sufficient enrolment, and will generate varying amounts of net contribution.

There are no significant facilities, operating, or labour cost increases expected related to this redesign. The program will be administered within the existing FTE allocation for this program.

It is expected that this programming will generate a consistent revenue stream, similar to current programming (gross revenue typically \$100k+) in the initial phases of implementation, and additional growth will be expected as micro-credentials are launched and marketed as stand-alone offerings.

Competitive Scan

Institution	Credential	Credits	Hours	Tuition
BCIT	Associate Leadership Certificate	21	180 + 60 online	\$3,600
SFU	Business Management Certificate of Completion	0	252-288	\$3,900
JIBC	Applied Leadership Certificate	10	168	\$4,800
VCC	Applied Leadership and Management Certificate	18	270	\$5,851
UVic	Business Management Certificate	30	312	\$6,550
UBC	Management Essentials Certificate	0	61	\$13,970

Initial Costing

Market acceptable fee	\$ 6,000.00
Tuition Per Student - Breakeven	\$ 5,266.27
Tuition Per Student - 5% Contribution	\$ 5,543.44
Tuition Per Student - 10% Contribution	\$ 5,851.41
Tuition Per Student - 15% Contribution	\$ 6,195.61

Multi-Year Outlook

Vancouver Community College				
School of Continuing Studies				
Leadership Program Renewal				
Org Code: 6065				
	Year 1	Year 2	Year 3	Year 4
Tuition Per Course (10% Net Contribution)	\$ 650	\$ 663	\$ 676	\$ 690
Number of Courses*	9	15	15	20
Students Per Course	12	12	15	15
Total Registrations	108	180	225	300
Instructor Hours	30	30.0	30.0	30.0
Instructor Rate	\$ 65	\$ 66	\$ 68	\$ 69
Operating Expenses	450	750	750	1,000
PC FTE**	0.2	0.2	0.2	0.2
PA FTE***	0.1	0.1	0.1	0.1
Revenue				
Tuition Revenue	\$ 70,217	\$ 119,369	\$ 152,195	\$ 206,985
Total revenue	\$ 70,217	\$ 119,369	\$ 152,195	\$ 206,985
Instructor				
Instructor Salary	\$ 17,550	\$ 29,835	\$ 30,432	\$ 41,387
Fringe Benefits (10%)	\$ 1,755	\$ 2,984	\$ 3,043	\$ 4,139
Total instructor costs	\$ 19,305	\$ 32,819	\$ 33,475	\$ 45,526
Program Administration				
Program Coordinator	\$ 15,774	\$ 16,089	\$ 16,411	\$ 16,739
Benefits (27%)	\$ 4,259	\$ 4,344	\$ 4,431	\$ 4,520
Program Assistant	\$ 4,620	\$ 4,712	\$ 4,806	\$ 4,902
Benefits (30%)	\$ 1,386	\$ 1,414	\$ 1,442	\$ 1,471
Total support staff costs	\$ 26,039	\$ 26,559	\$ 27,091	\$ 27,632
Total labour cost	\$ 45,344	\$ 59,378	\$ 60,565	\$ 73,158
Operational costs				
Operational Expenses	\$ 450	\$ 750	\$ 750	\$ 1,000
Total operational costs	\$ 450	\$ 750	\$ 750	\$ 1,000
Indirect Costs				
Indirect student support 38%	\$ 17,402	\$ 22,849	\$ 23,300	\$ 28,180
Total indirect student support	\$ 17,402	\$ 22,849	\$ 23,300	\$ 28,180
Total expenditures	\$ 63,195	\$ 82,977	\$ 84,615	\$ 102,338
Net contribution to VCC overhead / (Deficit)	\$ 7,022	\$ 36,392	\$ 67,580	\$ 104,647
Net contribution to VCC overhead / (Deficit)	10 %	30 %	44 %	51 %
Gross Margin Income Statement				
Revenue	\$ 70,217	\$ 119,369	\$ 152,195	\$ 206,985
Direct instructors cost	\$ 19,305	\$ 32,819	\$ 33,475	\$ 45,526
Direct non-labour cost	\$ 450	\$ 750	\$ 750	\$ 1,000
Direct program administration	\$ 26,039	\$ 26,559	\$ 27,091	\$ 27,632
Gross margin	\$ 24,423	\$ 59,241	\$ 90,880	\$ 132,827
Indirect Agency Fees	\$ -	\$ -	\$ -	\$ -
VCC Institutional support (Overhead 38%)	\$ 17,402	\$ 22,849	\$ 23,300	\$ 28,180
Net Surplus / (Deficit)	\$ 7,022	\$ 36,392	\$ 67,580	\$ 104,647
<i>*Program costing is based on the delivery of all 9 courses in a one-year period. Courses will be offered P/T on a term-by-term basis according to demand.</i>				
<i>**PC FTE reflects the estimated portion of the existing workload dedicated to an earlier version of this program, and will not be incurred as an additional expense.</i>				
<i>**PA FTE reflects the estimated portion of the existing workload dedicated to an earlier version of this program, and will not be incurred as an additional expense.</i>				



DECISION NOTE

PREPARED FOR: Education Council

DATE: January 12, 2021

ISSUE: Seven new EAL courses: ELSK 0846, 0866, 0946, 0947, 0966, 0967, 1007

BACKGROUND:

The English as an Additional Language (EAL) department is proposing seven (7) new courses. These courses have three different focuses:

1. **ELSK 0846 and ELSK 0866.** Communication Skills for Online Learning at an Intermediate and Advanced level. These courses are designed to be taken concurrently with other courses to allow students to develop the digital literacy and online communication skills necessary to succeed in the online learning environment.
2. **ELSK 0946, ELSK 0947, ELSK 0966 and ELSK 0967.** Improve Your Writing at an Intermediate and Advanced level. The core EAL Pathways program is very intensive, and both students and instructors have identified writing skills as a particular challenge. These non-required courses would give students the opportunity to focus on their writing skills in a lower stakes environment. The EAL department already offers similar courses to improve grammar skills.
3. **ELSK 1007.** IELTS Academic Preparation - Intensive. This course is designed to help students prepare for the IELTS test that is a requirement for many programs. This new course will replace an existing IELTS preparatory course that has more hours, but has not had much student interest. It mimics a successful CELBAN preparatory course the department has run several times.

DISCUSSION:

Ken McMorris, department head of EAL, presented the proposal. Curriculum Committee requested only minor revisions to the curriculum: differentiate course learning outcome language between ELSK 0846/0866; add "with department permission" to the pre-requisites; and some minor adjustments to the evaluation plans.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, seven (7) new courses: ELSK 0846 Communication Skills for Online Learning-Intermediate; ELSK 0866 Communication Skills for Online Learning-Advanced; ELSK 0946 Improve Your Writing-Intermediate Focus A; ELSK 0947 Improve Your Writing-Intermediate Focus B; ELSK 0966 Improve Your Writing-Advanced Focus A; ELSK 0967 Improve Your Writing-Advanced Focus B; and ELSK 1007 IELTS Academic Preparation-Intensive.

PREPARED BY: Todd Rowlett, Chair, Curriculum Committee

DATE: December 17, 2020

Course Change Request

New Course Proposal

Date Submitted: 12/04/20 11:26 am

Viewing: **ELSK 0846 : Comm Skills Online Int**

Last edit: 12/21/20 1:57 pm

Changes proposed by: kmcmorris

Course Name:

Communication Skills for Online Learning - Intermediate

Effective Date: April 2021

School/Centre: Library, Language, and Teaching & Learning Services

Department: EAL (3366)

Contact(s)

In Workflow

1. **3366 Leader**
2. **LLTL Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 12/04/20 11:46 am
Ken McMorris (kmcmorris):
Approved for 3366 Leader
2. 12/07/20 9:52 am
Shirley Lew (slew):
Approved for LLTL Dean
3. 12/21/20 1:58 pm
Todd Rowlett (trowlett): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Ken McMorris	kmcmorris@vcc.ca	7027

Banner Course Name: Comm Skills Online Int

Subject Code: ELSK - English Language Skills

Course Number: 0846

Year of Study: ESL Course

Credits: 0

Course Description:

In this course, learners will focus on developing English language and intercultural communication skills for success in the online learning environment at an intermediate level (CLB 5-6). This course introduces students to strategies for online learning, preservation of privacy online, and academic integrity. Students will also learn to identify gaps in their own digital literacy and how to continue to develop as online learners. Prior to enrolling, students should have basic computer skills in order to improve their success on communication tasks using software.

Course Pre-Requisites (if applicable):

CLB 4 or equivalent, or department approval

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

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Use appropriate tone and register at a CLB 5-6 level when writing specific types of digital correspondence in an online learning environment
CLO #2	Use communication strategies to request technical help in both written and oral English at a CLB 5-6 level
CLO #3	Use basic active listening skills to participate effectively in a synchronous online session
CLO #4	Use a series of written and oral instructions at a CLB 5-6 level to perform basic technical tasks and access student services online
CLO #5	Use different web browsers and websites to search and find information related to technical help and student services online at a CLB 5-6 level
CLO #6	Identify and use basic effective learning strategies specific to the online learning environment
CLO #7	Identify gaps in one's own knowledge regarding digital literacy and create basic strategies to continue to develop as an effective online language learner

Instructional**Strategies:**

Instructional strategies include lecture, demonstration, pair and group discussion, and self-study modules through a Learning Management System

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
S (60%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	60%	Written and practical assignments to demonstrate digital literacy, intercultural communication and English language skills, self-assessments
Quizzes/Tests	30%	Short quizzes to demonstrate basic knowledge of course topics
Participation	10%	Active involvement in live instructional sessions and online activities

Hours by Learning Environment Type

Lecture, Seminar, Online

20

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:

Seeking technical help
Online research
Protecting privacy online
Participating effectively in an online learning community
Effective written and oral communications online
Digital literacy
Online study skills
Academic integrity in an online learning environment

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?

Yes

Provide a rationale
for this proposal:

As part of the EAL Department's comprehensive online learning strategy, we have identified digital literacy and online communication as a barrier to our students fully participating in and benefiting from the online learning environment. The digital divide is compounded by the fact that our students are also learning a language at the same time. All courses in EAL and LINC employ Learning Management Systems such as Moodle, and Blended courses, which are under increasing demand, require students to complete at least half of their tasks using Moodle, email, and other online learning tools.

Requests for CD funding to develop this course have been repeated for several years, and relying on our current resources has not been adequate. This course has been designed to help students build their communication and inter-cultural skills, such as using appropriate etiquette in online courses, following instructions to use technology, asking for support clearly, using appropriate register in an academic context, etc. The course will teach communication skills with embedded technical skills, to coincide with tasks they will be asked to do in the first month of their regular EAL courses, such as using Moodle, email, using MS Word, uploading assignments, accessing feedback, navigating the resources on the Library/Learning Centre portal. Currently, teachers in our regular and blended courses spend a considerable amount of time teaching these skills, and then face challenges covering the course curricula.

Focusing on these skills would help students to successfully achieve their online learning goals. The skills are transferable to other courses and to work-related tasks. Additionally, this course should help students have an increased motivation and positive attitude towards language learning, as well as lower anxiety, when faced with the demands of navigating the online environment in their blended and regular courses.

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

No

Consultations

Consulted Areas	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	-Francesco B. recommended various edits to description and outcomes for clarity. These were done.
Faculty/Department	-Requests for a course to support online learning communication have been ongoing for several years -Responses from end-of-term surveys and of faculty were also used -Faculty and IRAs collaborated on the course outline
Department Support Staff	-Support staff have been helping students with basic skills (signing into myVCC, using email)
Registrar's Office	Unable to respond with details before workflow started.
Other Department(s)	-EAL and LINC departments collaborated on developing this course in their application for CD funding for two years -Maureen Kelbert expressed support of courses (student needs, non-intensive course options) but suggested possible overlap if LINC is able to offer similar courses. -Course numbering seemed odd, but that would be part of the RO's response.
Advising & Recruitment	Wendy LaFrance stated the courses appeared to be a proactive move to prepare for more online course delivery. She asked about differences in level, whether Advising would refer students to EAL Dept for placement and clarification, and whether it would qualify for AUG.

Consulted Areas	Consultation Comments
Disabilities Services	Brianna H. commented the less intensive nature would support learning for students who may need more time to engage in course materials. She suggested stating in the description or elsewhere that student should have a certain level of computer skills before enrolling, since some students' computer literacy might be too low to navigate the LMS independently. This was added to the description.
Learning Centre	Both the course description and topics for ESLK 0846 and 0866 communication skills online mention protecting privacy online but it wasn't explicitly mentioned in the CLOs. [We attempted to reduce the number of CLOs, and protecting privacy could be considered part of #6: learning strategies... online learning.] Emily expressed support for the courses and offered to collaborate. [Most welcome - tasks related to Learning Centre and Library resources will be included as we develop materials.]
Library	Kristina Oldenburg responded that the "library should be able to support these courses with a combination of existing resources and ongoing purchases from annual collections budgets."

Additional Information

Provide any additional information if necessary.

Please see proposal for ELSK 0866, Communication Skills for Online Learning - Advanced

Supporting
documentation:

Reviewer
Comments

Marketing Information

Course Change Request

New Course Proposal

Date Submitted: 12/04/20 11:26 am

Viewing: **ELSK 0866 : Comm Skills Online Adv**

Last edit: 12/21/20 1:58 pm

Changes proposed by: kmcmorris

Course Name:

Communication Skills for Online Learning - Advanced

Effective Date:

April 2021

School/Centre:

Library, Language, and Teaching & Learning Services

Department:

EAL (3366)

Contact(s)

In Workflow

1. **3366 Leader**
2. **LLTL Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 12/04/20 11:46 am
Ken McMorris
(kmcmorris):
Approved for 3366
Leader
2. 12/07/20 9:52 am
Shirley Lew (slew):
Approved for LLTL
Dean
3. 12/21/20 1:58 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Ken McMorris	kmcmorris@vcc.ca	7027

Banner Course
Name:

Comm Skills Online Adv

Subject Code:

ELSK - English Language Skills

Course Number

0866

Year of Study

ESL Course

Credits: 0

Course Description:

In this course, learners will focus on developing English language and intercultural communication skills for success in the online learning environment at a CLB 7-9 level. This course introduces students to strategies for online learning, preservation of privacy online, and academic integrity. Students will also learn to identify gaps in their own digital literacy and how to continue to develop as online learners. Prior to enrolling, students should have basic computer skills in order to improve their success on communication tasks using software.

Course Pre-Requisites (if applicable):

CLB 6 or equivalent, or department approval

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

No

Course Learning**Outcomes (CLO):**

	Upon successful completion of this course, students will be able to:
CLO #1	Use appropriate tone and register at a CLB 7-9 level when writing specific types of digital correspondence in an online learning environment
CLO #2	Use communication strategies to get technical help in both written and oral English at a CLB 7-9 level
CLO #3	Use advanced active listening skills to participate effectively in a synchronous online session
CLO #4	Use a series of written and oral instructions to perform basic technical tasks and access student services online at a CLB 7-9 level
CLO #5	Use different web browsers and websites to search and find information related to technical help and student services online at a CLB 7-9 level
CLO #6	Identify and use advanced effective learning strategies specific to the online learning environment
CLO #7	Identify gaps in one's own knowledge regarding digital literacy and create advanced strategies to continue to develop as an effective online language learner

Instructional**Strategies:**

Instructional strategies include lecture, demonstration, pair and group discussion, and self-study modules through a Learning Management System

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
S (60%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	60%	Written and practical assignments to demonstrate digital literacy, intercultural communication and English language skills, self-assessments
Quizzes/Tests	30%	Short quizzes to demonstrate basic knowledge of course topics
Participation	10%	Active involvement in live instructional sessions and online activities

Hours by Learning Environment Type

Lecture, Seminar, Online

20

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:

Seeking technical help
Online research
Protecting privacy online
Participating effectively in an online learning community
Effective written and oral communications online
Digital literacy
Online study skills
Academic integrity in an online learning environment

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

ELSK 0846: Communication Skills for Online Learning - Intermediate

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Marketing Information

Course Change Request

New Course Proposal

Date Submitted: 12/04/20 11:27 am

Viewing: **ELSK 0946 : Writing - Int A**

Last edit: 12/17/20 9:53 am

Changes proposed by: kmcmorris

Course Name:

Improve Your Writing - Intermediate Focus A

Effective Date:

May 2021

School/Centre:

Library, Language, and Teaching & Learning Services

Department:

EAL (3366)

Contact(s)

In Workflow

1. **3366 Leader**
2. **LLTL Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 12/04/20 11:46 am
Ken McMorris
(kmcmorris):
Approved for 3366
Leader
2. 12/07/20 9:53 am
Shirley Lew (slew):
Approved for LLTL
Dean
3. 12/21/20 1:58 pm
Todd Rowlett
(trowlett): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Ken McMorris	kmcmorris@vcc.ca	7027

Banner Course
Name:

Writing - Int A

Subject Code:

ELSK - English Language Skills

Course Number

0946

Year of Study

ESL Course

Credits: 0

Course Description:

Students will learn strategies to become more effective writers in English at an intermediate (CLB 5-6) level. Students can expect to practice their writing in a non-intensive, low-stakes atmosphere. Key components include paragraph structure, self-analysis of writing, paraphrasing, and writing techniques. Focus A and Focus B can be taken in any order.

Course Pre-Requisites (if applicable):

CLB 4 or equivalent, or department approval

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

No

Course Learning**Outcomes (CLO):**

	Upon successful completion of this course, students will be able to:
CLO #1	Use a variety of sentence structures appropriate for narrative and descriptive writing at a CLB 5-6 level
CLO #2	Use a process method to write different types of texts
CLO #3	Write informal and social emails
CLO #4	Define plagiarism and identify cases at a CLB 5-6 level
CLO #5	Use a variety of techniques to paraphrase sentences
CLO #6	Summarize short, single-paragraph authentic texts at a CLB 5-6 level

Instructional**Strategies:**

lecture, demonstration, pair and group discussion, and self-study modules through a Learning Management System

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
S (60%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	40%	Paragraph and email writing assignments
Assignments	20%	Paraphrasing and summarizing
Quizzes/Tests	30%	Short quizzes
Participation	10%	Active involvement in live instructional sessions and online activities

Hours by Learning Environment Type

Lecture, Seminar, Online

40

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Narrative and descriptive paragraphs
 Social and informal emails
 Basic paragraph structure – topic sentence, support, conclusion
 Sentence structure (coordination, subordination) in narrative and descriptive writing
 Process writing techniques – brainstorming, outlining, drafting, peer editing and revision
 Simple paraphrasing and summarizing techniques
 Vocabulary development strategies, such as collocation use and word forms
 Understanding and incorporating feedback on writing
 Academic integrity in different environments in an increasingly digitized world

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?

Yes

Provide a rationale
for this proposal:

ESL Pathways is an intensive, high-stakes program in which EAL learners progress quickly through levels, potentially a full CLB level within three months. Students and teachers have identified writing skills development as a particular challenge. The Grammar course focusses on specific grammar skills, but students often have challenges with the overall writing process, paragraph and essay structures, as well as using grammar to create coherence. An additional challenge has been addressing plagiarism in a developmental approach, with various cultural understandings of what it is. The Improve Your Writing course would allow students to focus on these writing skills, being able to practice different types of writing and receive individual feedback. This would allow students to build confidence in their writing skills in a course that complements ESL Pathways courses but is less intensive and has lower stakes.

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

No

Consultations

Consulted Areas	Consultation Comments
Faculty/Department	-Multiple meetings with faculty and IRAs -Faculty contributed PD to draft rationale and outline
Centre for Teaching, Learning, and Research (CTLR)	-Francesco B. recommended various edits to description and outcomes for clarity. These were done.
Registrar's Office	Not able to reply with details before workflow started.

Consulted Areas	Consultation Comments
Other Department(s)	<p>-Maureen Kelbert (DH of LINC) expressed support of courses (student needs, non-intensive course options) but suggested possible overlap if LINC is able to offer similar courses.</p> <p>-Course numbering seemed odd, but that would be part of the RO's response.</p>
Advising & Recruitment	<p>Wendy LaFrance stated the courses appeared to be a proactive move to prepare for more online course delivery. She asked about differences in level, whether Advising would refer students to EAL Dept for placement and clarification, and whether it would qualify for AUG. (Our Grammar and Pronunciation courses have a similar organization (A/B), and students need dept. permission to enroll. We are waiting to learn whether the courses will qualify for AUG.)</p>
Disabilities Services	<p>Brianna H. commented the less intensive nature would support learning for students who may need more time to engage in course materials.</p>
Learning Centre	<p>Emily Simpson commented that "less intensive" didn't make it clear what the courses were being compared to. [Changed to "non-intensive"; the comparison was to ESL Pathways, and we hope current students will appreciate the difference.] She also asked about the evaluation schemes of participation: "will there be a rubric? Is it linked to attendance or to instructor and/or peer evaluation?" [There will be a rubric to be used by the instructor, based on contributions during classes and completion of online tasks.]</p>
Library	<p>Kristina Oldenburg responded that the "library should be able to support these courses with a combination of existing resources and ongoing purchases from annual collections budgets."</p>

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 12/04/20 11:27 am

Viewing: **ELSK 0947 : Writing - Int B**

Last edit: 12/17/20 9:53 am

Changes proposed by: kmcmorris

Course Name:

Improve Your Writing - Intermediate Focus B

Effective Date:

May 2021

School/Centre:

Library, Language, and Teaching & Learning Services

Department:

EAL (3366)

Contact(s)

In Workflow

1. **3366 Leader**
2. **LLTL Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 12/04/20 11:46 am
Ken McMorris
(kmcmorris):
Approved for 3366
Leader
2. 12/07/20 9:53 am
Shirley Lew (slew):
Approved for LLTL
Dean
3. 12/21/20 1:58 pm
Todd Rowlett
(trowlett): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Ken McMorris	kmcmorris@vcc.ca	7027

Banner Course
Name:

Writing - Int B

Subject Code:

ELSK - English Language Skills

Course Number

0947

Year of Study

ESL Course

Credits: 0

Course Description:

Students will learn strategies to become more effective writers in English at an intermediate (CLB 5-6) level. Students can expect to practice their writing in a non-intensive, low-stakes atmosphere. Key components include paragraph structure, self-analysis of writing, paraphrasing, and writing techniques. Focus A and Focus B can be taken in any order.

Course Pre-Requisites (if applicable):

CLB 4 or equivalent, or department approval

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

No

Course Learning**Outcomes (CLO):**

	Upon successful completion of this course, students will be able to:
CLO #1	Use a variety of sentence structures appropriate for expository and opinion writing at a CLB 5-6 level
CLO #2	Use a process method to write expository and opinion paragraphs
CLO #3	Write emails with formal or academic tone
CLO #4	Define plagiarism and identify cases at a CLB 5-6 level
CLO #5	Use a variety of techniques to paraphrase sentences
CLO #6	Summarize short, single-paragraph authentic texts at a CLB 5-6 level

Instructional**Strategies:**

lecture, demonstration, pair and group discussion, and self-study modules through a Learning Management System

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory

Passing grade:

S (60%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	40%	Paragraph and email writing assignments
Assignments	20%	Paraphrasing and summarizing
Quizzes/Tests	30%	Short quizzes
Participation	10%	Active involvement in live instructional sessions and online activities

Hours by Learning Environment Type

Lecture, Seminar, Online

40

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Expository and opinion paragraphs
 Formal and academic emails
 Basic paragraph structure – topic sentence, support, conclusion
 Sentence structure (coordination, subordination) connected to expository and opinion writing
 Process writing techniques – brainstorming, outlining, drafting, peer editing and revision
 Simple paraphrasing and summarizing techniques
 Vocabulary development strategies, such as collocation use, word forms, Academic Word List
 Understanding and incorporating feedback on writing
 Academic integrity in different environments in an increasingly digitized world

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

Course Change Request

New Course Proposal

Date Submitted: 12/04/20 11:27 am

Viewing: **ELSK 0966 : Writing - Adv A**

Last edit: 12/17/20 9:54 am

Changes proposed by: kmcmorris

Course Name:

Improve Your Writing - Advanced Focus A

Effective Date:

May 2021

School/Centre:

Library, Language, and Teaching & Learning Services

Department:

EAL (3366)

Contact(s)

In Workflow

1. **3366 Leader**
2. **LLTL Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 12/04/20 11:46 am
Ken McMorris
(kmcmorris):
Approved for 3366
Leader
2. 12/07/20 9:55 am
Shirley Lew (slew):
Approved for LLTL
Dean
3. 12/21/20 1:58 pm
Todd Rowlett
(trowlett): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Ken McMorris	kmcmorris@vcc.ca	7027

Banner Course
Name:

Writing - Adv A

Subject Code:

ELSK - English Language Skills

Course Number

0966

Year of Study

ESL Course

Credits: 0

Course Description:

Students will learn strategies to become more effective writers in English at an advanced level (CLB 7-9). Students can expect to practice their writing in a less intensive, low-stakes atmosphere. Key components include essay structure and coherence, self-analysis of writing, paraphrasing & summarizing, and writing techniques. Focus A and Focus B can be taken in any order.

Course Pre-Requisites (if applicable):

CLB 6 or equivalent, or department approval

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

No

Course Learning**Outcomes (CLO):**

	Upon successful completion of this course, students will be able to:
CLO #1	Use complex sentence structures to provide coherence in narrative and comparison/contrast writing at a CLB 7-9 level
CLO #2	Use a process method to write multiple-paragraph compositions
CLO #3	Write informal and social emails
CLO #4	Define and identify cases of plagiarism
CLO #5	Use a variety of techniques to paraphrase paragraphs
CLO #6	Summarize authentic texts at a CLB 7-9 level

Instructional**Strategies:**

lecture, demonstration, pair and group discussion, and self-study modules through a Learning Management System

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
S (60%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	40%	Essays and email writing assignments
Assignments	20%	Paraphrasing and summarizing
Quizzes/Tests	30%	Short quizzes
Participation	10%	Active involvement in live instructional sessions and online activities

Hours by Learning Environment Type

Lecture, Seminar, Online

40

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Narrative and comparison/contrast essays
 Social and informal emails
 Basic essay structure
 Complex sentence structures to create coherence in narrative and comparison/contrast writing
 Process writing techniques – brainstorming, outlining, drafting, peer editing and revision
 Paraphrasing and summarizing techniques
 Vocabulary development strategies, such as collocation use and word forms
 Understanding and incorporating feedback on writing
 Academic integrity in different environments in an increasingly digitized world

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

Course Change Request

New Course Proposal

Date Submitted: 12/04/20 11:27 am

Viewing: **ELSK 0967 : Writing - Adv B**

Last edit: 12/17/20 9:54 am

Changes proposed by: kmcmorris

Course Name:

Improve Your Writing - Advanced Focus B

Effective Date:

May 2021

School/Centre:

Library, Language, and Teaching & Learning Services

Department:

EAL (3366)

Contact(s)

In Workflow

1. **3366 Leader**
2. **LLTL Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 12/04/20 11:46 am
Ken McMorris
(kmcmorris):
Approved for 3366
Leader
2. 12/07/20 9:55 am
Shirley Lew (slew):
Approved for LLTL
Dean
3. 12/21/20 1:58 pm
Todd Rowlett
(trowlett): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Ken McMorris	kmcmorris@vcc.ca	7027

Banner Course
Name:

Writing - Adv B

Subject Code:

ELSK - English Language Skills

Course Number

0967

Year of Study

ESL Course

Credits: 0

Course Description:

Students will learn strategies to become more effective writers in English at an advanced level (CLB 7-9). Students can expect to practice their writing in a less intensive, low-stakes atmosphere. Key components include essay structure and coherence, self-analysis of writing, paraphrasing & summarizing, and writing techniques. Focus A and Focus B can be taken in any order.

Course Pre-Requisites (if applicable):

CLB 6 or equivalent, or department approval

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

No

Course Learning**Outcomes (CLO):**

	Upon successful completion of this course, students will be able to:
CLO #1	Use complex sentence structures to provide coherence in reflective and persuasive writing at a CLB 7-9 level
CLO #2	Use a process method to write multiple-paragraph compositions
CLO #3	Write formal and academic emails
CLO #4	Define and identify cases of plagiarism
CLO #5	Use a variety of techniques to paraphrase paragraphs
CLO #6	Summarize authentic texts at a CLB 7-9 level

Instructional**Strategies:**

lecture, demonstration, pair and group discussion, and self-study modules through a Learning Management System

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
S (60%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	40%	Essays and email writing assignments
Assignments	20%	Paraphrasing and summarizing
Quizzes/Tests	30%	Short quizzes
Participation	10%	Active involvement in live instructional sessions and online activities

Hours by Learning Environment Type

Lecture, Seminar, Online

40

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Reflective and persuasive essays
 Formal and academic emails
 Basic essay structure
 Complex sentence structures to create coherence in reflective and persuasive writing
 Process writing techniques – brainstorming, outlining, drafting, peer editing and revision
 Paraphrasing and summarizing techniques
 Vocabulary development strategies, such as collocation use and word forms
 Understanding and incorporating feedback on writing
 Academic integrity in different environments in an increasingly digitized world

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

Course Change Request

New Course Proposal

Date Submitted: 12/04/20 11:27 am

Viewing: **ELSK 1007 : IELTS Prep - Intensive**

Last edit: 12/17/20 9:54 am

Changes proposed by: kmcmorris

Course Name:

IELTS Academic Preparation - Intensive

Effective Date:

May 2021

School/Centre:

Library, Language, and Teaching & Learning Services

Department:

EAL (3366)

Contact(s)

In Workflow

1. **3366 Leader**
2. **LLTL Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 12/04/20 11:46 am
Ken McMorris
(kmcmorris):
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Leader
2. 12/07/20 9:56 am
Shirley Lew (slew):
Approved for LLTL
Dean
3. 12/21/20 1:58 pm
Todd Rowlett
(trowlett): Approved
for Curriculum
Committee Chair

Name	E-mail	Phone/Ext.
Ken McMorris	kmcmorris@vcc.ca	7027

Banner Course
Name:

IELTS Prep - Intensive

Subject Code:

ELSK - English Language Skills

Course Number

1007

Year of Study

ESL Course

Credits: 0

Course Description:

IELTS (International English Language Testing System) is an internationally established English Language proficiency test that is required for a number of VCC programs. Students will learn test-taking strategies and practice completing IELTS Academic tasks in order to achieve an IELTS 6.5 - 7.0 score in listening, speaking, reading and writing.

Course Pre-Requisites (if applicable):

CLB 7 or equivalent, or department approval

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

No

Course Learning**Outcomes (CLO):**

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the IELTS test format and band levels.
CLO #2	Apply test-taking strategies for success on the IELTS Academic.
CLO #3	Use strategies to identify and develop vocabulary necessary for IELTS Academic
CLO #4	Use strategies to identify and develop grammar necessary for IELTS Academic

Instructional**Strategies:**

lecture, demonstration, test simulation, pair and group discussion, and self-study modules through a Learning Management System

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory

Passing grade:

S (60%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35	Reading and Writing assignments
Assignments	35	Listening and Speaking assignments
Quizzes/Tests	20	Complete practice tests
Participation	10	Active class involvement

Hours by Learning Environment Type

Lecture, Seminar, Online

40

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:

- IELTS Test and Format
- Test-taking strategies
- IELTS Band Levels

- Listening:
 - chart and table completion
 - classification, matching, selecting from a list
 - completing true and false, multiple choice, short answer, and sentence completion questions

- Speaking:
 - providing basic and personal information
 - preparing and delivering 1-2 minute presentation
 - responding to questions/prompts using description, comparison, argument, opinion

- Reading:
 - skimming, scanning
 - understanding inferences, main ideas and opinions
 - completing true and false, multiple choice, short answer, and sentence completion questions

- Writing:
 - analysis of writing samples at appropriate band levels
 - describing a chart, graph, or table
 - writing to give an opinion or make a comparison
 - making notes and summarizing

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:

Many programs at VCC have included International English Language Testing System scores as a way for potential students to demonstrate English language proficiency, in addition to or as an alternative to English 12 equivalence. Our current IELTS Prep course was developed after conducting research, including a survey, focus group, and an environmental scan of IELTS prep programs.

Unfortunately, the course was run only a few times due to low enrollment, with students often choosing to take regular (free tuition) English language skills courses instead. To make the course more affordable and not in competition with ESL Pathways courses, we decided to revise the course to reduce the total hours needed, focussing on test-taking skills and strategies rather than the language skills taught in our other courses. This also aligns the course with our other successful exam preparation course, CELBAN Prep, which has been offered successfully for several years in the same number of hours.

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

No

Consultations

Consulted Areas	Consultation Comments
Faculty/Department	-Discussion at Department Meetings -Small group of faculty contributed PD; student survey, focus group, report in initial course proposal
Centre for Teaching, Learning, and Research (CTLR)	-Francesco B. advised to create a new course with shorter hours rather than reducing the existing course -Francesco also supported having a course focussed on test preparation with students taking a separate course to develop their general language skills
Registrar's Office	Not able to reply before workflow started.
Advising & Recruitment	Wendy LaFrance asked, "...is this course replacing the current Ielts Prep ELSK 1006 course? With regards to the prerequisite, will you also CLBPT 7; ielts scores and Department approval?" She also asked if we would deliver the course online after face-to-face classes start again. (Eventually, yes, this will probably replace the longer version, due to its lack of enrollment. CLB 7 or equivalent is the existing prerequisite, and we would accept IELTS and be available to give dept. approval. I would consider delivering this course online if we have sufficient interest.)

Consulted Areas	Consultation Comments
Disabilities Services	Brianna H. suggested including a recommendation that students have a certain level of computer skills prior to enrolling in the course.
Library	Kristina Oldenburg responded that the "library should be able to support these courses with a combination of existing resources and ongoing purchases from annual collections budgets."
Learning Centre	No comments on this course proposal.
International Education	Jennifer Gossen commented that this course should be considered for domestic students only as most international students complete their IELTS exam outside of Canada.

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: 9025

[Preview Bridge](#)



INFORMATION NOTE

PREPARED FOR: Education Council

DATE: January 12, 2021

ISSUE: Minor curriculum changes approved by Curriculum Committee (Jun–Dec 2020)

From June to December 2020, Curriculum Committee approved the following minor curriculum changes:

- Change to the order of delivery of four courses in the Business and Project Management Post Degree Diploma program, and removal of course pre- and co-requisites for these courses:
 - MGMT 2022 Project Leadership
 - MGMT 2027 Integration Management
 - MGMT 2028 Quality and Resource Management
 - MGMT 2029 Communication and Stakeholder Management
- Revisions to four (4) science courses, including updates to pre-requisites:
 - BIOL 1220 Human Anatomy and Physiology 2
 - CHEM 0871 Chemistry 11 Part 2
 - CHEM 0993 Chemistry 12 Part 2
 - PHYS 0993 Physics 12 Part 2
- Revisions to SIGN 1440 Becoming an Ally 1 and SIGN 2400 Becoming An Ally 2, including updates to learning outcomes and course topics
- Revisions to pre-requisites for course PIDP 3270 Capstone Project
- Revisions to the Teaching Online Certificate program content guide, including changes to admission requirements and recommended characteristics of students

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: January 4, 2021