



## Vancouver Community College Education Council

### Meeting Agenda

November 12, 2019

3:30–5:30 p.m. VCC Broadway Campus, Room 5025

Item	Topic	Action	Speaker	Time	Attachment	Page
1.	<b>CALL TO ORDER</b>		E. Ting	1 min		
2.	<b>ACKNOWLEDGEMENT</b>		E. Ting	1 min		
3.	<b>ADOPT AGENDA</b>	Approval	E. Ting	1 min	✓	1-2
4.	<b>APPROVE PAST MINUTES</b>	Approval	E. Ting	1 min	✓	3-6
5.	<b>ENQUIRIES &amp; CORRESPONDENCE</b>	Info	E. Ting	1 min		
6.	<b>BUSINESS ARISING</b>					
	a. Notice of Elections	Info	E. Ting	2 min		
7.	<b>COMMITTEE REPORTS</b>					
	<b>a. Curriculum Committee</b>		N. Mandryk			
	i. Program Update: First-year University Transfer Computing Science and Software Systems Certificate	Approval	J. Kelly	5 min	✓	7-18
	ii. Program Update: First-year University Transfer Environmental Studies Certificate	Approval	J. Kelly	5 min	✓	19-32
	iii. Program Update: Jewellery Arts and Design Diploma	Approval	K. Jones	10 min	✓	33-116
	iv. Course Deactivations: Jewellery Arts and Design	Approval	K. Jones	5 min	✓	117-128
	v. Ranges in Evaluation Plans and Renaming Goal to Program Purpose	Approval	N. Mandryk	10 min	✓	129-130
	<b>b. Policy Committee</b>					
	i. C.3.2 Program Review and Renewal	Approval	J. Demeulemeester	10 min	✓	131-145
	ii. D.1.4 Curriculum/Educational/ Institutional Materials Created within the College	Approval	J. Demeulemeester	10 min	✓	146-151

<b>c. Appeals Oversight Committee</b>	Info	A. Candela	5 min		
<b>d. Quality Assurance Committee</b>					
i. Committee Name Change	Approval	H. Parisotto	5 min	✓	152
ii. Renewal Report and Action Plan: Leadership Suite of Programs	Info	H. Parisotto	5 min	✓	153-174

**8. RESEARCH REPORT** Info E. Ting 5 min

**9. CHAIR REPORT** Info E. Ting 5 min

i. EdCo Planning Day

**10. STUDENT REPORT** Info Phoebe Patigdas 5 min

**11. NEXT MEETING & ADJOURNMENT** Info E. Ting 1 min

**Education Council Planning Day:**

November 29, 2019

8:30 a.m.–12:00 p.m.

Broadway-B, room 1228

Planning Day Lunch:

12:00–1:00 p.m.

Broadway-B, room 1227

Curriculum & Education Policy

Committee Planning Sessions

1:00–4:00 p.m.

Broadway-B, rooms 1227 & 1228

**Next regular meeting:**

December 10, 2019,

3:30–5:30 p.m.

DTN, room 240

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

Elle Ting (Chair)  
 Denise Beerwald (Vice Chair)  
 Andrew Candela  
 David Wells  
 Jo-Ellen Zakoor  
 John Demeulemeester  
 Natasha Mandryk  
 Paul Yeung  
 Shawna Broekhuizen  
 Todd Rowlatt

**Guests**

Dennis Innes  
 Feras Ghesen  
 Helen Roberts  
 Louise Dannhauer  
 Lucy Griffith  
 Phoebe Patigdas  
 Shirley Lew  
 Tanis Sawkins

**Regrets**

Dave McMullen  
 Gurpreet Kaur  
 Heidi Parisotto  
 Karen Crossett  
 Nona Coles  
 Robert Kunka

**Recording Secretary**

Darija Rabadzija

**1. CALL TO ORDER**

- The meeting was called to order at 3:34 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 October 8, 2019 agenda as presented.

**Moved by P. Yeung, Seconded & CARRIED (Unanimously)**

**4. APPROVE PAST MINUTES**

**MOTION:** THAT Education Council adopt the September 10, 2019 minutes as presented.

**Moved by S. Broekhuizen, Seconded & CARRIED (Unanimously)**

**5. ENQUIRIES & CORRESPONDENCE**

- There were none.

**6. BUSINESS ARISING****a) Academic Master Plan**

- D. Wells presented on “Programs of the Future.” The Academic Master Plan and a timeline of consultations will be presented at VCC Day 2019, with the goal of launching the plan at VCC Day 2020.

- There was a discussion about the importance of the new program assessment metric of alignment with VCC's values, vision and mission, in addition to programs' market and financial value. D. Wells acknowledged the importance of value alignment, while recognizing the need for a sustainable, balanced mix of programs. Another point of discussion was decolonization of all areas, including teaching, student services and student support. D. Wells reported that the College is looking to hire a new Dean, Indigenous Initiatives.

#### b) Program & Education Service Renewal Schedule

- D. Wells presented the updated Program and Education Service Renewal schedules. S. Broekhuizen requested adding the Hospitality Diploma to the Degree program for renewal in 2020/2021. T. Rowlatt recommended populating the final two years of the five-year schedule so departments are aware of upcoming renewals.

#### c) EdCo Planning Calendar 2020

- E. Ting presented the Planning Calendar for information. T. Rowlatt suggested a small formatting change.

### COMMITTEE REPORTS

#### a) Curriculum Committee

##### i) New Courses: HAIR 0900 & HAIR 0901

**MOTION:** THAT Education Council approve, in the form presented at this meeting, two new courses: HAIR 0900 Access to Spa and HAIR 0901 Access to Salon.

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

- L. Dannhauer and L. Griffith presented the proposal for two new non-credit, tuition-free access courses for DHH students. T. Rowlatt added that minor changes requested by Curriculum Committee were completed. Responding to P. Yeung, L. Dannhauer explained that students are currently being recruited internally from the DHH area, with N. Scott as the contact person.

##### ii) Program Update: Esthetics & Spa Therapy Certificate

**MOTION:** THAT Education Council approve, in the form presented at this meeting, revisions to the Esthetics & Spa Therapy Certificate and three new courses: ESTH 1101, 1201 and 1301.

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

- L. Dannhauer presented the proposal to restructure the program into three new courses, with one course per term. This change better reflects teaching and learning in this program and allows for continuous evaluation of students. The same structure is already in place for the Hairstyling Certificate program. T. Rowlatt noted the RO's concerns regarding situations in which students leave a course half-way through a term without receiving any credit, as well as the very brief transcripts. Issues regarding transferability and student mobility do not arise in this program, since there is little or no transfer between VCC and competing private institutions, or across provinces.

##### iii) New Certificate Programs: Administrative Professional 1 & Administrative Professional 2

**MOTION:** THAT Education Council approve, in the form presented at this meeting, curriculum for the new Administrative Professional 1 and Administrative Professional 2 Certificates, including 17 new courses, and recommend that the Board of Governors approve the two new credentials.

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

- H. Roberts presented the proposal to restructure the eight-month Administrative Assistant Certificate program into two certificates (four months each). The changes arose from the recent

program renewal and the need to update the curriculum. The new programs will have intakes in<sup>5</sup> January, May and September. Since several programs in the Applied Business Department require office skills, the long-term plan is to create a “building blocks” system, with AP 1/2 providing a foundation for further studies in the legal or medical office fields.

- T. Rowlatt reported that Curriculum Committee had requested more departmental consultation in order for the proposal to move forward, which has taken place in the meantime. Other recommendations included considering PLAR for courses in Word or Excel, which H. Roberts noted is being considered for a later date.

#### iv) Omnibus Motion: PLAR Language

**MOTION:** THAT Education Council approve, in the form presented at this meeting, the revised wording to the PLAR section in programs that have no PLAR.

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

- T. Rowlatt presented the proposal arising from work on a Curriculum Style Guide, aimed at standardizing curriculum documents. Once approved by Education Council, PLAR wording will be updated in CourseLeaf and admin saved.

#### v) Curriculum Development Time Frame 2020

- T. Rowlatt presented the document for information. The time frame is also posted on myVCC.

### b) Policy Committee

#### i) D.4.2 Student Complaints

- J. Demeulemeester asked for the item to be deferred, due to correspondence regarding clarification of some sections of the policy. D.4.2 will be presented at the next Education Council meeting for information, before being posted for community feedback.

### c) Appeals Oversight Committee

- A. Candela reported on the committee’s work on Tribunal Training Day planning. The final date has yet to be determined (either February 21 or 28, 2020).

### d) Quality Assurance Committee

#### i) Program and Education Service Renewal Reports

- T. Rowlatt presented the reports and highlighted the amount of work done by the CTLR. E. Ting thanked Institutional Research (IR) for their contributions to program renewals.

#### ii) Recognition Report: Practical Nursing & Access to Practical Nursing

- J.-E. Zakoor clarified that the document in the meeting package is a recognition report, not an accreditation report.
- T. Rowlatt reported that IR and the CTLR conducted a survey of participants in recent program renewals (external reviewers, Steering Committee members and faculty). The overall feedback was positive, with some suggestions from faculty for a clearer process and sufficient resources. Surveys will be conducted after each renewal going forward, and the data will be aggregated once a year.

#### iii) Curriculum Development Funds Update

- T. Rowlatt presented the Curriculum Development Funds Update. C. Deans will follow up regarding outstanding updates.
- T. Rowlatt was invited to share VCC’s experience with the QAPA process with Langara College, in preparation for its audit.

## 7. RESEARCH REPORT

- E. Ting reported that the REB is looking to recruit more institutional members. Research Day will most likely take place on November 21.

## 8. CHAIR REPORT

- E. Ting reported from the Academic Governance Council meeting in Kelowna. Representatives from various Education Councils discussed strategies to increase and maintain student representation, such as offering a student stipend and the possibility of providing directed studies credit for meeting attendance. Participants also discussed expediting governance processes through a provisional approval approach.

## 9. STUDENT REPORT

- P. Patigdas reported on the successful Our Time is Now campaign encouraging students to vote in the federal elections, as well as in various elections at the College. Upcoming events include Advocacy Week, organized by the British Columbia Federation of Students, and “Stress Buster” events on all three campuses.

## 10. NEXT MEETING AND ADJOURNMENT

- The next Education Council meeting will be held on November 12, 2019, 3:30-5:30 p.m., in room 5025 at the Broadway Campus.
- Education Council Planning Day, November 29, 2019:
  - Education Council Planning Session: 8:30 a.m.–12:00 p.m., Broadway-B, room 1228
  - Planning Day Lunch: 12:00–1:00 p.m., Broadway-B, room 1227
  - Curriculum & Education Policy Committee Planning Sessions: 1:00–4:00 p.m., Broadway-B, rooms 1227 & 1228
- The meeting was adjourned at 4:49 p.m. (Quorum was lost at 4:42 p.m. with the departures of P. Yeung and J.-E. Zakoor).

**Elle Ting**  
**Chair, VCC Education Council**



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** November 12, 2019

**ISSUE:** Revisions to the First-year University Transfer Computing Science and Software Systems Certificate

### BACKGROUND:

VCC has a transfer agreement with SFU's School of Computing Science that provides a pathway for students to transfer into the second year of their Software Systems degree. Both assured and competitive pathways are available.

SFU has requested three changes to our PCG to match their program requirements:

- The inclusion of MATH 2700 Probability and Statistics for Science and Engineering as a required course
- Reducing the required number of credits in Electives from 6 down to 3
- The removal of PSYC 1200 Psychology 2 as an elective option (PSYC 1100 is still on the list)

The effective date for the changes is January 2020; SFU will continue to accept students who complete the older versions of the pathways.

### DISCUSSION:

Curriculum Committee has no major concerns with the documentation, other than fixing the number of elective credits now required. Curriculum Committee also updated the Admission Requirements language, but made no substantive changes.

### RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to the First-year University Transfer Computing Science and Software Systems Certificate program.

**PREPARED BY:** Todd Rowlett, Chair, Curriculum Committee

**DATE:** October 21, 2019

# Program Change Request

Date Submitted: 10/01/19 3:36 pm

Viewing: **First-year University Transfer  
Computing Science and Software Systems  
Certificate**

Last approved: 08/21/19 9:41 am

Last edit: 10/15/19 4:56 pm

Changes proposed by: jekelly

## Program Name:

First-year University Transfer Computing Science and Software Systems Certificate

Credential Level: Certificate

Effective Date: **January 2020** ~~May 2019~~

School/Centre: Arts & Sciences

Department UT Computing Science&Software (2023)

Contact(s)

## In Workflow

1. **2023 Leader**
2. **SAS Dean**
3. **Curriculum  
Committee Chair**
4. **EDCO Chair**

## Approval Path

1. 10/01/19 2:55 pm  
Jacqueline  
Shehadeh  
(jshehadeh):  
Rollback to Initiator
2. 10/01/19 3:49 pm  
Jacqueline  
Shehadeh  
(jshehadeh):  
Approved for 2023  
Leader
3. 10/02/19 5:16 pm  
Shirley Lew (slew):  
Approved for SAS  
Dean
4. 10/21/19 4:18 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

## History

1. Dec 18, 2017 by  
clmig-jwehrheim
2. Jan 16, 2018 by  
Nicole Degagne



(ndegagne)<sup>9</sup>3. May 1, 2019 by  
Yulia Gracheva  
(ygracheva)4. Aug 21, 2019 by  
Nicole Degagne  
(ndegagne)

Name	E-mail	Phone/Ext.
Jacqueline Shehadeh	jshehadeh@vcc.ca	7293
Jennifer Kelly	jekelly@vcc.ca	7293

## Program Content Guide

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### Goal

The First-year University Transfer Computing Science and Software Systems Certificate **provides** ~~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 Software **Systems** ~~System~~ program. 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 our website: [www.vcc.ca](http://www.vcc.ca). Students will increase readiness for degree-level study gain advanced standing into specified university programs through signed articulation (transfer) agreements gain transfer credits to the SFU Software Systems degree program or others as follows:

## Option A: SFU Software Systems Transfer

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### Assured SFU Software Systems Degree 2nd Year Admission Pathway

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Assured admission under this pathway requires completion of this Certificate. The number of students receiving assured admission from VCC to SFU is capped at 10 per year. Students must have an overall average GPA of 3.2 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 3.2 (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 for the assured admission pathway as would students who were formerly in a Computing, Engineering or Mechatronics program at SFU. Students must achieve an overall 3.0 CGPA from all post-secondary transfers from the last three years.

International student eligibility for the assured admission pathway is dependent on the availability of

international student seats at SFU within the destination program.

The following courses must be completed as part of this pathway:

#### Course List

Code	Title	Credits
<a href="#">CMPT 1010</a>	Introduction to Computer Programming 1	3
<a href="#">CMPT 1020</a>	Introduction to Computer Programming 2	3
<a href="#">MATH 1100</a>	Calculus 1	3
<a href="#">MATH 1120</a>	Discrete Mathematics	3
<a href="#">MATH 1200</a>	Calculus 2	3
<a href="#">MATH 1221</a>	Applied Linear Algebra	3
<a href="#">MATH 2700</a>	<b>Probability and Statistics for Science and Engineering</b>	<b>3</b>
<a href="#">SCIE 1100</a>	Engineering, Technology and Society	3
<a href="#">SCIE 1110</a>	Professional Communication	3
<del>Select two of the following electives:</del>		<del>6</del>
<b>Select one of the following electives:</b>		<b>3</b>
<a href="#">SOCL 1100</a>	Sociology 1: Introductory Sociology	
<a href="#">SOCL 1200</a>	Sociology 2: Canadian Society	
<a href="#">ECON 1100</a>	Microeconomics	
<a href="#">ECON 1200</a>	Macroeconomics	
<a href="#">PSYC 1100</a>	Psychology 1	
<del>PSYC 1200</del>	<del>Psychology 2</del>	
Total Credits		30

Of these courses, the following core courses must be taken at VCC:

#### Course List

Code	Title	Credits
<a href="#">SCIE 1110</a>	Professional Communication	3
<a href="#">SCIE 1100</a>	Engineering, Technology and Society	3
<a href="#">CMPT 1010</a>	Introduction to Computer Programming 1	3
<a href="#">CMPT 1020</a>	Introduction to Computer Programming 2	3

Other (non-core) courses in the certificate that are taken at post-secondary institutions other than VCC may be used towards completion of the VCC/SFU Computing pathway, providing that they transfer independently to SFU and receive the same credit at SFU as does the VCC pathway course. 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.

## Competitive Software Systems Degree 2nd Year Admission Pathway

For competitive admission into 2nd year of the SFU Software ~~Systems System~~-Degree, students must complete a minimum 24 units of transferable course work, including: one mathematics course chosen from [MATH 1120](#) Discrete Mathematics, [MATH 1100](#) Calculus 1, [MATH 1200 Calculus 2](#), [MATH 2700 Probability and Statistics for Science and Engineering](#) and ~~MATH 1200 Calculus 2 and MATH 1221~~ Applied Linear Algebra; [CMPT 1020](#)

Introduction to Computer Programming 2 (for which [CMPT 1010](#) Introduction to Computer Programming 1 is a prerequisite); and one additional mathematics course chosen from the above list. Full details can be found on SFU's College/University site [www.sfu.ca/students/admission-requirements/canadian-transfer/college-university.html.html](http://www.sfu.ca/students/admission-requirements/canadian-transfer/college-university.html.html) under the program specific requirements for Software Systems students.

*Applicants must meet the general SFU English language and quantitative admission requirements.*

## Option B: UBC BSc in Computer Science Transfer

No assured admission agreement is in place with UBC. To attempt admission into the 2nd year of the BSc in Computer Science at UBC it is recommended that students complete the following courses:

### Course List

Code	Title	Credits
<a href="#">CMPT 1010</a>	Introduction to Computer Programming 1	3
<a href="#">CMPT 1020</a>	Introduction to Computer Programming 2	3
<a href="#">MATH 1100</a>	Calculus 1	3
<a href="#">MATH 1120</a>	Discrete Mathematics	3
<a href="#">MATH 1200</a>	Calculus 2	3
<a href="#">MATH 1221</a>	Applied Linear Algebra	3

In addition, it is recommended that students take:

### Course List

Code	Title	Credits
One science elective chosen from:		4
<a href="#">PHYS 1100</a>	Physics 1	
<a href="#">BIOL 1100</a>	Biology 1	
<a href="#">CHEM 1121</a>	Chemistry 1	
One additional elective chosen from:		3-4
<a href="#">PHYS 1100</a>	Physics 1	
<a href="#">PHYS 1200</a>	Physics 2	
<a href="#">BIOL 1100</a>	Biology 1	
<a href="#">BIOL 1200</a>	Biology 2	
<a href="#">CHEM 1121</a>	Chemistry 1	
<a href="#">CHEM 1223</a>	Chemistry 2	
<a href="#">ENGL 1100</a>	English 1	
<a href="#">SOC 1100</a>	Sociology 1: Introductory Sociology	
<a href="#">SOC 1200</a>	Sociology 2: Canadian Society	
<a href="#">ECON 1100</a>	Microeconomics	
<a href="#">ECON 1200</a>	Macroeconomics	
<a href="#">PSYC 1100</a>	Psychology 1	
<a href="#">PSYC 1200</a>	Psychology 2	

## Option C: UBC BA in Computer Science Transfer

No assured admission agreement is in place with UBC. To attempt admission into the 2nd year of the BA in Computer Science at UBC it is recommended that students complete the following courses:

#### Course List

Code	Title	Credits
<a href="#">CMPT 1010</a>	Introduction to Computer Programming 1	3
<a href="#">CMPT 1020</a>	Introduction to Computer Programming 2	3
<a href="#">MATH 1100</a>	Calculus 1	3
<a href="#">MATH 1120</a>	Discrete Mathematics	3
<a href="#">MATH 1200</a>	Calculus 2	3
<a href="#">MATH 1221</a>	Applied Linear Algebra	3

In addition, it is recommended that students take:

#### Course List

Code	Title	Credits
Three elective courses chosen from:		9
<a href="#">ENGL 1100</a>	English 1	
<a href="#">SOC1 1100</a>	Sociology 1: Introductory Sociology	
<a href="#">SOC1 1200</a>	Sociology 2: Canadian Society	
<a href="#">ECON 1100</a>	Microeconomics	
<a href="#">ECON 1200</a>	Macroeconomics	
<a href="#">PSYC 1100</a>	Psychology 1	
<a href="#">PSYC 1200</a>	Psychology 2	

The required GPA for transfer to other post-secondary institutions may vary based on transfer agreements with other institutions.

### Admission Requirements

All students must meet the general college entrance requirements.

Grade 12 graduation or **equivalent**

~~equivalent.~~ English 12 with a **minimum 'C+' grade** or ~~greater, or~~ equivalent [English Language Proficiency](http://www.vcc.ca/applying/registration-services/english-language-proficiency-requirements/) (<http://www.vcc.ca/applying/registration-services/english-language-proficiency-requirements/>)

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

Precalculus 12 with a **minimum 'B' grade or equivalent, or**

~~B or~~ 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 Assessment Test (MPT) with a **minimum 72% grade**

~~72%.~~ One of the following:

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

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

Biology 12 **or VCC Biology 0983/0993** with a **minimum 'C+' grade C+, or VCC Biology 0983/0993,** or equivalent.

## Prior Learning Assessment & Recognition (PLAR)

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

## Program Duration & Maximum Time for Completion

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.

The maximum allowable time for students to complete the program is three years.

## Program Learning Outcomes

Graduates of the First-year University Transfer Computing Science and Software Systems Certificate will be able to:

Incorporate critical thinking into theoretical reasoning and decision making.

Work collaboratively in computing laboratory activities.

Utilize information literacy abilities to determine the nature and extent of information required.

Develop appropriate presentation styles to produce clear and accurate written, verbal, and visual communication for clients and other professionals.

Utilize accepted research processes and abilities in all professional enquiries, communications, and scholarship.

Apply scientific and quantitative methodology as well as analytical skills.

Apply problem-solving in math and computer programming.

## Instructional Strategies, Design, and Delivery Mode

The courses are delivered using a variety of instructional strategies, resources, and activities, including lectures, demonstrations, guest speakers, case studies, and applied computing experiences.

## Evaluation of Student Learning

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

The required GPA for transfer may vary based on transfer agreements with other post-secondary institutions.

Please see our website: [www.vcc.ca](http://www.vcc.ca).

Successful completion of a minimum of 30 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.

## Recommended Characteristics of Students

Motivated and disciplined.

Possess analytical and critical thinking skills.

Some word processing experience.

## Courses

# Course Credits (Option A)

Successful completion of a minimum of 30 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
<u><a href="#">MATH 1100</a></u>	Calculus 1	3
<u><a href="#">MATH 1120</a></u>	Discrete Mathematics	3
<u><a href="#">SCIE 1110</a></u>	Professional Communication	3
<u><a href="#">CMPT 1010</a></u>	Introduction to Computer Programming 1	3
<u><a href="#">SCIE 1100</a></u>	Engineering, Technology and Society	3
	Credits	15
Term Two		
<u><a href="#">MATH 1200</a></u>	Calculus 2	3
<u><a href="#">CMPT 1020</a></u>	Introduction to Computer Programming 2	3
<u><a href="#">MATH 1221</a></u>	Applied Linear Algebra	3
<del>Select two of the following electives:</del>		<del>6</del>
<b>Select one of the following electives:</b>		<b>3</b>
<u><a href="#">SOC1 1100</a></u>	Sociology 1: Introductory Sociology	
or <u><a href="#">SOC1 1200</a></u>	or Sociology 2: Canadian Society	
or <u><a href="#">PSYC 1100</a></u>	or Psychology 1	
or <u><a href="#">ECON 1100</a></u>	or Microeconomics	
or <u><a href="#">ECON 1200</a></u>	or Macroeconomics	
	Credits	12
Term Three		
<u><a href="#">MATH 2700</a></u>	<b>Probability and Statistics for Science and Engineering3</b>	
	Credits	3
	Total Credits	30

# Course Credits (Option B)

Successful completion of a minimum of 25 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
<u><a href="#">MATH 1100</a></u>	Calculus 1	3
<u><a href="#">MATH 1120</a></u>	Discrete Mathematics	3
Science Elective		
<u><a href="#">PHYS 1100</a></u>	Physics 1	4
or <u><a href="#">CHEM 1121</a></u>	or Chemistry 1	
or <u><a href="#">BIOL 1100</a></u>	or Biology 1	
<u><a href="#">CMPT 1010</a></u>	Introduction to Computer Programming	13
	Credits	13
Term Two		
<u><a href="#">MATH 1200</a></u>	Calculus 2	3
<u><a href="#">CMPT 1020</a></u>	Introduction to Computer Programming	23
<u><a href="#">MATH 1221</a></u>	Applied Linear Algebra	3
Elective		3 or 4
<u><a href="#">PHYS 1200</a></u>	Physics 2	
or <u><a href="#">CHEM 1223</a></u>	or Chemistry 2	
or <u><a href="#">BIOL 1200</a></u>	or Biology 2	
or <u><a href="#">ENGL 1100</a></u>	or English 1	
or <u><a href="#">SOC 1100</a></u>	or Sociology 1: Introductory Sociology	
or <u><a href="#">SOC 1200</a></u>	or Sociology 2: Canadian Society	
or <u><a href="#">PSYC 1100</a></u>	or Psychology 1	
or <u><a href="#">PSYC 1200</a></u>	or Psychology 2	
or <u><a href="#">ECON 1100</a></u>	or Microeconomics	
or <u><a href="#">ECON 1200</a></u>	or Macroeconomics	
	Credits	12-13
	Total Credits	25-26

## Course Credits (Option C)

Successful completion of a minimum of 27 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
<u><a href="#">MATH 1100</a></u>	Calculus 1	3
<u><a href="#">MATH 1120</a></u>	Discrete Mathematics	3
<u><a href="#">CMPT 1010</a></u>	Introduction to Computer Programming	13

Elective

<u>ENGL 1100</u>	English 1	3
or <u>SOCI 1100</u>	or Sociology 1: Introductory Sociology	
or <u>SOCI 1200</u>	or Sociology 2: Canadian Society	
or <u>PSYC 1100</u>	or Psychology 1	
or <u>PSYC 1200</u>	or Psychology 2	
or <u>ECON 1100</u>	or Microeconomics	
or <u>ECON 1200</u>	or Macroeconomics	
	Credits	12

Term Two

<u>MATH 1200</u>	Calculus 2	3
<u>CMPT 1020</u>	Introduction to Computer Programming	23
<u>MATH 1221</u>	Applied Linear Algebra	3
	Select two of the following electives:	6

<u>ENGL 1100</u>	English 1	
or <u>SOCI 1100</u>	or Sociology 1: Introductory Sociology	
or <u>SOCI 1200</u>	or Sociology 2: Canadian Society	
or <u>PSYC 1100</u>	or Psychology 1	
or <u>PSYC 1200</u>	or Psychology 2	
or <u>ECON 1100</u>	or Microeconomics	
or <u>ECON 1200</u>	or Macroeconomics	
	Credits	15
	Total Credits	27

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 <sup>17</sup>
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
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
<b>Course Standings</b>			
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.

SFU School of Computing Science has updated their program requirements to include a statistics course equivalent to MATH 2700, and the Program Pathway Transfer Agreement now includes this course.

Are there any expected costs to this proposal.

No

Consultations

Consultated Area	Consultation Comments
Other	SFU sets the requirements for this pathway program.
<p><b>Additional Information</b></p> <hr/> <p>Provide any additional information if necessary.</p> <p>Supporting documentation:</p> <p><b>Marketing Information</b></p> <hr/> <p><i>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 <a href="mailto:webmaster@vcc.ca">webmaster@vcc.ca</a>.</i></p> <p>This program is for:    Domestic    International</p> <p>Marketing Description</p> <p>Start your computing science degree at VCC in a supportive learning environment with attentive instructors. Credits transfer to post-secondary institutions across British Columbia.</p> <p>What you will learn</p> <p>What to expect</p>	

Reviewer

Comments

**Jacqueline Shehadeh (jshehadeh) (10/01/19 2:55 pm):** Rollback: Remove Psych 1200? It wasn't on the word document.

**Jennifer Kelly (jekelly) (10/02/19 2:56 pm):** Based on the SFU pathway agreement, we also need to remove PSYC 1200 from our list of electives. Apologies for not catching this sooner.

Key: 45



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** November 12, 2019

**ISSUE:** Revisions to the First-year University Transfer Environmental Studies Certificate

**BACKGROUND:**

VCC has a transfer agreement with SFU that provides a pathway for students to transfer into the second year for several of their Environmental Studies degrees. Both assured and competitive pathways are available.

There were several errors in the list of required courses that likely happened in the transition over to Courseleaf. The proposal corrects those mistakes.

**DISCUSSION:**

Curriculum Committee has no concerns with the curriculum. Curriculum Committee also updated the Admission Requirements, but made no substantive changes.

**RECOMMENDATION:**

THAT Education Council approve, in the form presented at this meeting, revisions to the First-year University Transfer Environmental Studies Certificate program.

**PREPARED BY:** Todd Rowlett, Chair, Curriculum Committee

**DATE:** October 21, 2019

# Program Change Request

Date Submitted: 10/04/19 4:39 pm

Viewing: **First-year University Transfer**

## Environmental Studies Certificate

Last approved: 08/21/19 10:06 am

Last edit: 10/07/19 12:00 pm

Changes proposed by: jshehadeh

### In Workflow

1. **2018 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**

Program Name:

First-year University Transfer Environmental Studies Certificate

Credential Level: Certificate

Effective Date: **January 2020** ~~September 2017~~

School/Centre: Arts & Sciences

Department: UT Sciences (2018)

Contact(s)

### Approval Path

1. 10/03/19 11:01 am  
Jacqueline Shehadeh (jshehadeh):  
Approved for 2018 Leader
2. 10/04/19 9:32 am  
Shirley Lew (slew):  
Rollback to 2018 Leader for SAS Dean
3. 10/04/19 2:43 pm  
Nicole Degagne (ndegagne):  
Rollback to Initiator
4. 10/04/19 4:40 pm  
Jacqueline Shehadeh (jshehadeh):  
Approved for 2018 Leader
5. 10/04/19 5:26 pm  
Shirley Lew (slew):  
Approved for SAS Dean
6. 10/21/19 4:19 pm  
Todd Rowlatt (trowlatt): Approved

21  
for Curriculum  
Committee Chair

### History

1. Dec 18, 2017 by  
clmig-jwehrheim
2. Jan 16, 2018 by  
Nicole Degagne  
(ndegagne)
3. Aug 21, 2019 by  
Nicole Degagne  
(ndegagne)

Name	E-mail	Phone/Ext.
Jennifer Kelly <del>Jacqueline Shehadeh</del>	<del>jekelly@vcc.ca</del> <del>jshehadeh@vcc.ca</del>	7293

## Program Content Guide

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### Goal

The First-year University Transfer Environmental Studies Certificate provides students with the opportunity to explore options and gain success at the first-year level of university studies. Students will gain transfer credits for access into second year of the SFU Bachelor of Environment program majors: Environmental Resource Management and Global Environmental Systems, and the SFU Bachelor of Science Environmental Science major. It prepares students for a diversity of other university or post-secondary programs of their choice. Students who have completed all program requirements must contact the Registrar's Office to apply for graduation. For second-year transfer agreements with other public, post-secondary colleges, institutes and universities, please see our website: [www.vcc.ca](http://www.vcc.ca).

Students will

increase readiness for degree-level study

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

gain transfer credits for access into the second year of the SFU environmental programs: Environmental Resource Management (A), or Global Environment Systems (B), Environmental Science (C), or other post-secondary programs (D) as follows:

### Option A: SFU Bachelor of Environment (BEnv) Degree

### Major: Environmental Resource Management Second-Year

## Assured Admission Pathway

Assured admission under this pathway requires completion of the VCC Environmental Studies Certificate with a VCC GPA of 2.75 (calculated based on the best attempt for each course). All credits must be obtained within sixteen months. In addition, for at least two of the terms at VCC students must meet a minimum course load of 12 credits. The following courses must be completed as part of this pathway: [MATH 1111](#) Introduction to Statistics, [BIOL 1100](#) Biology 1, [BIOL 1200](#) Biology 2, [BIOL 2104 Introduction to Ecology](#), ~~[BIOL 2104 Introduction to Ecology](#)~~, [ENGL 1100](#) English 1 or [ENGL 1101](#) English, [INDG 1100](#) First Nations & Indigenous Stu, [GEOG 1100](#) Society, Space, Environment: Introducing Human Geography, [GEOG 1110](#) Earth Systems, [GEOG 2241](#) [Course GEOG 2241 Not Found](#), [EVSC 1100 Intro to Environmental Science](#), and [REMA 1100 Global Change](#). ~~[GEOG 2241 Social Geography](#)~~, ~~[EVSC 1100 Introduction to Environmental Sciences](#)~~, and one of: ~~[SOCL 1100 Sociology 1: Introductory Sociology](#)~~, ~~[SOCL 1200 Sociology 2: Canadian Society](#)~~, or ~~[POLI 1100 Introduction to Politics and Government](#)~~.

The following core courses must be taken at VCC:

### Course List

Code	Title	Credits
<a href="#">BIOL 1100</a>	Biology 1	4
<a href="#">BIOL 1200</a>	Biology 2	4
<a href="#">INDG 1100</a>	First Nations & Indigenous Stu	3
<a href="#">GEOG 1100</a>	Society, Space, Environment: Introducing Human Geography	3
<a href="#">GEOG 1110</a>	Earth Systems	3
<a href="#">EVSC 1100</a>	Intro to Environmental Science	3
<del><a href="#">BIOL 2204</a></del>	<del>Plant Biology</del>	<del>4</del>
<a href="#">BIOL 2104</a>	<a href="#">Introduction to Ecology</a>	<a href="#">3</a>
<a href="#">REMA 1100</a>	<a href="#">Global Change</a>	<a href="#">3</a>

Other (non-core) courses in the certificate taken at post-secondary institutions other than VCC may be transferred to VCC and used towards completion of the VCC/SFU pathway certificate, providing those courses transfer independently to SFU and receive the same credit at SFU as does the VCC pathway course.

## Competitive Admission Pathway

VCC students who do not meet the assured admission pathway criteria will be considered for entry to the SFU environment programs using the existing college transfer criteria for SFU admission (currently 24 credits of transferable course work plus meeting the GPA set for that term of admission), plus program-specific requirements.

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

## Option B: SFU Bachelor of Environment (BEnv) Degree

# Major: Global Environmental Systems Second-Year Transfer

## Assured Admission Pathway

Assured admission under this pathway requires completion of the VCC Environmental Studies Certificate with a VCC CGPA of 2.75 (calculated based on the best attempt for each course). All credits must be obtained within sixteen months. In addition, for at least two of the terms at VCC students must meet a minimum course load of 12 credits. The following courses must be completed as part of this pathway:

### Course List

Code	Title	Credits
<u><a href="#">MATH 1111</a></u>	Introduction to Statistics	3
<u><a href="#">BIOL 1100</a></u>	Biology 1	4
<u><a href="#">BIOL 1200</a></u>	Biology 2	4
<del><a href="#">BIOL 2204</a></del>	<del>Plant Biology</del>	<del>4</del>
<u><a href="#">BIOL 2104</a></u>	<b>Introduction to Ecology</b>	<b>3</b>
<u><a href="#">ENGL 1100</a></u>	English 1	3
or <u><a href="#">ENGL 1101</a></u>	English	
<u><a href="#">GEOG 1100</a></u>	Society, Space, Environment: Introducing Human Geography	3
<u><a href="#">GEOG 1110</a></u>	Earth Systems	3
<u><a href="#">GEOG 2241</a></u>	<u>Course GEOG 2241 Not Found</u>	
<u><a href="#">EVSC 1100</a></u>	Intro to Environmental Science	3
<u><a href="#">REMA 1100</a></u>	Global Change	3
And one of:		3
<u><a href="#">SOC 1100</a></u>	Sociology 1: Introductory Sociology	
<del><a href="#">ECON 1100</a></del>	<del>Microeconomics</del>	
<u><a href="#">ECON 1200</a></u>	<b>Macroeconomics</b>	
<u><a href="#">INDG 1100</a></u>	First Nations & Indigenous Stu	

The following core courses must be taken at VCC:

### Course List

Code	Title	Credits
<u><a href="#">BIOL 1100</a></u>	Biology 1	4
<u><a href="#">BIOL 1200</a></u>	Biology 2	4
<u><a href="#">GEOG 1100</a></u>	Society, Space, Environment: Introducing Human Geography	3
<u><a href="#">GEOG 1110</a></u>	Earth Systems	3
<u><a href="#">GEOG 2241</a></u>	<u>Course GEOG 2241 Not Found</u>	
<u><a href="#">EVSC 1100</a></u>	Intro to Environmental Science	3
<u><a href="#">REMA 1100</a></u>	Global Change	3
<del><a href="#">BIOL 2204</a></del>	<del>Plant Biology</del>	<del>4</del>
<u><a href="#">BIOL 2104</a></u>	<b>Introduction to Ecology</b>	<b>3</b>

Other (non-core) courses in the certificate that are taken at post-secondary institutions other than VCC may be

transferred to VCC and used towards completion of the VCC/SFU pathway certificate, providing those courses transfer independently to SFU and receive the same credit at SFU as does the VCC pathway course.

## Competitive Admission Pathway

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VCC students who do not meet the assured admission pathway criteria will be considered for entry to the SFU Environment programs using the existing college transfer criteria for admission (currently 24 credits of transferable work plus meeting the GPA set for that term of admission), plus program-specific requirements.

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

The required GPA for transfer to other institutions may vary based on transfer agreements with other institutions.

## Option C: SFU Bachelor of Science (BSc) Degree Major: Environmental Science Second-Year

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### Assured Admission Pathway

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Assured admission under this pathway requires completion of the VCC Environmental Studies Certificate with a VCC CGPA of 2.75 (calculated based on the best attempt for each course). All credits must be obtained within sixteen months. In addition, for at least two of the terms at VCC students must meet a minimum course load of 12 credits. The following courses must be completed as part of this pathway:

#### Course List

Code	Title	Credits
<a href="#">MATH 1100</a>	Calculus 1	3
<a href="#">MATH 1200</a>	Calculus 2	3
<a href="#">BIOL 1100</a>	Biology 1	4
<a href="#">BIOL 1200</a>	Biology 2	4
<a href="#">ENGL 1100</a>	English 1	3
or <a href="#">ENGL 1101</a>	English	
<a href="#">BIOL 2204</a>	<b>Plant Biology</b>	<b>4</b>
<a href="#">GEOG 1110</a>	<b>Earth Systems</b>	<b>3</b>
<a href="#">EVSC 1100</a>	Intro to Environmental Science	3
<a href="#">REMA 1100</a>	<b>Global Change</b>	<b>3</b>
<a href="#">CHEM 1121</a>	Chemistry 1	4
<a href="#">CHEM 1223</a>	Chemistry 2	4
<a href="#">MATH 1200</a>	<b>Calculus 2</b>	<b>3</b>
or <a href="#">PHYS 1100</a>	<b>Physics 1</b>	
<a href="#">PHYS 1100</a>	<b>Physics 1</b>	<b>4</b>
<a href="#">PHYS 1200</a>	<b>Physics 2</b>	<b>4</b>

The following core courses must be taken at VCC:



## Course List

Code	Title	Credits
<u><a href="#">BIOL 1100</a></u>	Biology 1	4
<u><a href="#">BIOL 1200</a></u>	Biology 2	4
<del><a href="#">BIOL 2204</a></del>	<del><a href="#">Plant Biology</a></del>	<del>4</del>
<u><a href="#">EVSC 1100</a></u>	Intro to Environmental Science	3
<del><a href="#">REMA 1100</a></del>	<del><a href="#">Global Change</a></del>	<del>3</del>
<u><a href="#">ENGL 1100</a></u>	<b>English 1</b>	<b>3</b>
or <u><a href="#">ENGL 1101</a></u>	<b>English</b>	

Other (non-core) courses in the certificate that are taken at post-secondary institutions other than VCC may be transferred to VCC and used towards completion of the VCC/SFU pathway, providing those courses transfer independently to SFU and receive the same credit at SFU as does the VCC pathway course.

## Competitive Admission Pathway

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VCC students who do not meet the assured admission pathway criteria will be considered for entry to the SFU Environmental Science programs using the existing college transfer criteria for admission (currently 24 credits of transferable work plus meeting the GPA set for that term of admission), plus program-specific requirements.

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

The required GPA for transfer to other institutions may vary based on transfer agreements with other institutions.

## Option D

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Speak with Advising/Counselling/Department Head for support in identifying other post-secondary program transfer options.

## Admission Requirements

All students must meet the University Transfer general entrance requirements for all three options. All students seeking admission to any of the Environmental Studies Transfer Certificates must also meet the following entrance criteria:

~~English 12 with a final percentage of 72% (in class and Provincial) or English 12 Provincial exam score of 72% (Provincial exam mark only), or English 12 with a final grade of C+ (64%) and VCC Writing Skills 12 (ENSK 0902 Writing Skills 12) with a final grade of B, or English 0981/0991 with a final grade of B, or ONE of the following test scores: ABE assessment with 60 in reading, 52 in writing, and 0991 on paragraph LPI 5/35 LET 4~~ **English 12**  
~~Biology 11 and 12 each with a C+, or VCC Biology 0861/0871 and Biology 0983/0993 both with a C+, or equivalent~~ **English 12**  
~~Chemistry 11 with a minimum 'B' grade C+, or VCC Chemistry 0861/0871 with a C+, or equivalent~~  
**Biology 11 and Biology 12 each with a minimum 'C+' grade C+, or VCC Biology 0861/0871 and Biology 0983/0993 both with a C+, or equivalent**  
~~Chemistry Precalculus 11 with a minimum 'C+' grade C or equivalent~~ **VCC Math 0861/0871 both with a C**  
**Precalculus 11 with a minimum 'C' grade or equivalent**

For option C (BSc – Environmental Science), students must meet the following additional admission criteria:

~~Precalculus~~ **Chemistry 12 with a minimum 'B' grade C+, or VCC Chemistry 0983/0993 with a C+ or equivalent**  
~~Chemistry Precalculus 12 with a minimum 'C+' grade or equivalent~~

~~B or:~~

**Physics 12 with a minimum 'C+' grade or equivalent**

~~VCC Math 0983/0993 with a B, or VCC Math 1020 with a C, or VCC Math Precalculus Test (MPT) with a 72%. Chemistry 12 with a C+, or VCC Chemistry 0983/0993 with a C+ or equivalent~~

### Prior Learning Assessment & Recognition (PLAR)

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

### Program Duration & Maximum Time for Completion

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.

The maximum allowable time for students to complete the program is three years.

## Program Learning Outcomes

A graduate with a first-year University Transfer Environmental Studies Certificate has reliably gained the ability to: Incorporate critical thinking into global interdisciplinary processes and decision making.

Collaborate with peers by participating in research projects and laboratories.

Critically interpret literature and determine the nature and extent of information required.

Apply the appropriate presentation style to produce clear and accurate written, verbal, and visual communication for public individuals, professionals in industry/NGOs, scientists, and politicians.

Utilize accepted research process and abilities in all professional enquiries, communications, and scholarship.

Assimilate scientific and quantitative methodology as well as analytical skills for entrance into second year science courses.

Apply problem-solving techniques in biology, math, geography, global environmental change, management, and leadership.

## Instructional Strategies, Design, and Delivery Mode

The courses are presented using a variety of instructional strategies, resources and activities including lectures, laboratories, field trips, demonstrations, guest speakers, case studies, and applied practical experiences.

## Evaluation of Student Learning

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

# Credential

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VCC first-year University Transfer first year Environmental Studies Certificate

Successful completion of a minimum of 35 credits (Option A) or 35 credits (Option B) or ~~36 37/38~~ credits (Option C) 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

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: BEnv - Environmental Resource Management)

Successful completion of a minimum of 35 credits of first-year university transfer courses articulated to SFU 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
<u>BIOL 1100</u>	Biology 1	4
<u>ENGL 1100</u>	English 1	3
or <u>ENGL 1101</u>	or English	
<u>GEOG 1100</u>	Society, Space, Environment: Introducing Human Geography	3
<u>GEOG 1110</u>	Earth Systems	3
	Credits	13
Term Two		
<u>BIOL 1200</u>	Biology 2	4
<u>INDG 1100</u>	First Nations & Indigenous Stu	3
<u>GEOG 2241</u>	Course GEOG 2241 Not Found	3
<u>EVSC 1100</u>	Intro to Environmental Science	3
	Credits	13
Term Three		
<del>BIOL 2204</del>	<del>Plant Biology</del>	<del>3</del>
<u>BIOL 2104</u>	<u>Introduction to Ecology</u>	<u>3</u>
<u>MATH 1111</u>	Introduction to Statistics	3
<u>SOCI 1100</u>	<u>Sociology 1: Introductory Sociology</u>	<u>3</u>
or <u>ECON 1100</u>	or <u>Microeconomics</u>	
or <u>POLI 1100</u>	or <u>Course POLI 1100 Not Found</u>	
<u>REMA 1100</u>	<u>Global Change</u>	<u>3</u>
	Credits	9
	Total Credits	35

## Course Credits (Option B: BEnv - Global Environmental Systems)

Successful completion of a minimum of 35 credits of first-year university transfer courses articulated to SFU 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
<u>BIOL 1100</u>	Biology 1	4
<u>ENGL 1100</u>	English 1	3
or <u>ENGL 1101</u>	or English	
<u>GEOG 1100</u>	Society, Space, Environment: Introducing Human Geography	3
<u>GEOG 1110</u>	Earth Systems	3
	Credits	13
Term Two		
<u>BIOL 1200</u>	Biology 2	4
<u>SOCI 1100</u>	Sociology 1: Introductory Sociology	3
or <u>ECON 1200</u>	or Macroeconomics	
or <u>INDG 1100</u>	or First Nations & Indigenous Stu	
<u>GEOG 2241</u>	Course GEOG 2241 Not Found	3
<u>EVSC 1100</u>	Intro to Environmental Science	3
	Credits	13
Term Three		
<del>BIOL 2204</del>	<del>Plant Biology</del>	<del>3</del>
<u>BIOL 2104</u>	<u>Introduction to Ecology</u>	<u>3</u>
<u>REMA 1100</u>	Global Change	3
<u>MATH 1111</u>	Introduction to Statistics	3
	Credits	9
	Total Credits	35

## Course Credits (Option C: BSc – Environmental Science)

Successful completion of a minimum of 38 credits of first-year university transfer courses articulated to SFU 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
<u>BIOL 1100</u>	Biology 1	4
<del>ENGL 1100</del>	<del>English 1</del>	<del>3</del>
or <del>ENGL 1101</del>	or <del>English</del>	
<del>GEOG 1100</del>	<del>Society, Space, Environment: Introducing Human Geography</del>	<del>3</del>
<u>CHEM 1121</u>	<u>Chemistry 1</u>	<u>4</u>
<u>MATH 1100</u>	<u>Calculus 1</u>	<u>3</u>
<u>PHYS 1100</u>	Physics 1	4
	Credits	15
Term Two		
<u>BIOL 1200</u>	Biology 2	4
<del>MATH 1100</del>	<del>Calculus 1</del>	<del>3</del>

<del>CHEM 1121</del>	<del>Chemistry 1</del>	<del>4</del>
<b>CHEM 1223</b>	<b>Chemistry 2</b>	<b>4</b>
<u>EVSC 1100</u>	Intro to Environmental Science	3
<b>PHYS 1200</b>	<b>Physics 2</b>	<b>4</b>
	Credits	15
Term Three		
<del>BIOL 2204</del>	<del>Plant Biology</del>	<del>3</del>
<del>REMA 1100</del>	<del>Global Change</del>	<del>3</del>
<del>CHEM 1223</del>	<del>Chemistry 2</del>	<del>3-4</del>
<del>or MATH 1200</del>	<del>or Calculus 2</del>	
<b>ENGL 1100</b>	<b>English 1</b>	<b>3</b>
<del>or ENGL 1101</del>	<del>or English</del>	
<b>MATH 1200</b>	<b>Calculus 2</b>	<b>3</b>
	Credits	6
	Total Credits	36

### 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
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
Grade	Percentage	Description	Grade Point Equivalency

U	Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A <sup>31</sup>
I	Incomplete	N/A
IP	Course in Progress	N/A
W	Withdrawal	N/A
<b>Course</b>		
<b>Standings</b>		
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.

The PCG lists BIOL 2104 (Ecology) and not BIOL 2204 (Plant Biology), which is correct; there appears to have been an error when adding the program to CourseLeaf. The proposed changes correct that error, removing 2204 (Plant Biology) and replacing it with 2104 (Ecology).

Are there any expected costs to this proposal.

No

Consultations

Consultated Area	Consultation Comments
Other	None, as this is simply a typo correction.

### Additional Information

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Provide any additional information if necessary.

Supporting  
documentation:

[University Transfer Environmental Studies\\_PCG\\_2017 Sep\\_approved.pdf](#)

## Marketing Information

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*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](mailto:webmaster@vcc.ca).*

This program is for:

Marketing Description

Start your environmental studies degree at VCC in a supportive learning environment with attentive instructors. Credits transfer to post-secondary institutions across British Columbia.

What you will learn

What to expect

Reviewer

Comments

**Shirley Lew (slew) (10/04/19 9:32 am):** Rollback: Further changes needed.

**Nicole Degagne (ndegagne) (10/04/19 2:43 pm):** Rollback: -





## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** November 12, 2019

**ISSUE:** Revisions to the Jewellery Art and Design Diploma program

### BACKGROUND:

The Jewellery department is proposing revisions to the Jewellery Art and Design Diploma program. The department recently completed a renewal of the program. Major changes to the curriculum are still in development, with a planned effective date of September 2021. This proposal brings a series of interim updates to bring the curriculum documentation up to date and reflect what they are currently doing. The program has never had complete documentation before, so much of this proposal is inputting learning outcomes and assessment plans that are already in use.

The most significant proposed change is replacing four History of Art courses with four Design Resources courses, and the removal of two Guided Studies courses. Those six courses are proposed for deactivation in June 2020, after the completion of the current cohort of students.

### DISCUSSION:

Karin Jones, Department Head of Jewellery, presented the changes. Curriculum Committee requested a number of further changes, including:

- Revised course descriptions and learning outcomes for the Design Resources courses
- Updates to the evaluation plan for JADE 2203 and 2205,
- Revised course description for JADE 1205

All changes have been made.

### RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, revisions to the Jewellery Art and Design Diploma program, including 16 revised course outlines and 4 new courses (JADE 1105, JADE 1206, JADE 2105, and JADE 2205).

THAT Education Council approve the deactivation of six (6) courses: JADE 1104, JADE 1204, JADE 2104, JADE 2107, JADE 2204, and JADE 2207.

**PREPARED BY:** Todd Rowlett, Chair, Curriculum Committee

**DATE:** October 21, 2019

# Program Change Request

Date Submitted: 09/30/19 1:40 pm

Viewing: **Jewellery Art and Design Diploma**

Last approved: 08/21/19 9:44 am

Last edit: 10/07/19 11:45 am

Changes proposed by: kjones

## In Workflow

1. **4202 Leader**
2. **CTT Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**

Program Name:

Jewellery Art and Design Diploma

Credential Level: Diploma

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

School/Centre: Trades, Technology & Design

Department Jewellery Art & Design (4202)

Contact(s)

## Approval Path

1. 10/03/19 2:19 pm  
Karin Jones (kjones):  
Approved for 4202 Leader
2. 10/03/19 2:31 pm  
Brett Griffiths (bgriffiths):  
Approved for CTT Dean
3. 10/28/19 12:23 pm  
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

## History

1. Dec 20, 2017 by clmig-jwehrheim
2. Aug 21, 2019 by Nicole Degagne (ndegagne)

Name	E-mail	Phone/Ext.
<b>Karin Jones -</b>	<b>kjones@vcc.ca -</b>	<b>-8367 -</b>

## Program Content Guide

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### Goal

Jewellery Art and Design is a career technical program that takes two years to complete. A College diploma in Jewellery Art and Design is awarded upon successful completion of the program.

The Jewellery Art and Design program is designed to provide comprehensive training for creative individuals who wish to develop their skills and understanding of jewellery as an artistic expression with commercial viability. Graduates should be able to set up their own studio-workshop or find employment as: jewellery designers; gold or silversmiths; stone setters; lapidary stone cutters; or jewellery store owner-managers.

### 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, a selection committee will **review the applicant's portfolio demonstrating artistic ability.** ~~review: the applicant's portfolio demonstrating artistic ability.~~ The review will be followed by a personal interview.

Portfolio submissions and personal interviews are usually conducted in June of each year.

### Prior Learning Assessment & Recognition (PLAR)

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

### Program Duration & Maximum Time for Completion

The Jewellery Art and Design program is two years in length. **Students whose studies are interrupted must finish within five years.**

## Program Learning Outcomes

**Upon successful completion of the program, graduates will** ~~Graduates should~~ be able to:

explore the meanings of jewellery in the context of the history of art and costume

provoke visual awareness and sensitivity

communicate through the means of conceptual design

illustrate ideas for the client (or maker) through various visual techniques

use jewellery making metal techniques

design and make simple tools

apply enamelling techniques on metals

cast, using a variety of techniques

define and classify gems used in jewellery

utilize plastics, epoxy resins and other man made materials

employ lapidary techniques

set stones using different setting techniques

## Instructional Strategies, Design, and Delivery Mode

Emphasizing both artistic and technical aspects of jewellery, this unique two year program provides creative individuals with the training required for excellence in jewellery design and craftsmanship. Most commercial jewellery is very conservative in design with little to excite a wide variety of tastes. However, when viewed as a sculpture scaled to human proportions, the art of jewellery making takes on limitless possibilities. Through studio drawing, modelling and scale projection drawing, students will be able to communicate their ideas to a client or maker. The traditions of European training are fused with the latest creative techniques within the context of art and costume.

Commercial viability is of vital importance to any artist. Various opportunities will be provided for students to display and sell their work, thus providing the student with a knowledge of retail jewellery merchandising.

The program consists of nine courses in year one, and twelve courses in year two. Courses involve lectures, demonstrations, guest presentations from noted experts in various fields, and intensive workshop activities.

~~A student is required to maintain a cumulative grade point average (GPA) of 2.00 or greater in each course to continue in a program. The GPA is computed at the end of each level of the program.~~

## Evaluation of Student Learning

**A student is required to maintain a cumulative grade point average (GPA) of 2.00 or greater in each course to continue in a program. The GPA is computed at the end of each level of the program.**

-

## 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

## First Year

Term One Credits

JADE 1101 Metal Techniques 1 11.5JADE 1102 Gemmology 1 1.5JADE 1103 Drawing and Rendering 11.5~~JADE 1104~~ ~~1.5~~**JADE 1105 Design Resources 1 1.5**

Credits 16

## Term Two

JADE 1201 Metal Techniques 2 10JADE 1202 Gemmology 2 1.5JADE 1203 Drawing and Rendering 21.5~~JADE 1204~~ ~~1.5~~**JADE 1206 Design Resources 2 1.5**JADE 1205 Display Project 5.5

Credits 20

## Second Year

## Term One

JADE 2101 Metal Techniques 3 | 10~~JADE 2107~~ ~~3~~JADE 2102 Gemmology 3 1.5JADE 2103 Drawing and Rendering 31.5

<del>JADE 2104</del>	<del>1.5</del>
<b>JADE 2105 Design Resources 3</b>	<b>1.5</b>
<u>JADE 2106</u> Business Management	1.5
Credits	16
Term Two	
<u>JADE 2208</u> Metal Techniques 4	9.5
<del>JADE 2207</del>	<del>2</del>
<u>JADE 2202</u> Gemmology 4	1.5
<u>JADE 2203</u> Drawing and Rendering 4	1.5
<del>JADE 2204</del>	<del>1.5</del>
<b>JADE 2205 Design Resources 4</b>	<b>1.5</b>
<u>JADE 2209</u> Computer Graphics	1
<u>JADE 2210</u> Diploma Project	6
Credits	21
Total Credits	73

### 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
Grade	Percentage	Description	Grade Point Equivalency

U	Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A <sup>39</sup>
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.

We are going to do a full renewal of the curriculum in 2020/21 based on the work of our program renewal this year. These curriculum changes are to update the documents to what we are currently doing, and to have complete documentation in the interim.

Are there any expected costs to this proposal.

No

Consultations

Consultated Area	Consultation Comments
Other	Worked with Todd Rowlett, Chair of Curriculum to get the documents up to standard.

### Additional Information

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# Course Change Request

Date Submitted: 09/18/18 1:43 pm

Viewing: **JADE 1101 : Metal Techniques 1**

Last edit: 10/01/19 12:06 pm

Changes proposed by: kjones

Programs  
referencing this  
course

[57: Jewellery Art and Design Diploma](#)

Course Name:

**Metal Techniques 1**

Effective Date: September 2020

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. 09/13/18 3:48 pm  
Karin Jones (kjones):  
Rollback to Initiator
2. 09/25/18 3:24 pm  
Karin Jones (kjones):  
Approved for 4202  
Leader
3. 09/25/18 4:30 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
4. 02/04/19 2:06 pm  
Todd Rowlatt  
(trowlatt): Rollback  
to 4202 Leader for  
Curriculum  
Committee Chair
5. 09/12/19 2:16 pm  
Karin Jones (kjones):  
Approved for 4202  
Leader
6. 09/12/19 2:17 pm  
Brett Griffiths  
(bgriffiths):



41  
Approved for CTT  
Dean

7. 10/28/19 12:23 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
<b>Karin Jones</b>	<b>kjones@vcc.ca</b>	<b>8367 8571</b>

Banner Course      Metal Techniques 1

Name:

Subject Code:      JADE - Jewelry Art & Design

Course Number      1101

Year of Study      **1st Year Post-secondary**

Credits:            11.5

#### Course Description:

This course is an introduction to techniques, processes, materials and tools. Students are given specific assignments for learning basic operations and techniques. During the first part of this course, an orientation to the studio, its machinery and tools is given with an emphasis on safety. Students are expected to keep a written journal on all demonstrations and techniques, safety **practices** ~~practises~~ and other course content covered. A variety of techniques including piercing, doming, texturing, riveting and basic stone setting are explored.

This course is part of the full-time Jewellery Art and Design Program.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

**JADE 1102, JADE 1103, JADE 1105**

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

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

**CLO #1 Demonstrate proper use of hand tools and workshop equipment**

**CLO #2 Follow safety procedures**

**CLO #3 Demonstrate basic metal forming techniques**

**CLO #4 Perform basic jewellery fabrication techniques**

**CLO #5 Set gemstones in simple settings**

**CLO #6 Create textures and other surface finishes**

Instructional

Strategies:

**In-class demos and hands-on technical projects**

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

**C**

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<b>Final Exam</b>	<b>10</b>	
<b>Assignments</b>	<b>85</b>	<b>Multiple projects</b>
<b>Quizzes/Tests</b>	<b>5</b>	<b>Safety quizzes</b>

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

345

Practicum

## Course Topics

**Course Topics:**

- 1. Tools and equipment**
- 2. Safety procedures**
- 3. Melting, alloying of metals**
- 4. Annealing of metals**
- 5. Use of saw, file and drill**
- 6. Preparation of sheet, wire, and tubing**
- 7. Use of flexible shaft**
- 8. Creation of textures and surface finishes**
- 9. Colouration of metals**
- 10. Rivets**
- 11. Soldering**
- 12. Chain fabrication**
- 13. Fabrication of basic jewellery findings**
- 14. Doming and shaping**
- 15. Scoring and Bending**
- 16. Construction techniques**
- 17. Bezel construction and setting**

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

JADE PCG

## Additional Information

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# Course Change Request

Date Submitted: 07/23/18 1:52 pm

Viewing: **JADE 1102 : Gemmology Gemology-1**

Last edit: 10/07/19 2:25 pm

Changes proposed by: fghesen

Programs  
referencing this  
course

[57: Jewellery Art and Design Diploma](#)

Course Name:

**Gemmology 1**

Effective Date: September 2020

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. 09/12/19 2:16 pm  
Karin Jones (kjones):  
Approved for 4202  
Leader
2. 09/12/19 2:17 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 10/28/19 12:23 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
<b>Karin Jones</b>	<b>kjones@vcc.ca</b>	<b>8367</b>

Banner Course Name: **Gemmology Gemology-1**

Subject Code: JADE - Jewellery Art & Design

Course Number: 1102

Year of Study: **1st Year Post-secondary**

Credits: 1.5

## Course Description:

This course **gives** ~~provides~~ an introduction to gemstones. The student **will acquire** ~~learns~~ a wealth of practical **knowledge** ~~knowledge~~, which can be successfully used in the jewellery business. Emphasis is placed on gemstone properties and characteristics. **Topics will include:** ~~Topics include~~ quality and value **factors;** ~~factors~~, characteristics that make gemstones beautiful and **unique;** ~~unique~~, factors that influence gemstone **colour;** ~~colour~~, faceted cut **styles;** ~~styles~~ and care and cleaning of gems. ~~This course is part of the full-time Jewellery Art and Design Program.~~

## Course Pre-Requisites (if applicable):

## Course Co-requisites (if applicable):

**JADE 1101, JADE 1103, JADE 1105**

## PLAR (Prior Learning Assessment &amp; Recognition)

No

## Course Learning

## Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
<b>CLO #1</b>	<b>Describe the value of gemmology</b>
<b>CLO #2</b>	<b>Describe the formation of minerals and rocks</b>
<b>CLO #3</b>	<b>Describe the formation of gemstones</b>
<b>CLO #4</b>	<b>Perform crystallography</b>
<b>CLO #5</b>	<b>Determine the hardness, cleavage and fracture of gems</b>
<b>CLO #6</b>	<b>Describe the nature and refraction of light</b>
<b>CLO #7</b>	<b>Use a refractometer</b>

## Instructional

## Strategies:

**Lecture, lab work, video, group work**

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

**C**

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<b>Midterm Exam</b>	<b>30</b>	
<b>Final Exam</b>	<b>40</b>	
<b>Quizzes/Tests</b>	<b>20</b>	<b>2 tests 10% each</b>
<b>Participation</b>	<b>10</b>	

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

20

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

25

Practicum

Self Paced / Individual Learning

Course Topics

### Course Topics:

- 1. Quality and value factors**
- 2. Characteristics that make gemstones beautiful and unique**
- 3. Factors that influence gemstone colour**
- 4. Faceted cut styles**
- 5. Care and cleaning of gems**

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

JADE PCG

### **Additional Information**

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer

Comments

Key: 5067

[Preview Bridge](#)

# Course Change Request

Date Submitted: 07/26/18 12:32 pm

Viewing: **JADE 1103 : Drawing Design &**

**Rendering Drawing-1**

Last edit: 10/03/19 2:38 pm

Changes proposed by: fghesen

Programs  
referencing this  
course

[57: Jewellery Art and Design Diploma](#)

Course Name:

**Drawing and Rendering 1**

Effective Date: September 2020

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. 09/25/18 3:24 pm  
Karin Jones (kjones):  
Approved for 4202  
Leader
2. 09/25/18 4:30 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 02/04/19 2:06 pm  
Todd Rowlatt  
(trowlatt): Rollback  
to 4202 Leader for  
Curriculum  
Committee Chair
4. 09/12/19 2:16 pm  
Karin Jones (kjones):  
Approved for 4202  
Leader
5. 09/12/19 2:41 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
6. 10/28/19 12:24 pm  
Todd Rowlatt



49  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
<b>Karin Jones</b>	<b>kjones@vcc.ca</b>	<b>8367</b>

Banner Course **Drawing Design & Rendering Drawing-1**

Name:

Subject Code: JADE - Jewellery Art & Design

Course Number 1103

Year of Study **1st Year Post-secondary**

Credits: 1.5

#### Course Description:

**This first** ~~Through demonstrations and assignments, this~~ course **in Drawing & Rendering** acquaints the student with the basic principles of ~~drawing and~~ design, stressing an awareness of line, shape, colour, texture, **pattern, and** ~~pattern and~~ space. The course **will** also **provide** ~~includes~~ an introduction to perspective **in illustration drawing.** ~~illustration. Lectures, audio-visual presentation, and studio assignments comprise the methods of delivery. This course is part of the full-time Jewellery Art and Design Program.~~

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

**JADE 1101, JADE 1102, JADE 1105**

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

Upon successful completion of this course, students will be able to:	
<b>CLO #1</b>	<b>Identify and implement the basic principles of design</b>
<b>CLO #2</b>	<b>Identify and implement the basic elements of design</b>

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

**CLO #3** Express ideas using 2D media

**CLO #4** Use basic perspective in drawings

Instructional

Strategies:

**Lectures, audio-visual presentation, and studio assignments.**

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

**C**

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<b>Assignments</b>	<b>100</b>	<b>12 weekly assignments.</b>

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

**48**

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

**45**

Practicum

Self Paced / Individual Learning

Course Topics

**Course Topics:**

**Course Topics:**

1. Principles of design
2. Stressing an awareness of line
3. Shape
4. Colour
5. Texture
6. Patterns
7. Space
8. Perspective in drawings

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

JADE PCG

### Additional Information

---

Provide any additional information if necessary.

Supporting

documentation:

Reviewer

Comments

**Todd Rowlatt (trowlatt) (02/04/19 2:06 pm):** Rollback: Back to DH

Key: 5068

[Preview Bridge](#)

# Course Change Request

## New Course Proposal

Date Submitted: 09/12/19 2:44 pm

Viewing: **JADE 1105 : Design Resources 1**

Last edit: 10/28/19 11:42 am

Changes proposed by: kjones

Programs  
referencing this  
course

[57: Jewellery Art and Design Diploma](#)

Course Name:

Design Resources 1

Effective Date:

September 2020

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. 09/12/19 4:04 pm  
Karin Jones (kjones):  
Approved for 4202  
Leader
2. 09/12/19 4:07 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 10/15/19 4:57 pm  
Todd Rowlatt  
(trowlatt): Rollback  
to 4202 Leader for  
Curriculum  
Committee Chair
4. 10/28/19 11:49 am  
Karin Jones (kjones):  
Approved for 4202  
Leader
5. 10/28/19 12:05 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
6. 10/28/19 12:24 pm  
Todd Rowlatt

53  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
Karin Jones	kjones@vcc.ca	8571, 8367

Banner Course      Design Resources 1

Name:

Subject Code:      JADE - Jewellery Art & Design

Course Number      1105

Year of Study      1st Year Post-secondary

Credits:            1.5

#### Course Description:

Today's goldsmiths and jewellery designers need to be fluent in design as a visual language, and to understand the ideas that have shaped current trends in art, design and jewellery. This course, which is presented in 2 components, introduces students to the foundations of design and art history. In the Design Studio component students learn to recognize and implement the Principles of Design (Balance, Proportion, Emphasis, Rhythm and Harmony). The Art History component of the course presents a survey of major movements in Western art, from Prehistoric times through to the Byzantine era. Pre-Columbian art of the Americas and History of Jewellery are also covered. Wherever possible, lessons will be integrated with Metal Techniques projects, with exercises designed to help students throughout their creative process by giving them access to visual resources, tools and techniques.

#### Course Pre-Requisites (if applicable):

#### Course Co-requisites (if applicable):

JADE 1101, JADE 1102, JADE 1103

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning Outcomes (CLO):

<b>Upon successful completion of this course, students will be able to:</b>	
CLO #1	Recognize and analyze works of art from the major periods of Western Art History, and Jewellery History, from prehistory to the Byzantine
CLO #2	Recognize and analyze Pre-Columbian works of art from the Americas
CLO #3	Draw from the art movements of the past as a source of inspiration for their designs
CLO #4	Recognize the connections between major art movements and the social conditions that gave rise to them
CLO #5	Manipulate the Elements and Principles of Design to create effective jewellery designs
CLO #6	Analyze and evaluate works of art and design for effectiveness and impact
CLO #7	Begin to communicate through the means of conceptual design
Instructional Strategies: Hands-on activities, lectures, videos, student presentations, critiques, field trips, and group discussions.	

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)  
C

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	6-8 Art History assignments, 4-5% each
Project	40	4 Design Studio projects, 10% each
Participation	20	Participation in Class Discussions
Other	10	Art History notes and sketchbooks

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

### Course Topics

#### Course Topics:

1. The Principles of Design
2. Prehistoric Art
3. Ancient Egypt
4. Greece/Rome
5. Field trip TBA
6. Group presentations
7. Byzantine Art
8. Precolumbian art
9. History of Jewellery (1)

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

JADE PCG

### Additional Information

---

Provide any additional information if necessary.

# Course Change Request

Date Submitted: 07/26/18 12:37 pm

Viewing: **JADE 1201 : Metal Techniques 2**

Last edit: 10/01/19 12:08 pm

Changes proposed by: fghesen

Programs  
referencing this  
course

[57: Jewellery Art and Design Diploma](#)

Course Name:

**Metal Techniques 2**

Effective Date: September 2020

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. 09/25/18 3:24 pm  
Karin Jones (kjones):  
Approved for 4202  
Leader
2. 09/25/18 4:30 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 02/04/19 2:06 pm  
Todd Rowlatt  
(trowlatt): Rollback  
to 4202 Leader for  
Curriculum  
Committee Chair
4. 09/12/19 2:16 pm  
Karin Jones (kjones):  
Approved for 4202  
Leader
5. 09/12/19 2:41 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
6. 10/28/19 12:24 pm  
Todd Rowlatt



57  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
<b>Karin Jones</b>	<b>kjones@vcc.ca</b>	<b>8367</b>

Banner Course      Metal Techniques 2

Name:

Subject Code:      JADE - Jewellery Art & Design

Course Number      1201

Year of Study      **1st Year Post-secondary**

Credits:            10

#### Course Description:

**A continuation of Metal Techniques 1, this** ~~This~~ **course will** further **explore** ~~explores~~ metallurgy, **alloys,** ~~alloys~~ and working characteristics ~~of of~~ metals. Lost wax casting, **wire work,** ~~repoussage, tool-making, basic stone setting~~ and **basic stone setting** ~~engraving~~ are introduced, and these techniques **will be** ~~are~~ applied to projects encouraging creativity and individual exploration as well as project planning and execution. ~~This course is part of the full-time Jewellery Art and Design Program.~~

#### Course Pre-Requisites (if applicable):

**JADE 1101**

#### Course Co-requisites (if applicable):

**JADE 1202, JADE 1203, JADE 1206, JADE 1205**

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

Upon successful completion of this course, students will be able to:	
<b>CLO #1</b>	<b>Complete complex soldering projects</b>
<b>CLO #2</b>	<b>Carve waxes and cast using the lost-wax method</b>

Upon successful completion of this course, students will be able to:	
<b>CLO #3</b>	<b>Create intricate wire constructions</b>
<b>CLO #4</b>	<b>Create a traditional basket setting and claw-set a stone</b>
<b>CLO #5</b>	<b>Begin to use specialized techniques in their metal projects</b>
Instructional Strategies: <b>In-class demos, hands-on technical projects</b>	

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

**C**

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<b>Assignments</b>	<b>90</b>	<b>5-7 metalwork projects</b>
<b>Final Exam</b>	<b>10</b>	

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

**225** ~~300~~

Practicum

Self Paced / Individual Learning

Course Topics

**Course Topics:**

**Course Topics:**

1. **Complex soldering**
2. **Wire construction**
3. **Traditional basket settings**
4. **Wax carving**
5. **Lost wax casting**
6. **Advanced filing techniques**

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

JADE PCG

### Additional Information

---

Provide any additional information if necessary.

Supporting

documentation:

Reviewer

Comments

**Todd Rowlatt (trowlatt) (02/04/19 2:06 pm):** Rollback: Back to DH

Key: 5070

[Preview Bridge](#)

# Course Change Request

Date Submitted: 07/26/18 12:43 pm

Viewing: **JADE 1202 : Gemmology Gemology-2**

Last edit: 10/07/19 2:29 pm

Changes proposed by: fghesen

Programs  
referencing this  
course  
[57: Jewellery Art and Design Diploma](#)

### In Workflow

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

Course Name:  
**Gemmology 2**

Effective Date:           September 2020

School/Centre:           Trades, Technology & Design

Department:              Jewellery Art & Design (4202)

Contact(s)

### Approval Path

1. 09/12/19 2:16 pm  
Karin Jones (kjones):  
Approved for 4202  
Leader
2. 09/12/19 2:41 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 10/28/19 12:24 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
<b>Karin Jones</b>	<b>kjones@vcc.ca</b>	<b>8367</b>

Banner Course Name: **Gemmology Gemology-2**

Subject Code: JADE - Jewellery Art & Design

Course Number: 1202

Year of Study: **1st Year Post-secondary**

Credits: 1.5

**Course Description:**

Gemmology 2 introduces the student to the complexities of separating and identifying gem materials. The student learns to use gem testing instruments, and to observe and determine the identifiable properties that make each gemstone unique. Practical and theoretical knowledge gained from this course enables the student to conclusively identify gemstones. ~~This course is part of the full-time Jewellery Art and Design Program.~~

**Course Pre-Requisites (if applicable):****JADE 1202****Course Co-requisites (if applicable):****JADE 1201, JADE 1203, JADE 1206, JADE 1205****PLAR (Prior Learning Assessment & Recognition)**

No

**Course Learning****Outcomes (CLO):**

	<b>Upon successful completion of this course, students will be able to:</b>
<b>CLO #1</b>	<b>Use gem testing instruments</b>
<b>CLO #2</b>	<b>Observe the identifiable properties that make each gemstone unique</b>
<b>CLO #3</b>	<b>Determine the identifiable properties that make each gemstone unique</b>
<b>CLO #4</b>	<b>Conclusively identify gemstones</b>

**Instructional****Strategies:****Lectures, lab work, and group discussions****Evaluation and Grading**

Grading System: Letter Grade (A-F)

Passing grade:

**C**

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Midterm Exam	20	
Final Exam	60	Final theory 30%, final practical 30%
Quizzes/Tests	10	
Participation	10	

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

20

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

25

Practicum

Self Paced / Individual Learning

Course Topics

### Course Topics:

1. Gem testing instruments
2. Unique gemstone properties
3. Gem identification

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

# Course Change Request

Date Submitted: 07/26/18 12:50 pm

Viewing: **JADE 1203 : Drawing Design &**

**Rendering Drawing-2**

Last edit: 10/03/19 2:35 pm

Changes proposed by: fghesen

Programs  
referencing this  
course

[57: Jewellery Art and Design Diploma](#)

Course Name:

**Drawing and Rendering 2**

Effective Date: September 2020

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. 09/25/18 3:24 pm  
Karin Jones (kjones):  
Approved for 4202  
Leader
2. 09/25/18 4:30 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 02/04/19 2:07 pm  
Todd Rowlatt  
(trowlatt): Rollback  
to 4202 Leader for  
Curriculum  
Committee Chair
4. 09/12/19 2:17 pm  
Karin Jones (kjones):  
Approved for 4202  
Leader
5. 09/12/19 2:41 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
6. 10/28/19 12:24 pm  
Todd Rowlatt

64  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
<b>Karin Jones</b>	<b>kjones@vcc.ca</b>	<b>8367</b>

Banner Course      **Drawing Design & Rendering Drawing-2**

Name:

Subject Code:      JADE - Jewellery Art & Design

Course Number      1203

Year of Study      **1st Year Post-secondary**

Credits:            1.5

#### Course Description:

A continuation of **JADE 1103 Design and Drawing & Rendering 1**, this course emphasizes a synthesis of the design elements into a totality. The course covers composition, stylization and basic communication through the medium of drawing. ~~This course is part of the full time Jewellery Art and Design Program.~~

#### Course Pre-Requisites (if applicable):

**JADE 1103**

#### Course Co-requisites (if applicable):

**JADE 1201, JADE 1202, JADE 1206, JADE 1205**

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

Upon successful completion of this course, students will be able to:	
<b>CLO #1</b>	<b>Create effective design compositions</b>
<b>CLO #2</b>	<b>Utilize stylization in their drawings</b>
<b>CLO #3</b>	<b>Synthesize design elements to form unified designs</b>



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

**CLO #4** Communicate through the medium of drawing

Instructional

Strategies:

**Lectures, audio-visual presentation, and studio assignments.**

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

**C**

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<b>Assignments</b>	<b>60</b>	<b>5-6 assignments</b>
<b>Participation</b>	<b>10</b>	
<b>Portfolio</b>	<b>30</b>	

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

**48**

Lab, Clinical, Shop, Kitchen,

Studio, Simulation

**45**

Practicum

Self Paced / Individual Learning

Course Topics

**Course Topics:**

- 1. Composition**
- 2. Stylization**
- 3. Synthesis of the design elements**
- 4. Basic communication through the medium of drawing**

# Course Change Request

Date Submitted: 07/30/18 10:10 am

Viewing: **JADE 1205 : Display Project**

Last edit: 10/15/19 4:57 pm

Changes proposed by: fghesen

Programs  
referencing this  
course

[57: Jewellery Art and Design Diploma](#)

Course Name:

**Display Project**

Effective Date: September 2020

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. 09/25/18 3:24 pm  
Karin Jones (kjones):  
Approved for 4202  
Leader
2. 09/25/18 4:30 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 02/04/19 2:07 pm  
Todd Rowlatt  
(trowlatt): Rollback  
to 4202 Leader for  
Curriculum  
Committee Chair
4. 09/12/19 2:17 pm  
Karin Jones (kjones):  
Approved for 4202  
Leader
5. 09/12/19 2:41 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
6. 10/28/19 12:24 pm  
Todd Rowlatt

67  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
<b>Karin Jones</b>	<b>kjones@vcc.ca</b>	<b>8367</b>

Banner Course      Display Project  
Name:

Subject Code:      JADE - Jewellery Art & Design

Course Number      1205

Year of Study      **1st Year Post-secondary**

Credits:            5.5

Course Description:

This final **first year** ~~first-year~~ course **will allow** ~~allows~~ students to develop a variety of approaches to jewellery and its presentation. Research and discussion **will** lead to a final display, presenting not only their work, but also the techniques, tools and processes that were used. ~~This course is part of the full-time Jewellery Art and Design Program.~~

Course Pre-Requisites (if applicable):

**JADE 1201, JADE 1202, JADE 1203, JADE 1206**

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:	
<b>CLO #1</b>	<b>Design and produce a body of jewellery work</b>
<b>CLO #2</b>	<b>Choose appropriate techniques to support the creation of this body of work</b>

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

- CLO #3** Organize a public display of their jewellery
- CLO #4** Use conceptual design to communicate meaning

Instructional

Strategies:

**Students will be assisted on an individual basis by several instructors as they complete the work for this course.**

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

**C**

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<b>Project</b>	<b>100</b>	<b>This capstone project is graded based on creativity, technical ability, and display</b>

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

**180** ~~165~~

Practicum

Self Paced / Individual Learning

Course Topics

**Course Topics:**

**Course Topics:**

- 1. Metal Techniques**
- 2. Planning and Design**
- 3. Concept and Visual Communication**
- 4. Display**

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

JADE PCG

### Additional Information

---

Provide any additional information if necessary.

Supporting

documentation:

Reviewer

Comments

**Todd Rowlatt (trowlatt) (02/04/19 2:07 pm):** Rollback: Back to DH

Key: 5074

[Preview Bridge](#)

# Course Change Request

## New Course Proposal

Date Submitted: 11/05/19 9:13 am

Viewing: **JADE 1206 : Design Resources 2**

Last edit: 11/05/19 9:13 am

Changes proposed by: trowlatt

Programs  
referencing this  
course

[57: Jewellery Art and Design Diploma](#)

Course Name:

Design Resources 2

Effective Date:

September 2020

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. 09/12/19 4:03 pm  
Karin Jones (kjones):  
Approved for 4202  
Leader
2. 09/12/19 4:07 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 10/15/19 4:58 pm  
Todd Rowlatt  
(trowlatt): Rollback  
to Initiator
4. 11/05/19 9:14 am  
Todd Rowlatt  
(trowlatt): Approved  
for 4202 Leader
5. 11/05/19 9:14 am  
Todd Rowlatt  
(trowlatt): Approved  
for CTT Dean
6. 11/05/19 9:15 am  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
Karin	Jones	8571, 8367

Banner Course      Design Resources 2

Name:

Subject Code:      JADE - Jewellery Art & Design

Course Number      1206

Year of Study      1st Year Post-secondary

Credits:            1.5

#### Course Description:

Today's goldsmiths and jewellery designers need to be fluent in design as a visual language, but to understand the ideas that have shaped current trends in art, design and jewellery. This course, which is presented in 2 components, introduces students to the foundations of design and art history. This Design component is focused on building a proposal for the year-end Display Project. Students will begin to use various idea generation and design development strategies to come up with designs for the jewellery and display for their year-end project. The Art History component of the course presents a survey of major movements in Western art, from the Middle Ages to the Baroque Period in Europe. Islamic and African art, and history of jewellery are also covered. Wherever possible, lessons will be integrated with Metal Techniques projects, with exercises designed to help students throughout their creative process by giving them access to visual resources, tools and techniques.

#### Course Pre-Requisites (if applicable):

JADE 1105

#### Course Co-requisites (if applicable):

JADE 1201, JADE 1202, JADE 1203, JADE 1205

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

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

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

CLO #1	Manipulate the Elements and Principles of Design to create effective jewellery designs
CLO #2	Generate, modify, and evaluate design ideas using various idea generation strategies
CLO #3	Formulate detailed plans for executing jewellery design ideas
CLO #4	Recognize design as a deliberate, multi-stage process

Instructional

Strategies:

Classes will consist of hands-on activities, short lectures, and group discussions.

## 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 Art History assignments, 4-5% each
Project	40	4 Design Studio projects, 10% each
Participation	20	Participation in classroom discussions
Other	10	Art History notes and sketchbooks

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,

Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics



**Course Topics:**

1. Idea Generation Strategies
2. Medieval European Art
3. Renaissance European Art
4. Baroque European Art
5. Islamic Art
6. African Art

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

JADE PCG

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer

Comments

**Todd Rowlatt (trowlatt) (10/15/19 4:58 pm):** Rollback: Review Outcomes and Description for all four Design Resources courses

Key: 8695

[Preview Bridge](#)

# Course Change Request

Date Submitted: 07/30/18 10:14 am

Viewing: **JADE 2101 : Metal Techniques 3**

Last edit: 10/01/19 12:12 pm

Changes proposed by: fghesen

Programs  
referencing this  
course

[57: Jewellery Art and Design Diploma](#)

Course Name:

**Metal Techniques 3**

Effective Date: September 2020

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. 09/25/18 3:24 pm  
Karin Jones (kjones):  
Approved for 4202  
Leader
2. 09/25/18 4:30 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 02/04/19 2:07 pm  
Todd Rowlatt  
(trowlatt): Rollback  
to 4202 Leader for  
Curriculum  
Committee Chair
4. 09/12/19 2:17 pm  
Karin Jones (kjones):  
Approved for 4202  
Leader
5. 09/12/19 2:41 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
6. 10/28/19 12:24 pm  
Todd Rowlatt

75  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
<b>Karin Jones</b>	<b>kjones@vcc.ca</b>	<b>8367</b>

Banner Course      Metal Techniques 3

Name:

Subject Code:      JADE - Jewellery Art & Design

Course Number      2101

Year of Study      **2nd Year Post-secondary**

Credits:            **10 7**

#### Course Description:

This is an advanced jewellery making course. **Students will build on techniques learned in Year One to create increasingly complex projects.** ~~Students must have an understanding of the basic techniques covered in the first year. At this stage, the student is encouraged to approach projects in terms of concept, design, and individual expression, and to perfect the techniques already covered as well as exploring more specialized techniques.~~ **Advanced construction techniques, hinges and mechanisms, These include stone setting, non-metallic materials, surface ornamentation and mold making will be covered.** ~~and basic lapidary.~~ **Students will also create a production line, leading them toward careers as self-employed studio jewellers. An emphasis on efficiency and industry standards increases students' readiness for entry into the job market or self-employment.** ~~Emphasis is placed on the total project from concept through research, design, planning and execution. This course is part of the full-time Jewellery Art and Design Program.~~

Course Pre-Requisites (if applicable):

**JADE 1201**

Course Co-requisites (if applicable):

**JADE 2102, JADE 2103, JADE 2105, JADE 2106**

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

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

<b>CLO #1</b>	<b>Construct clasps and mechanisms for use in their jewellery</b>
<b>CLO #2</b>	<b>Complete advanced jewellery projects</b>
<b>CLO #3</b>	<b>Work with various production techniques</b>
<b>CLO #4</b>	<b>Work with various mathematical formulas common in jewellery practice</b>
<b>CLO #5</b>	<b>Make design decisions based on practicality and efficiency</b>

Instructional

Strategies:

**Instructional strategies include: Lectures, demonstrations, and project work in an authentic shop environment.**

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

**C**

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<b>Assignments</b>	<b>90</b>	<b>6-8 projects, worth 5-20% Each</b>
<b>Quizzes/Tests</b>	<b>10</b>	

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation**288 210**

Practicum

Self Paced / Individual Learning

## Course Topics

## Course Topics:

1. Advanced construction
2. Hollow-form construction
3. Hinges
4. Clasps
5. Claw setting
6. Rubber molds
7. Production Techniques
8. Gold alloys
9. Mathematical formulas
10. Cost estimating for custom 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?

Yes

Is this the primary proposal?

No

Primary Proposal

JADE PCG

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer  
Comments

**Todd Rowlatt (trowlatt) (02/04/19 2:07 pm):** Rollback: Back to DH

# Course Change Request

Date Submitted: 09/12/19 2:10 pm

Viewing: **JADE 2102 : Gemmology Gemology-3**

Last edit: 10/07/19 2:32 pm

Changes proposed by: kjones

Programs  
referencing this  
course

[57: Jewellery Art and Design Diploma](#)

Course Name:

**Gemmology 3**

Effective Date: September 2020

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. 09/12/19 2:21 pm  
Karin Jones (kjones):  
Approved for 4202  
Leader
2. 09/12/19 2:41 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 10/01/19 11:32 am  
Todd Rowlatt  
(trowlatt): Rollback  
to 4202 Leader for  
Curriculum  
Committee Chair
4. 10/03/19 11:32 am  
Karin Jones (kjones):  
Approved for 4202  
Leader
5. 10/03/19 11:44 am  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
6. 10/28/19 12:24 pm  
Todd Rowlatt

79  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
Karin Jones	kjones@vcc.ca	8367

Banner Course      **Gemmology** ~~Gemology-3~~

Name:

Subject Code:      JADE - Jewellery Art & Design

Course Number      2102

Year of Study      **2nd Year Post-secondary**

Credits:            1.5

#### Course Description:

This course provides essential facts about **the most commonly used coloured gemstones, diamonds** and **pearls, and** contains vital information needed to keep up-to-date with **today's** ~~today's~~ changing market. **Students learn how to: (1) identify the various gems which are used in jewellery today, and the pros and cons of using each gem in a particular type of setting; (2) recognize how those gems may have been treated in various ways, and how treatments affect durability and pricing; and (3) identify simulant gems and synthetic gem materials, and the great variation in pricing of these materials thus giving students the knowledge to be able to answer customer inquiries with confidence.**

**Students will also be taught about precautions to take when working with, handling, wearing and storing the various coloured gem materials, and pearls, so they are able to make suggestions, and advise customers about the durability and wear-ability of the various gem materials.** ~~The course materials enable the student to answer customer queries with confidence. Students learn how to identify simulants and synthetics, comprehend the international diamond market and recognize cutting styles. This course is part of the full-time Jewellery Art and Design Program.~~

Course Pre-Requisites (if applicable):

**JADE 1202**

Course Co-requisites (if applicable):

**JADE 2101, JADE 2103, JADE 2105, JADE 2106**

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

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

<b>CLO #1</b>	<b>Determine the durability of various gem materials for proper use in different types of jewellery</b>
<b>CLO #2</b>	<b>Advise customers on durability and proper care of different gem materials</b>
<b>CLO #3</b>	<b>Determine availability of treated and untreated gems in the market</b>
<b>CLO #4</b>	<b>Evaluate pricing of various natural and man-made gemstones available in the jewellery market</b>

Instructional

Strategies:

**Lectures, lab work, and group discussions**

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

**C**

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<b>Midterm Exam</b>	<b>20</b>	
<b>Final Exam</b>	<b>20</b>	
<b>Project</b>	<b>50</b>	<b>Presentation, peer reviewed, graded</b>
<b>Participation</b>	<b>10</b>	

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

20

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

**28 25**



Practicum

Self Paced / Individual Learning

Course Topics

**Course Topics:**

- 1. Use of Diagnostic Inclusions in Gem ID**
- 2. Coloured Stone & Pearl Grading**
- 3. Corundum**
- 4. Beryl**
- 5. Topaz**
- 6. Spinel**
- 7. Garnet**
- 8. Peridot**
- 9. Tourmaline**
- 10. Zircon**
- 11. Chrysoberyl**
- 12. Quartz**
- 13. Opal**
- 14. Turquoise**
- 15. Feldspar**
- 16. Jades**
- 17. Pearls and other Organic Gems**

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

JADE PCG

# Course Change Request

Date Submitted: 09/18/18 1:44 pm

Viewing: **JADE 2103 : Drawing Design &**

**Rendering Drawing-3**

Last edit: 10/03/19 2:36 pm

Changes proposed by: kjones

Programs  
referencing this  
course

[57: Jewellery Art and Design Diploma](#)

Course Name:

**Drawing and Rendering 3**

Effective Date: September 2020

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. 09/25/18 3:24 pm  
Karin Jones (kjones):  
Approved for 4202  
Leader
2. 09/25/18 4:30 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 02/04/19 2:07 pm  
Todd Rowlatt  
(trowlatt): Rollback  
to 4202 Leader for  
Curriculum  
Committee Chair
4. 10/03/19 11:57 am  
Karin Jones (kjones):  
Approved for 4202  
Leader
5. 10/03/19 1:03 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
6. 10/28/19 12:24 pm  
Todd Rowlatt

83  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
<b>Karin Jones</b>	<b>kjones@vcc.ca</b>	<b>8367</b>

Banner Course      **Drawing Design & Rendering Drawing-3**

Name:

Subject Code:      JADE - Jewellery Art & Design

Course Number      2103

Year of Study      **2nd Year Post-secondary**

Credits:            1.5

Course Description:

~~This course explores further design possibilities based on works of prominent designers.~~ An introduction to rapid visualization **will be** ~~is~~ included using a variety of **mediums.** ~~methods.~~

This course is part of the full-time Jewellery Art and Design Program.

Course Pre-Requisites (if applicable):

**JADE 1203**

Course Co-requisites (if applicable):

**JADE 2101, JADE 2102, JADE 2105, JADE 2106**

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

Upon successful completion of this course, students will be able to:	
<b>CLO #1</b>	<b>Present ideas and concepts professionally</b>
<b>CLO #2</b>	<b>Utilize colour designer's marker, colour chalk pastels, and other media to render objects in colour</b>

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

**CLO #3** Draw circular objects in perspective

**CLO #4** Utilize advanced rendering techniques to represent different materials and surfaces (including pearl, various gemstones, amber, jade etc)

Instructional

Strategies:

**Lectures, audio-visual presentation, and studio assignments.**

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

**C**

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<b>Assignments</b>	<b>100</b>	<b>Evaluation based on 8-10 projects and assignments.</b>

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

**48** ~~45~~

Practicum

Self Paced / Individual Learning

Course Topics

**Course Topics:**

- 1. Colour designer's marker and colour chalk pastels**
- 2. Rendering of bracelet(s) and ring(s) in perspective**
- 3. Rendering of different materials and finishes (including pearl, various gemstones, amber, jade)**

# Course Change Request

## New Course Proposal

Date Submitted: 09/12/19 3:50 pm

Viewing: **JADE 2105 : Design Resources 3**

Last edit: 10/28/19 11:45 am

Changes proposed by: kjones

Programs  
referencing this  
course

[57: Jewellery Art and Design Diploma](#)

Course Name:

Design Resources 3

Effective Date:

September 2020

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. 09/12/19 4:05 pm  
Karin Jones (kjones):  
Approved for 4202  
Leader
2. 09/12/19 4:07 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 10/15/19 4:58 pm  
Todd Rowlatt  
(trowlatt): Rollback  
to 4202 Leader for  
Curriculum  
Committee Chair
4. 10/28/19 11:49 am  
Karin Jones (kjones):  
Approved for 4202  
Leader
5. 10/28/19 12:05 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
6. 10/28/19 12:24 pm  
Todd Rowlatt

86  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
Karin Jones	kjones@vcc.ca	8571, 8367

Banner Course      Design Resources 3

Name:

Subject Code:      JADE - Jewelry Art & Design

Course Number      2105

Year of Study      2nd Year Post-secondary

Credits:            1.5

#### Course Description:

Today's goldsmiths and jewellery designers need to be fluent in design as a visual language, but to understand the ideas that have shaped current trends in art, design and jewellery. This course, which is presented in 2 components, introduces students to the foundations of design and art history. The Design component introduces students to advanced idea generation and design refinement strategies. The Art History component of the course presents a survey of major movements in Western art, from Impressionism to Dada and Surrealism. Wherever possible, lessons will be integrated with Metal Techniques projects, with exercises designed to help students throughout their creative process by giving them access to visual resources, tools and techniques.

#### Course Pre-Requisites (if applicable):

JADE 1206

#### Course Co-requisites (if applicable):

JADE 2101, JADE 2102, JADE 2103, JADE 2106

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning Outcomes (CLO):

<b>Upon successful completion of this course, students will be able to:</b>	
CLO #1	Recognize and analyze works of art from the major periods of Western Art History and Jewellery History, from Impressionism through Surrealism
CLO #2	Draw from the art movements of the past as a source of inspiration for their designs
CLO #3	Recognize the connections between major art movements and the social conditions that gave rise to them
CLO #4	Generate, modify, and evaluate design ideas using various idea generation strategies
CLO #5	Express complex concepts and ideas through jewellery and other visual media
CLO #6	Explore options for varying designs based on a single theme
CLO #7	Create effective jewellery designs based on a given set of criteria or constraints
Instructional Strategies: Hands-on activities, lectures, videos, student presentations, critiques, field trips, and group discussions.	

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)  
C

Passing grade:

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	6-8 Art History assignments, 4-5% each
Project	40	4 Design Studio projects, 10% each
Participation	20	Participation in Class Discussions
Other	10	Art History notes and sketchbooks

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

### Course Topics

#### Course Topics:

1. Advanced Idea Generation Strategies
2. Impressionism
3. Post-impressionism
4. Fauvism
5. Cubism
6. Futurism
7. Art Nouveau
8. Art Deco
9. Dada
10. Surrealism
11. History of Jewellery (3)

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

JADE PCG

### Additional Information

---

Provide any additional information if necessary.



# Course Change Request

Date Submitted: 07/30/18 10:42 am

Viewing: **JADE 2106 : Business Management**

Last edit: 10/01/19 12:19 pm

Changes proposed by: fghesen

Programs  
referencing this  
course

[57: Jewellery Art and Design Diploma](#)

Course Name:

**Business Management**

Effective Date: September 2020

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. 09/25/18 3:25 pm  
Karin Jones (kjones):  
Approved for 4202  
Leader
2. 09/25/18 4:31 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 02/04/19 2:07 pm  
Todd Rowlatt  
(trowlatt): Rollback  
to 4202 Leader for  
Curriculum  
Committee Chair
4. 09/12/19 2:20 pm  
Karin Jones (kjones):  
Approved for 4202  
Leader
5. 09/12/19 2:41 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
6. 10/28/19 12:24 pm  
Todd Rowlatt

90  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
<b>Karin Jones</b>	<b>kjones@vcc.ca</b>	<b>8367</b>

Banner Course      Business Management

Name:

Subject Code:      JADE - Jewellery Art & Design

Course Number      2106

Year of Study      **2nd Year Post-secondary**

Credits:            1.5

#### Course Description:

**In** ~~The purpose of~~ this **course, course is to give students **will gain** the knowledge and confidence to run their own business. The course is specifically geared to artist/jewellers who would like to be self-employed. A variety of topics are covered including business planning, jewellery-related laws and regulations, promotional techniques, business ethics and advertising. ~~This course is part of the full-time Jewellery Art and Design Program.~~**

#### Course Pre-Requisites (if applicable):

**JADE 1205**

#### Course Co-requisites (if applicable):

**JADE 2101, JADE 2102, JADE 2103, JADE 2105**

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning

#### Outcomes (CLO):

Upon successful completion of this course, students will be able to:	
<b>CLO #1</b>	<b>Identify and evaluate different business structures</b>
<b>CLO #2</b>	<b>Implement financial management systems</b>

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

<b>CLO #3</b>	<b>Utilize various pricing strategies</b>
<b>CLO #4</b>	<b>Create a marketing plan</b>
<b>CLO #5</b>	<b>Evaluate various selling opportunities</b>
<b>CLO #6</b>	<b>Identify legal issues arising from running a jewellery business</b>
<b>CLO #7</b>	<b>Create marketing materials</b>
<b>CLO #8</b>	<b>Utilize social media in marketing their work</b>

Instructional  
Strategies:

**Lectures, audio-visual presentations, assignments, critiques, group and individual presentations, and discussions.**

## Evaluation and Grading

---

Grading System: Satisfactory/Unsatisfactory      Passing grade:

**C**

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<b>Assignments</b>	<b>100</b>	<b>3-5 assignments</b>

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

**48** ~~45~~

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

**Course Topics:**

1. Marketing
2. Business structures
3. Business plans
4. Privacy policies
5. Financial reporting and money management
6. Business registration
7. Business “accessories” (e.g. filing system, computer hardware/software, etc.)
8. Pricing
9. Retail: wholesale and consignment
10. Craft and art sales
11. Exhibitions
12. Commissions
13. Professional and trade associations
14. Social media

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

JADE PCG

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

# Course Change Request

Date Submitted: 09/12/19 2:04 pm

Viewing: **JADE 2202 : Gemmology Gemology-4**

Last edit: 10/07/19 1:37 pm

Changes proposed by: kjones

Programs  
referencing this  
course

[57: Jewellery Art and Design Diploma](#)

Course Name:

**Gemmology 4**

Effective Date: September 2020

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. 09/12/19 2:22 pm  
Karin Jones (kjones):  
Approved for 4202  
Leader
2. 09/12/19 2:41 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 10/01/19 11:32 am  
Todd Rowlatt  
(trowlatt): Rollback  
to 4202 Leader for  
Curriculum  
Committee Chair
4. 10/03/19 11:41 am  
Karin Jones (kjones):  
Approved for 4202  
Leader
5. 10/03/19 11:44 am  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
6. 10/28/19 12:24 pm  
Todd Rowlatt

94  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
<b>Karin Jones</b>	<b>kjones@vcc.ca</b>	<b>8367</b>

Banner Course      **Gemmology ~~Gemology~~-4**

Name:

Subject Code:      JADE - Jewellery Art & Design

Course Number      2202

Year of Study      **2nd Year Post-secondary**

Credits:            1.5

#### Course Description:

Gemmology 4 provides an introduction to diamond grading and practical ways to integrate gemmology into the jewellery industry. The skills to grade diamonds effectively are balanced with information on gemstone marketing, pricing, and the buying and selling of gems.

This course is part of the full-time Jewellery Art and Design Program.

Course Pre-Requisites (if applicable):

**JADE 2102**

Course Co-requisites (if applicable):

**JADE 2208, JADE 2203, JADE 2205, JADE 2209**

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	<b>Upon successful completion of this course, students will be able to:</b>
<b>CLO #1</b>	<b>Discuss the unique properties of diamonds</b>
<b>CLO #2</b>	<b>Make educated decisions when procuring diamonds from wholesalers</b>

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

<b>CLO #3</b>	<b>Recognize diamond simulants and synthetic diamonds currently available on the market</b>
<b>CLO #4</b>	<b>Perform basic diamond grading when purchasing wholesale diamonds</b>
<b>CLO #5</b>	<b>Establish connections with diamond wholesalers whose services they may use in the future</b>
<b>CLO #6</b>	<b>Conduct informed discussions with customers about diamond pricing and quality</b>

Instructional

Strategies:

**Instructor power-point lecture, videos, guest speakers, practical hands on lab work, group discussions**

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

**C**

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<b>Exam</b>	<b>30</b>	<b>Diamond theory</b>
<b>Exam</b>	<b>30</b>	<b>Diamond simulants</b>
<b>Final Exam</b>	<b>30</b>	
<b>Participation</b>	<b>10</b>	

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

~~20~~

Lab, Clinical, Shop, Kitchen,

Studio, Simulation

**48** ~~25~~

Practicum

Self Paced / Individual Learning

Course Topics

**Course Topics:**

1. Diamonds - physical, optical chemical properties
2. Diamond producing countries - with a large focus on Canadian diamonds
3. Lab class looking at kimberlite samples & rough diamonds from Canada
4. Study of different diamonds cuts -with emphasis on the round brilliant cut
5. Grading of polished diamonds - lecture and lab
6. Diamond simulants lecture and lab
7. Guest speakers- diamond wholesalers

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

JADE PCG

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer

Comments

**Todd Rowlatt (trowlatt) (10/01/19 11:32 am):** Rollback: edits to CLOs

Key: 5081

[Preview Bridge](#)



# Course Change Request

Date Submitted: 11/05/19 9:14 am

Viewing: **JADE 2203 : Drawing Design &**

**Rendering Drawing-4**

Last edit: 11/05/19 9:14 am

Changes proposed by: trowlatt

Programs  
referencing this  
course

[57: Jewellery Art and Design Diploma](#)

Course Name:

**Drawing and Rendering 4**

Effective Date: September 2020

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. 09/25/18 3:25 pm  
Karin Jones (kjones):  
Approved for 4202  
Leader
2. 09/25/18 4:31 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 02/04/19 2:07 pm  
Todd Rowlatt  
(trowlatt): Rollback  
to 4202 Leader for  
Curriculum  
Committee Chair
4. 09/12/19 4:09 pm  
Karin Jones (kjones):  
Approved for 4202  
Leader
5. 09/12/19 4:11 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
6. 10/21/19 4:20 pm  
Todd Rowlatt

98  
(trowlatt): Rollback  
to Initiator

7. 11/05/19 9:14 am  
Todd Rowlatt

(trowlatt): Approved  
for 4202 Leader

8. 11/05/19 9:14 am  
Todd Rowlatt

(trowlatt): Approved  
for CTT Dean

9. 11/05/19 9:15 am  
Todd Rowlatt

(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
<b>Karin Jones</b>	<b>kjones@vcc.ca</b>	<b>8367</b>

Banner Course Name: **Drawing Design & Rendering Drawing-4**

Subject Code: JADE - Jewelry Art & Design

Course Number: 2203

Year of Study: **2nd Year Post-secondary**

Credits: 1.5

#### Course Description:

The final drawing and **rendering design**-course focuses on design, production, display and documentation of the student's diploma projects. Individual tutorials and critiques are given.

This course is part of the full-time Jewellery Art and Design Program.

#### Course Pre-Requisites (if applicable):

**JADE 2103**

Course Co-requisites (if applicable):

**JADE 2208, JADE 2202, JADE 2205, JADE 2209**

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
<b>CLO #1</b>	<b>Express complex concepts and ideas through jewellery and other visual media</b>
<b>CLO #2</b>	<b>Develop and plan complex designs for jewellery using a number of techniques</b>
<b>CLO #3</b>	<b>Write an effective proposal and artist statement</b>

Instructional

Strategies:

**Lectures, audio-visual presentation, and studio assignments.**

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

**C**

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<b>Assignments</b>	<b>100</b>	<b>Evaluation based on 8-10 assignments</b>

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

**48 45**

Practicum

Self Paced / Individual Learning

## Course Topics

**Course Topics:**

- 1. Portfolio presentation**
- 2. Exhibition proposal**
- 3. Diploma project display**
- 4. Ideation**
- 5. Idea development**
- 6. Detailing sketches**
- 7. Presentation renderings**
- 8. Display fabrication**

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

JADE PCG

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer

Comments

# Course Change Request

## New Course Proposal

Date Submitted: 09/12/19 4:03 pm

Viewing: **JADE 2205 : Design Resources 4**

Last edit: 10/28/19 11:48 am

Changes proposed by: kjones

Programs  
referencing this  
course

[57: Jewellery Art and Design Diploma](#)

Course Name:

Design Resources 4

Effective Date:

September 2020

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. 09/12/19 4:05 pm  
Karin Jones (kjones):  
Approved for 4202  
Leader
2. 09/12/19 4:07 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 10/15/19 4:58 pm  
Todd Rowlatt  
(trowlatt): Rollback  
to 4202 Leader for  
Curriculum  
Committee Chair
4. 10/28/19 11:49 am  
Karin Jones (kjones):  
Approved for 4202  
Leader
5. 10/28/19 12:05 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
6. 10/28/19 12:24 pm  
Todd Rowlatt

102  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
Karin Jones	kjones@vcc.ca	8571, 8367

Banner Course      Design Resources 4

Name:

Subject Code:      JADE - Jewelry Art & Design

Course Number      2205

Year of Study      2nd Year Post-secondary

Credits:            1.5

#### Course Description:

Today's goldsmiths and jewellery designers need to be fluent in design as a visual language, and to understand the ideas that have shaped current trends in art, design and jewellery. This course, which is presented in 2 components, introduces students to the foundations of design and art history. In the Design component, students will be given various strategies and exercises to help them develop their Diploma Project. The Art History component of the course presents a survey of major movements in Western art, from Abstract Expressionism to Post-Modernism. History of jewellery is also covered. Wherever possible, lessons will be integrated with Metal Techniques projects, with exercises designed to help students throughout their creative process by giving them access to visual resources, tools and techniques.

#### Course Pre-Requisites (if applicable):

JADE 2105

#### Course Co-requisites (if applicable):

JADE 2208, JADE 2202, JADE 2203, JADE 2209

#### PLAR (Prior Learning Assessment & Recognition)

No

#### Course Learning Outcomes (CLO):

<b>Upon successful completion of this course, students will be able to:</b>	
CLO #1	Recognize and analyze works of art from the major periods of Western Art History, and Jewellery History, from Modernism through Post-Modernism
CLO #2	Recognize the connections between major art movements and the social conditions that gave rise to them
CLO #3	Analyze and evaluate works of art and design for effectiveness and impact
CLO #4	Draw from the art movements of the past as a source of inspiration for their designs
CLO #5	Understand the connections between major art movements and the social conditions that gave rise to them
CLO #6	Design a cohesive collection of jewellery and a display for the Diploma Project
Instructional Strategies: Lectures, audio-visual presentations, assignments, critiques, group and individual presentations, field trips, and discussions.	

## 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 Art History assignments, 4-5% each
Project		4 Design Studio projects, 10% each
Participation		Participation in classroom discussions
Other		Art History notes and sketchbooks

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

### Course Topics

#### Course Topics:

1. Abstract Expressionism
2. Pop art
3. Modernism - Bauhaus
4. Postmodernism – earth works, public art, photo/video
5. Group presentations
6. History of Jewellery (4)
7. Diploma Project proposal

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

JADE PCG

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:



# Course Change Request

Date Submitted: 07/30/18 12:11 pm

Viewing: **JADE 2208 : Metal Production**

## Techniques 4

Last edit: 10/01/19 12:25 pm

Changes proposed by: fghesen

Programs  
referencing this  
course

[57: Jewellery Art and Design Diploma](#)

Course Name:

**Metal Techniques 4**

Effective Date: September 2020

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. 09/25/18 3:25 pm  
Karin Jones (kjones):  
Approved for 4202  
Leader
2. 09/25/18 4:31 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 02/04/19 2:07 pm  
Todd Rowlatt  
(trowlatt): Rollback  
to 4202 Leader for  
Curriculum  
Committee Chair
4. 09/12/19 2:23 pm  
Karin Jones (kjones):  
Approved for 4202  
Leader
5. 09/12/19 2:41 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
6. 10/28/19 12:24 pm  
Todd Rowlatt

106  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
<b>Karin Jones</b>	<b>kjones@vcc.ca</b>	<b>8367</b>

Banner Course      **Metal Production**-Techniques 4

Name:

Subject Code:      JADE - Jewellery Art & Design

Course Number      2208

Year of Study      **2nd Year Post-secondary**

Credits:            **9.5 6-5**

Course Description:

**Metal Techniques 4 introduces various specialized jewellery techniques. Students will learn to make informed choices about techniques based on the goals of their Diploma Projects, and their career goals in a larger context.**

~~This course deals with the means and methods of production. Students gain deeper understanding of materials and procedures while enhancing technical skills with alternative methods aimed at increasing efficiency and improving time management. Problem solving and repair techniques are also included.~~ This course is part of the full-time Jewellery Art and Design Program.

Course Pre-Requisites (if applicable):

**JADE 2101**

Course Co-requisites (if applicable):

**JADE 2202, JADE 2203, JADE 2205, JADE 2209**

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning  
Outcomes (CLO):

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

<b>CLO #1</b>	<b>Create and utilize rubber molds</b>
<b>CLO #2</b>	<b>Recognize several specialized techniques and how they are done</b>
<b>CLO #3</b>	<b>Work with a variety of techniques to add to their personal style</b>
<b>CLO #4</b>	<b>Make informed technical choices based on the requirements of a project</b>
<b>CLO #5</b>	<b>Research specialized techniques and learn independently from a variety of sources</b>

Instructional

Strategies:

**Lectures, demonstrations, and project work in an authentic shop environment.**

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

**C**

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<b>Assignments</b>	<b>100</b>	<b>6-8 assignments worth 5% to 35% each.</b>

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

**270** ~~195~~

Practicum

Self Paced / Individual Learning

Course Topics

**Course Topics:**

**Course Topics:**

1. Rubber molds
2. Enameling
3. Engraving
4. Pavé stone setting
5. Repoussé and chasing
6. Metal inlays
7. Forging
8. Raising
9. Surface ornamentation

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

JADE PCG

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer  
Comments

**Todd Rowlatt (trowlatt) (02/04/19 2:07 pm):** Rollback: Back to DH

# Course Change Request

Date Submitted: 09/18/18 1:47 pm

Viewing: **JADE 2209 : Computer Graphics**

Last edit: 10/01/19 12:24 pm

Changes proposed by: kjones

Programs  
referencing this  
course

[57: Jewellery Art and Design Diploma](#)

Course Name:

**Computer Graphics**

Effective Date: September 2020

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. 09/25/18 3:25 pm  
Karin Jones (kjones):  
Approved for 4202  
Leader
2. 09/25/18 4:31 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 02/04/19 2:07 pm  
Todd Rowlatt  
(trowlatt): Rollback  
to 4202 Leader for  
Curriculum  
Committee Chair
4. 09/12/19 4:12 pm  
Karin Jones (kjones):  
Approved for 4202  
Leader
5. 09/12/19 4:18 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
6. 10/28/19 12:24 pm  
Todd Rowlatt

110  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
<b>Karin Jones</b>	<b>kjones@vcc.ca</b>	<b>8367</b>

Banner Course      Computer Graphics

Name:

Subject Code:      JADE - Jewellery Art & Design

Course Number      2209

Year of Study      **2nd Year Post-secondary**

Credits:            1

Course Description:

**Students learn how to model, edit and analyze organic 3D shapes using a free form surfacing tool set as well as more advanced techniques using the latest 3D design softwares.**

~~This course introduces the student to the computer as a graphic design tool. Various projects are undertaken using a variety of draw, paint and illustration software. This course requires the permission of the instructor.~~ This course is part of the full-time Jewellery Art and Design Program.

Course Pre-Requisites (if applicable):

**JADE 2101**

Course Co-requisites (if applicable):

**JADE 2208, JADE 2202, JADE 2203, JADE 2205**

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

Upon successful completion of this course, students will be able to:	
<b>CLO #1</b>	<b>Model organic 3D shapes</b>

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

<b>CLO #2</b>	<b>Edit organic 3D shapes</b>
<b>CLO #3</b>	<b>Analyze organic 3D shapes</b>
<b>CLO #4</b>	<b>Utilize a free form surfacing tool set</b>
<b>CLO #5</b>	<b>Utilize advanced 3D software techniques</b>
<b>CLO #6</b>	<b>Prepare and save digital files for export to 3D printers</b>

Instructional

Strategies:

**Lecture, lab work, video, group work**

## Evaluation and Grading

---

Grading System: Satisfactory/Unsatisfactory      Passing grade:

**C**

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<b>Assignments</b>	<b>100</b>	<b>2-3 projects 30-35% each</b>

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

**48 ~~32~~**

Practicum

Self Paced / Individual Learning

Course Topics

**Course Topics:**

**Course Topics:**

1. Define “what is the interface”, hotkeys, workflow, type of elements
2. Experiment with 3d space, translation, rotation and scaling
3. Explore the practical application of Surface modeling
4. Working with Layers (as well as dimensioning)
5. Introduce deformers tools to modeling
6. Study the Grid / Snap function
7. Imperial vs Metric
8. Surface vs Solid vs meshes
9. Object snap
10. 2d drawing tool
11. Array, offset, rebuild tool

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

JADE PCG

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer  
Comments

**Todd Rowlatt (trowlatt) (02/04/19 2:07 pm):** Rollback: Back to DH



# Course Change Request

Date Submitted: 07/30/18 12:19 pm

Viewing: **JADE 2210 : Diploma Project**

Last edit: 10/01/19 12:24 pm

Changes proposed by: fghesen

Programs  
referencing this  
course

[57: Jewellery Art and Design Diploma](#)

Course Name:

**Diploma Project**

Effective Date: September 2020

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. 09/25/18 3:25 pm  
Karin Jones (kjones):  
Approved for 4202  
Leader
2. 09/25/18 4:31 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 02/04/19 2:07 pm  
Todd Rowlatt  
(trowlatt): Rollback  
to 4202 Leader for  
Curriculum  
Committee Chair
4. 09/12/19 2:24 pm  
Karin Jones (kjones):  
Approved for 4202  
Leader
5. 09/12/19 2:41 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
6. 10/28/19 12:24 pm  
Todd Rowlatt

114  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Name	E-mail	Phone/Ext.
<b>Karin Jones</b>	<b>kjones@vcc.ca</b>	<b>8367</b>

Banner Course Name: Diploma Project

Subject Code: JADE - Jewellery Art & Design

Course Number: 2210

Year of Study: **2nd Year Post-secondary**

Credits: 6

#### Course Description:

Through this final project, the graduating student is given freedom to work in the techniques of their choice. A general theme is given and from there the student sets **their** ~~his/her~~ own criteria, and work on an individual basis. All students are expected to set up their own displays for the graduation exhibit. This display is viewed as part of the project.

This course is part of the full-time Jewellery Art and Design Program.

Course Pre-Requisites (if applicable):

**JADE 2208, JADE 2202, JADE 2203, JADE 2205, JADE 2209**

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:	
<b>CLO #1</b>	<b>Follow a detailed plan which they have created themselves</b>

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

<b>CLO #2</b>	<b>Make decisions regarding most suitable materials and techniques</b>
<b>CLO #3</b>	<b>Create an effective display</b>
<b>CLO #4</b>	<b>Communicate complex ideas through jewellery design</b>
<b>CLO #5</b>	<b>Demonstrate a high level of technical skill in their work</b>

Instructional

Strategies:

**Lab work**

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

**C**

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
<b>Project</b>	<b>100</b>	<b>This is a capstone project. Therefore the project itself is worth 100%</b>

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

180

Practicum

Self Paced / Individual Learning

Course Topics

**Course Topics:**

**Course Topics:**

1. Design choices
2. Technical choices
3. Creation of pieces
4. Polishing/finishing
5. Display

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

JADE PCG

### Additional Information

---

Provide any additional information if necessary.

Supporting  
documentation:

Reviewer  
Comments

**Todd Rowlatt (trowlatt) (02/04/19 2:07 pm):** Rollback: Back to DH

Key: 5087

[Preview Bridge](#)

# Course Change Request

A deleted record cannot be edited

## Course Deactivation Proposal

Date Submitted: 10/07/19 2:24 pm

Viewing: **JADE 1104 : History of Art 1**

Last edit: 10/07/19 2:24 pm

Changes proposed by: trowlatt

Course Name:

Effective Date: June 2020

School/Centre: Trades, Technology & Design

Department: Jewellery Art & Design (4202)

Contact(s)

Banner Course Name: History of Art 1

Subject Code: JADE - Jewellry Art & Design

Course Number: 1104

Year of Study

Credits: 1.5

### In Workflow

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

### Approval Path

1. 10/07/19 2:25 pm  
Todd Rowlatt  
(trowlatt): Approved  
for 4202 Leader
2. 10/07/19 2:25 pm  
Todd Rowlatt  
(trowlatt): Approved  
for CTT Dean
3. 10/28/19 12:24 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

### Course Description:

This course is an introduction to the study of concepts and problems with an emphasis on aesthetics, style, social context and techniques. Content assesses progress in art in terms of dynamics and stylistic change. Emphasis is on the relationship of contemporary art and art of the past. The course includes lectures, audiovisuals, assignments, critiques and discussions.

This course is part of the full-time Jewellery Art and Design Program.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning  
Outcomes (CLO):

Instructional  
Strategies:

## Evaluation and Grading

---

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

Evaluation Plan:

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

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

# Course Change Request

A deleted record cannot be edited

## Course Deactivation Proposal

Date Submitted: 10/07/19 2:24 pm

Viewing: **JADE 1204 : History of Art 2**

Last edit: 10/07/19 2:24 pm

Changes proposed by: trowlatt

Course Name:

Effective Date: June 2020

School/Centre: Trades, Technology & Design

Department: Jewellery Art & Design (4202)

Contact(s)

Banner Course Name: History of Art 2

Subject Code: JADE - Jewellry Art & Design

Course Number: 1204

Year of Study

Credits: 1.5

### In Workflow

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

### Approval Path

1. 10/07/19 2:25 pm  
Todd Rowlatt  
(trowlatt): Approved  
for 4202 Leader
2. 10/07/19 2:25 pm  
Todd Rowlatt  
(trowlatt): Approved  
for CTT Dean
3. 10/28/19 12:24 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

#### Course Description:

This course continues the survey of the history of art with an emphasis on the development and transformation of costume and ornament design.

This course is part of the full-time Jewellery Art and Design Program.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning  
Outcomes (CLO):

Instructional  
Strategies:

## Evaluation and Grading

---

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

Evaluation Plan:

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

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



# Course Change Request

A deleted record cannot be edited

## Course Deactivation Proposal

Date Submitted: 10/07/19 2:24 pm

Viewing: **JADE 2104 : History of Art 3**

Last edit: 10/07/19 2:24 pm

Changes proposed by: trowlatt

Course Name:

Effective Date: June 2020

School/Centre: Trades, Technology & Design

Department: Jewellery Art & Design (4202)

Contact(s)

Banner Course Name: History of Art 3

Subject Code: JADE - Jewellry Art & Design

Course Number: 2104

Year of Study

Credits: 1.5

### In Workflow

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

### Approval Path

1. 10/07/19 2:25 pm  
Todd Rowlatt  
(trowlatt): Approved  
for 4202 Leader
2. 10/07/19 2:25 pm  
Todd Rowlatt  
(trowlatt): Approved  
for CTT Dean
3. 10/28/19 12:24 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

#### Course Description:

This course assesses the history of art as it enters the modern period. The theoretical basis, techniques and meanings of modern art are covered.

This course is part of the full-time Jewellery Art and Design Program.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning  
Outcomes (CLO):

Instructional  
Strategies:

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

Evaluation Plan:

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

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

# Course Change Request

A deleted record cannot be edited

## Course Deactivation Proposal

Date Submitted: 09/25/18 3:34 pm

Viewing: **JADE 2107 : Guided Studies 1**

Last edit: 09/25/18 3:34 pm

Changes proposed by: kjones

Course Name:

Effective Date: January 2019

School/Centre: Trades, Technology & Design

Department: Jewellery Art & Design (4202)

Contact(s)

Banner Course Name: Guided Studies 1

Subject Code: JADE - Jewellry Art & Design

Course Number: 2107

Year of Study

Credits: 3

Course Description:

This is a project-oriented course. Under individual guidance from the instructor, the student is encouraged to conduct a research project. The planning and execution of the project is in the technique of his/her choice, with the emphasis on personal development.

This course is part of the full-time Jewellery Art and Design Program.

Course Pre-Requisites (if applicable):

### In Workflow

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

### Approval Path

1. 09/12/19 2:21 pm  
Karin Jones (kjones):  
Approved for 4202  
Leader
2. 09/12/19 2:41 pm  
Brett Griffiths  
(bgriffiths):  
Approved for CTT  
Dean
3. 10/28/19 12:24 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning  
Outcomes (CLO):

Instructional  
Strategies:

## Evaluation and Grading

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Grading System: Letter Grade (A-F)

Passing grade:

Evaluation Plan:

## Hours by Learning Environment Type

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Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

90

Practicum

Self Paced / Individual Learning

Course Topics

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

# Course Change Request

A deleted record cannot be edited

## Course Deactivation Proposal

Date Submitted: 10/07/19 2:25 pm

Viewing: **JADE 2204 : History of Art 4**

Last edit: 10/07/19 2:25 pm

Changes proposed by: trowlatt

Course Name:

Effective Date: June 2020

School/Centre: Trades, Technology & Design

Department: Jewellery Art & Design (4202)

Contact(s)

Banner Course Name: History of Art 4

Subject Code: JADE - Jewellry Art & Design

Course Number: 2204

Year of Study

Credits: 1.5

### In Workflow

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

### Approval Path

1. 10/07/19 2:25 pm  
Todd Rowlatt  
(trowlatt): Approved  
for 4202 Leader
2. 10/07/19 2:25 pm  
Todd Rowlatt  
(trowlatt): Approved  
for CTT Dean
3. 10/28/19 12:24 pm  
Todd Rowlatt  
(trowlatt): Approved  
for Curriculum  
Committee Chair

### Course Description:

A continuation of History of Art 3, this course emphasizes issues common to contemporary artists. The complex set of relationships between the artist and society are examined in detail.

This course is part of the full-time Jewellery Art and Design Program.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning  
Outcomes (CLO):

Instructional  
Strategies:

## Evaluation and Grading

---

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

Evaluation Plan:

## Hours by Learning Environment Type

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Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

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

# Course Change Request

A deleted record cannot be edited

## Course Deactivation Proposal

Date Submitted: 10/01/19 11:34 am

Viewing: **JADE 2207 : Guided Studies 2**

Last edit: 10/07/19 2:21 pm

Changes proposed by: trowlatt

Course Name:

Effective Date: June 2020

School/Centre: Trades, Technology & Design

Department: Jewellery Art & Design (4202)

Contact(s)

Banner Course Name: Guided Studies 2

Subject Code: JADE - Jewellery Art & Design

Course Number: 2207

Year of Study

Credits: 2

### In Workflow

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

### Approval Path

1. 10/07/19 2:22 pm  
Todd Rowlatt  
(trowlatt): Approved for 4202 Leader
2. 10/07/19 2:26 pm  
Todd Rowlatt  
(trowlatt): Approved for CTT Dean
3. 10/28/19 12:24 pm  
Todd Rowlatt  
(trowlatt): Approved for Curriculum Committee Chair

### Course Description:

The main focus of this course is on the development of the student's artistic individuality and depth of artistic expression. The work undertaken in this course lays the groundwork for the Diploma Project, creating a sense of continuity and direction between the two. Students are expected to show self-sufficiency in inventiveness, research and development of ideas, as well as confidence in solving complex problems.

This course is part of the full-time Jewellery Art and Design Program.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning  
Outcomes (CLO):

Instructional  
Strategies:

## Evaluation and Grading

---

Grading System: Letter Grade (A-F)

Passing grade:

Evaluation Plan:

## Hours by Learning Environment Type

---

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,  
Studio, Simulation

60

Practicum

Self Paced / Individual Learning

Course Topics





## DECISION NOTE

<b>PREPARED FOR:</b>	Education Council
<b>DATE:</b>	November 12, 2019
<b>ISSUE:</b>	Percentage ranges on Course Outline Evaluation Plans and changing PCG section name from Goal to Program Purpose

### BACKGROUND:

During Curriculum Committee's planning session in December 2018, we identified the development of a style guide as a major initiative. Since then, a small subcommittee – Andy Sellwood, Nicole Degagne, Denis Seremba, Les Apouchtine, and Todd Rowlett – has been working on this project. The first draft was presented to Curriculum Committee and Education Council at their June 2019 meetings. Curriculum Committee is now reviewing items at every meeting in an attempt to standardize sections.

Curriculum Committee is proposing two items for Education Council's consideration.

1. Allowing the use of percentage ranges in the Evaluation Plans on all formal Course Outlines.
  - a. Instead of requiring a fixed percentage (e.g., the Final Exam is worth 30% of the final grade), this new approach would allow ranges of percentages (e.g., the Final Exam is worth 20-30%, the Project is worth 15-30%).
  - b. The maximum range allowed is 15%.
  - c. The Evaluation Plan must be finalized on the course syllabus at the start of the course so that students would know by the first day of class how they will be assessed.
  
2. Changing the name of the "Goal" section on the Program Content Guide to "Program Purpose."

### DISCUSSION:

#### Evaluation Plan Ranges:

The major benefit of ranges in evaluation plans is to allow greater flexibility for instructors to customize the evaluation plan to their teaching style or for a cohort of students. Curriculum Committee feels that a maximum range of 15% is reasonable. Todd Rowlett, Chair of Curriculum Committee, presented this to Leaders' Forum in September, and department leaders generally agreed.

The formal Course Outline would explicitly state that the percentage ranges can equal more than 100% but require that the Evaluation Plan is finalized on the course syllabus to ensure that students will be informed how they will be assessed prior to starting the course.

Providing a range will not be appropriate for all courses or programs, and would not be required, but it would provide a reasonable option when appropriate.

PCG Program Purpose/Goal

Curriculum Committee agrees that Goal does not properly represent the point of the section. It discussed several options: Program Purpose, Program Description, and About This Program. While it was not unanimous, Program Purpose was the most popular. The Committee thought it reflects what should be in the section: the purpose of the program for students in knowledge and skills acquisition, or what type of job/career they would be heading towards.

**RECOMMENDATION:**

THAT Education Council approve the use of percentage ranges in the Evaluation Plans on formal Course Outlines.

THAT Education Council approve changing the name of the “Goal” section of the Program Content Guide (PCG) to “Program Purpose.”

**PREPARED BY:** Todd Rowlett, Chair, Curriculum Committee

**DATE:** October 21, 2019



## DECISION NOTE

October 9, 2019

**PREPARED FOR:** Education Council

**ISSUE:** C.3.2 – Program Review and Renewal

**BACKGROUND:**

The small changes to this policy and procedures have been primarily driven by recommendations received by the College from the Quality Assurance Committee, and received during the recent period of community feedback.

**DISCUSSION:**

A number of small changes were made, including clarifying that programs undergoing renewal do not have to do an annual review; shortening the definition of Quality Assurance; and clarifying the number of External Reviewers (three, rather than two to three).

Some larger points were also discussed:

- 1) That the financial viability of a program is more a matter for policy C.3.3 Program Suspension than for this policy;
- 2) That the issues of Indigenization, Inter-cultural competency, and Universal Design for Learning should perhaps be addressed in every policy in language yet to be developed – this issue is ongoing;
- 3) That the renewal process is generally successful; positive feedback has been received from programs that have gone through it recently.

**RECOMMENDATION:**

THAT Education Council recommend that the Board of Governors approve the revised C.3.2 Program Review and Renewal policy and procedures.

**Prepared by:**

John Demeulemeester  
Chair, Education Policy Committee



## POLICY

Policy No.	<b>C.3.2</b>
Title	<b>Program Review and Renewal</b>
Approval Body	Board of Governors; Education Council
Policy Sponsor	Vice President Academic, Students & Research
Last Revised/Replaces	May 2011; April 2018
Effective Date	

### CONTEXT AND PURPOSE

Vancouver Community College (VCC; the College) is dedicated to providing high quality programming that leads to success in a student's chosen pathway. The College has quality assurance processes that are designed to strengthen and maintain its programs; these include governance review, yearly review, in-depth renewal, and short- and long-term planning activities. This policy guides two parts: Program Review and Program Renewal.

Under Section 23(1) of the College & Institute Act, Education Council must advise the Board, and the Board must seek advice from Education Council, on the development of educational policy for the following matters (f) of evaluation of programs and educational services.

### SCOPE AND LIMITS

This policy applies to all College programs that lead to a credential approved by the Board of Governors.

The assessment of program quality is based on meeting applicable national, provincial, or discipline/professional standards, and meeting the quality assurance requirements as established by the provincial government.

Some programs are required to conduct reviews by external accrediting bodies. Where elements of the external review are consistent with College requirements for Program Renewal, the external accreditation process can be used in place of a Program Renewal, either fully or in part. Results from accreditation processes will be reported in the same manner as internal Program Renewals.

Program Review and Renewal does not address the performance evaluation of personnel, which is appropriately carried out through the established procedures of relevant collective agreements.

### STATEMENT OF POLICY PRINCIPLES

1. VCC ensures that all of its programs are current, relevant and of the highest quality by conducting Program Reviews and Program Renewals.
2. The activities are guided by the College's mandate, values, mission, and integrated plans. Recommendations and action plans are integrated into department and College-wide strategic and budget plans.
3. Program Reviews are conducted annually and are completed collaboratively by departments. The focus is the current state of the program, and planning for continuous

improvement. Action plans are developed within the context of the department's ability to complete tasks.

4. Program Renewals are comprehensive, forward-looking, and formative, building from the findings and action plans developed during the annual Program Reviews. They are collaborative, inclusive, and transparent processes. They provide the opportunity for consultation with stakeholders, including faculty/instructors, support staff, administrators, current students, past students and graduates, industry and community representatives, and employers.
5. Program Review and Renewal are evidence-informed, and address a wide range of criteria and all aspects of the learning environment.
6. Activities are reasonable in scope, and depend on the size of the department and the resources/supports available.
7. Program Review and Renewal are relevant and meaningful for the specific program, and allow flexibility to accommodate particular program circumstances.

## DEFINITIONS

Accreditation: The process whereby the College demonstrates to an external regulatory body that a set of professional criteria have been met.

Program Review: An annual assessment of select key performance indicators that assists a program in monitoring the state of teaching and learning, and addressing issues and opportunities in a continual and timely manner.

Program Renewal: A reflective, in-depth formative assessment of a program, with input from internal and external reviewers, for the purpose of improving educational quality and the student experience.

Quality Assurance Committee (QAC): A standing committee of Education Council tasked with supporting the educational quality of the College by ensuring that College programs are regularly reviewed.

Quality Assurance: A framework of processes and activities designed to strengthen and maintain program excellence and the student experience.

## RELATED LEGISLATION & POLICIES

### Legislation:

College and Institute Act, section 23(1)(f)

### Policies:

C.3.1 Program Advisory Committees

C.3.14 Curriculum Development and Approval Process

D.1.1 Educational Services Review

## RELATED PROCEDURES

Refer to C.3.2 Program Review and Renewal Procedures.



## PROCEDURES

Policy No.	<b>C.3.2</b>
Title	<b>Program Review and Renewal</b>
Approval Body	Board of Governors; Education Council
Policy Sponsor	Vice President Academic and Applied Research
Last Revised/Replaces	May 2011; April 2018
Effective Date	

### **A. ANNUAL PROGRAM REVIEW**

1. Institutional Research (IR) compiles a report for each program annually. The report can be adjusted based on the needs of a particular program at the request of the department, but includes:
  - a. Student profile data
  - b. Student Outcomes Data from BC Student Outcomes Survey and VCC Student Survey
  - c. Student enrolment data
  - d. The departmental Action Plan from the previous year.
2. The office of the Vice President Academic and Applied Research (VP Academic) informs Department Leaders when the reports are ready for review.
3. The Department Leader or delegate, in consultation with the faculty/instructors, support staff, and/or administrators of the department, completes a report that includes:
  - a. Comments on the data provided by IR
  - b. Any additional information about the program
  - c. A reflection on teaching, learning and assessment methodologies used in the program
  - d. An update on the Action Plan from the previous year
  - e. A departmental Action Plan for the upcoming year.
4. The Dean reviews the Program Review report with department leader's comments, adds any additional comments, and approves the report prior to submitting it to the VP Academic.
5. The VP Academic shares the Program Review reports with the Quality Assurance Committee (QAC). The QAC meets with all of the Deans to discuss the reports and the action plans from the previous year.
6. The QAC reports to Education Council and other College bodies regarding trends and barriers affecting the College. These can include upcoming curriculum changes, new

programs, curriculum development funding, capital or facility needs, educational technology, accreditation, and Program Renewal.

7. Programs do not have to complete an Annual Program Review during the time they have an ongoing Program Renewal.

## **B. PROGRAM RENEWAL**

8. The VP Academic prepares a draft five-year renewal schedule, which is based on a need for revitalization identified in the annual Program Review process, a significant change in the field/industry, or at the request of the department.
9. The schedule is reviewed by the QAC, and a final version is submitted to Education Council for information in September of each year. There are two (2) to five (5) renewals scheduled in a typical fiscal year.
10. Degree programs are renewed every five (5) to seven (7) years.
11. Programs that are related and set in the same program area should be scheduled for Program Renewal at the same time to increase the efficiency of the process and increase integration among programs.
12. Program Renewal will typically not exceed twelve (12) months in length but will vary according to the capacity of the program area and size of the program.
13. A typical Program Renewal will include:
  - a. An internal self-study of the program
  - b. An external review of the program
  - c. A report that summarizes the self-study and external review reports and includes recommendations and any institutional responses
  - d. An action plan guiding changes to the program.

### Program Renewal Steering Committee

14. The VP Academic appoints a Steering Committee for each Program Renewal.
15. The committee consists of:
  - a. Instructional Associate as Chair
  - b. Dean of the program
  - c. Department Leader of the program
  - d. One (1) to three (3) program instructors (depending on size of department and availability)
  - e. One (1) departmental support staff person, where applicable
  - f. Director of Institutional Research or delegate
  - g. Other members as necessary (e.g. school operations manager).
16. The Steering Committee launches the renewal process with orientation for the members, where they discuss the key questions or issues to focus on, set an expected

timeline for deliverables, and identify needed resources for a successful Renewal process.

#### Internal Self-Study

17. The department, supported by the Steering Committee, conducts an internal self-study that systematically reviews the program strengths, weaknesses, needs, and recommendations for quality improvement.
18. The self-study is a comprehensive and evidence-informed report that includes the use of a broad range of relevant data as appropriate to the context of the program under review. At a minimum all self-study reports contain the following:
  - a. Curriculum and Instruction
  - b. Instructors and Staff
  - c. Student Outcomes
  - d. Educational Support Services
  - e. Program Planning and Administration
  - f. Physical and Learning Environments
19. The indicators and metrics are agreed upon through consensus by the department and Steering Committee.
20. Data is typically collected from a variety of sources such as:
  - a. Annual Program Reviews
  - b. Faculty/instructors and support staff from the department
  - c. Educational support services
  - d. Current and past students, and graduates
  - e. Program Advisory Committee, industry stakeholders, community representatives, and employers
  - f. Institutional Research reports (e.g. enrolment or completion data)
  - g. Curricular documents (e.g. Program Content Guides, Course Outlines, course syllabi, and program handbooks)
  - h. Program and course evaluations
  - i. Input from the Faculty Association, CUPE, and the Students' Union
  - j. Financial reports
  - k. Labour market data
  - l. Comparable programs at other institutions
21. The department, with the support of IR, analyzes the data collected. The Department Leader or delegate, supported by the Steering Committee, prepares a report with findings and recommendations that focuses on purposeful and reasonable suggestions for change and identifies the existing strengths of the program.



22. The Department Leader or delegate provides the self-study report to the Steering Committee for final approval.

#### External Review

23. An external review team typically consists of three (3) members selected by the VP Academic, based on recommendations from the Steering Committee, with at least one team member from an academic institution. The external reviewers are:
  - a. Experts who are academic peers from other post-secondary institutions, and if applicable
  - b. Appropriate industry/employer/community representatives with expertise in the field.
24. The external review typically includes:
  - a. A review of the self-study report
  - b. A site visit that includes participation from students, faculty/instructors, staff, administration, educational support services, and representatives from external stakeholder groups.
25. The external review team submits to the Steering Committee a report that identifies strengths and recommendations for improvement. This report is available to all department members.

#### Summary Report

26. The Steering Committee will ask for any responses to the external report, either from the department, Dean, or VP Academic.
27. The Steering Committee will prepare a final report that summarizes the key findings and recommendations of the self-study and the external review. The Steering Committee provides final comments or recommendations.

#### Action Plan

28. The department, supported by the Steering Committee, will prepare an action plan based on the Renewal recommendations. The action plan identifies the following:
  - a. Key projects and initiatives
  - b. Resources needed for completion
  - c. Reasonable timelines for the completion of the projects
  - d. An evaluation plan to validate the effectiveness of the identified projects

#### Reporting

29. The summary report and action plan are sent to the VP Academic, to the QAC, and to Education Council for information.

### **C. PROGRAMS WITH EXTERNAL ACCREDITATION**

30. Programs that undergo review by an external accrediting body are required to submit a summary report that reflects the findings of the accreditation review, final recommendations and action plan.

31. The summary report is sent to the VP Academic, to the QAC, and to Education Council for information.

**D. PLANNING AND ACCOUNTABILITY**

32. The Department Leader and the Dean are responsible for monitoring and reporting out on the action plans from annual Program Review, Program Renewal, and program accreditation as part of the College's integrated planning process.

33. The QAC is responsible for tracking action plans and following up as needed.

34. The QAC and the VP Academic identify major trends, goals, needs, barriers, and action items, and prepare reports for Education Council and other appropriate committees.

35. The VP Academic, with the support of Education Council, prepares an institutional response to the major trends emerging from reviews and renewals and sets goals as part of the College's planning process.

**RELATED POLICIES**

Refer to C.3.2 Program Review and Renewal Policy.



## POLICY

Policy No.	<b>C.3.2</b>
Title	<b>Program Review and Renewal</b>
Approval Body	Board of Governors; Education Council
Policy Sponsor	Vice President Academic, Students & Research
Last Revised/Replaces	May 2011; April 2018
Effective Date	

### CONTEXT AND PURPOSE

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2. The activities are guided by the College's mandate, values, mission, and integrated plans. Recommendations and action plans are integrated into department and College-wide strategic and budget plans.
3. Program Reviews are conducted annually and are completed collaboratively by departments. The focus is the current state of the program, and planning for continuous

improvement. Action plans are developed within the context of the department's ability to complete tasks.

4. Program Renewals are comprehensive, forward-looking, and formative, building from the findings and action plans developed during the annual Program Reviews. They are collaborative, inclusive, and transparent processes. They provide the opportunity for consultation with stakeholders, including faculty/instructors, support staff, administrators, current students, past students and graduates, industry and community representatives, and employers.
5. Program Review and Renewal are evidence-informed, and address a wide range of criteria and all aspects of the learning environment.
6. Activities are reasonable in scope, and depend on the size of the department and the resources/supports available.
7. Program Review and Renewal are relevant and meaningful for the specific program, and allow flexibility to accommodate particular program circumstances.

## DEFINITIONS

Accreditation: The process whereby the College demonstrates to an external regulatory body that a set of professional criteria have been met.

Program Review: An annual assessment of select key performance indicators that assists a program in monitoring the state of teaching and learning, and addressing issues and opportunities in a continual and timely manner.

Program Renewal: A reflective, in-depth formative assessment of a program, with input from internal and external reviewers, for the purpose of improving educational quality and the student experience.

Program Review and Renewal Quality Assurance Committee (PRRCQAC): A standing committee of Education Council tasked with supporting the educational quality of the College by ensuring that College programs are regularly reviewed.

Quality Assurance: A framework of processes and activities designed to strengthen and maintain program excellence and the student experience. ~~At VCC, this includes program review and renewal, governance review of curriculum, educational services review, and an integrated planning approach. The framework meets the requirements for quality assurance set by the British Columbia provincial government.~~

## RELATED LEGISLATION & POLICIES

### Legislation:

College and Institute Act, section 23(1)(f)

### Policies:

C.3.1 Program Advisory Committees

C.3.14 Curriculum Development and Approval Process

D.1.1 Educational Services Review

## RELATED PROCEDURES

Refer to C.3.2 Program Review and Renewal Procedures.



## PROCEDURES

Policy No.	<b>C.3.2</b>
Title	<b>Program Review and Renewal</b>
Approval Body	Board of Governors; Education Council
Policy Sponsor	Vice President Academic and Applied Research
Last Revised/Replaces	May 2011; April 2018
Effective Date	

**A. ANNUAL PROGRAM REVIEW**

1. ~~A report for each program is compiled by Institutional Research (IR) annually. The Vice President Academic, Students and Research (VP Academic)'s Office will inform Department Leaders when the reports are ready for review with the faculty/instructors, support staff, and/or administrators of the program. Institutional Research (IR) compiles a report for each program annually.~~ The report can be adjusted based on the needs of a particular program at the request of the department, but includes:
  - a. Student profile data
  - b. Student Outcomes Data from BC Student Outcomes Survey and VCC Student Survey
  - c. Student enrolment data
  - d. The departmental Action Plan from the previous year.
2. The office of the Vice President Academic and Applied Research (VP Academic) informs Department Leaders when the reports are ready for review.
3. The Department Leader or delegate, in consultation with the faculty/instructors, support staff, and/or administrators of the department-, completes a report that includes:
  - a. Comments on the data provided by IR
  - b. Any additional information about the program
  - c. A reflection on teaching, learning and assessment methodologies used in the program
  - d. An update on the Action Plan from the previous year
  - e. A departmental Action Plan for the upcoming year.
4. The Dean reviews the Program Review report with department leader's comments, adds any additional comments, and approves the report prior to submitting it to the VP Academic.
5. The VP Academic shares the Program Review reports with the Quality Assurance Committee (QAC). The QAC meets with all of the Deans to discuss the reports and the action plans from the previous year.

6. The QAC reports to Education Council and other College bodies regarding trends and barriers affecting the College. These can include upcoming curriculum changes, new programs, curriculum development funding, capital or facility needs, educational technology, accreditation, and Program Renewal.

7. Programs do not have to complete an Annual Program Review during the time they have an ongoing Program Renewal.

## **B. PROGRAM RENEWAL**

~~7.—The VP Academic prepares a draft five-year renewal schedule to the PRRC for discussion, and a final version to Education Council for information in September of each year. Two (2) to five (5) will be scheduled in a typical year.~~

8. ~~The Program Renewal schedule, which~~ is based on a need for revitalization identified in the annual Program Review process, a significant change in the field/industry, or at the request of the department.

9. The schedule is reviewed by the QAC, and a final version is submitted to Education Council for information in September of each year. There are two (2) to five (5) renewals scheduled in a typical fiscal year.

9.10. Degree programs are renewed every five (5) to seven (7) years.

10.11. Programs that are related and set in the same program area should be scheduled for Program Renewal at the same time to increase the efficiency of the process and increase integration among programs.

11.12. Program Renewal will typically not exceed twelve (12) months in length but will vary according to the capacity of the program area and size of the program.

12.13. A typical Program Renewal will include:

- a. An internal self-study of the program
- b. An external review of the program
- c. A report that summarizes the self-study and external review reports and includes recommendations and any institutional responses
- d. An action plan guiding changes to the program.

### Program Renewal Steering Committee

13.14. The VP Academic appoints a Steering Committee for each Program Renewal.

14.15. The committee consists of:

- a. Instructional Associate as Chair
- b. Dean of the program
- c. Department Leader of the program
- d. One (1) to three (3) program instructors (depending on size of department and availability)
- e. One (1) departmental support staff person, where applicable
- f. Director of Institutional Research or delegate

- g. Other members as necessary (e.g. school operations manager).

15-16. The Steering Committee launches the renewal process with orientation for the members, where they discuss the key questions or issues to focus on, set an expected timeline for deliverables, and identify needed resources for a successful Renewal process.

#### Internal Self-Study

16-17. The department, supported by the Steering Committee, conducts an internal self-study that systematically reviews the program strengths, weaknesses, needs, and recommendations for quality improvement.

17-18. The self-study is a comprehensive and evidence-informed report that includes the use of a broad range of relevant data as appropriate to the context of the program under review. At a minimum, all self-study reports contain the following:

- a. Curriculum and Instruction
- b. Instructors and Staff
- c. Student Outcomes
- d. Educational Support Services
- e. Program Planning and Administration
- f. Physical and Learning Environments

18-19. The indicators and metrics are agreed upon through consensus by the department and Steering Committee.

19-20. Data is typically collected from a variety of sources such as:

- a. Annual Program Reviews
- b. Faculty/instructors and support staff from the department
- c. Educational support services
- d. Current and past students, and graduates
- e. Program Advisory Committee, industry stakeholders, community representatives, and employers
- f. Institutional Research reports (e.g. enrolment or completion data)
- g. Curricular documents (e.g. Program Content Guides, Course Outlines, course syllabi, and program handbooks)
- h. Program and course evaluations
- i. Input from the Faculty Association, CUPE, and the Students' Union
- j. Financial reports
- k. Labour market data
- l. Comparable programs at other institutions

20-21. The department, with the support of IR, analyzes the data collected. The Department Leader or delegate, supported by the Steering Committee, prepares a

report with findings and recommendations that focuses on purposeful and reasonable suggestions for change and identifies the existing strengths of the program.

21-22. The Department Leader or delegate provides the self-study report to the Steering Committee for final approval.

#### External Review

22-23. An external review team typically consists of three (3) members selected by the VP Academic, based on recommendations from the Steering Committee, with at least one team member being from an academic institution. The external reviewers are:

- a. Experts who are academic peers from other post-secondary institutions, and if applicable
- b. Appropriate industry/employer/community representatives with expertise in the field.

23-24. The external review typically includes:

- a. A review of the self-study report
- b. A site visit that includes participation from students, faculty/instructors, staff, administration, educational support services, and representatives from external stakeholder groups.

24-25. The external review team submits to the Steering Committee a report that identifies strengths and recommendations for improvement. This report is available to all department members.

#### Summary Report

25-26. The Steering Committee will ask for any responses to the external report, either from the department, Dean, or VP Academic.

26-27. The Steering Committee will prepare a final report that summarizes the key findings and recommendations of the self-study and the external review. The Steering Committee provides final comments or recommendations.

#### Action Plan

27-28. The department, supported by the Steering Committee, will prepare an action plan based on the Renewal recommendations. The action plan identifies the following:

- a. Key projects and initiatives
- b. Resources needed for completion
- c. Reasonable timelines for the completion of the projects
- d. An evaluation plan to validate the effectiveness of the identified projects

#### Reporting

28-29. The summary report and action plan are sent to the VP Academic, to the QAC, and to Education Council for information.

### **C. PROGRAMS WITH EXTERNAL ACCREDITATION**



~~29-30.~~ Programs that undergo review by an external accrediting body are required to submit a summary report that reflects the findings of the accreditation review, final recommendations and action plan.

~~30-31.~~ The summary report is sent to the VP Academic, to the QAC, and to Education Council for information.

#### **D. PLANNING AND ACCOUNTABILITY**

~~31-32.~~ The Department Leader and the Dean are responsible for monitoring and reporting out on the action plans from annual Program Review, Program Renewal, and program accreditation as part of the College's integrated planning process.

~~32-33.~~ The QAC is responsible for tracking action plans and following up as needed.

~~33-34.~~ The QAC and the VP Academic identify major trends, goals, needs, barriers, and action items, and prepare reports for Education Council and other appropriate committees.

~~34-35.~~ The VP Academic will seek, with the advice ~~support~~ of Education Council ~~on,~~ prepares an institutional response to the major trends and goals arising ~~emerging~~ from ~~Program Reviews~~ reviews and renewals and ~~Renewals~~ sets goals as part of the College's planning process.

#### **RELATED POLICIES**

Refer to C.3.2 Program Review and Renewal Policy.



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** November 12, 2019

**ISSUE:** Revisions to D.1.4 Curriculum/Educational/Institutional Materials Created within the College Policy and Procedures

### BACKGROUND:

*D.1.4 Curriculum/Educational/Institutional Materials Created within the College* was initially approved November 2003 and most recently revised March 2009. This policy explains the ownership of copyright/patent rights as these apply to “curriculum, educational, institutional, creative and other materials created by [VCC] employees.”

Besides updating the format of the policy document to align with current College standards, there has been clarifying language added to the definition of materials covered by D.1.4. The policy principles and procedures have also been revised to address specifically the respectful use of Indigenous knowledge, with reference to Article 31 of the *United Nations Declaration on the Rights of Indigenous Peoples*.

The revised policy was tabled at the June 26, 2019 Board of Governors public meeting to allow further consultation to take place between Human Resources (HR)/People and Culture and the VCC Faculty Association (VCCFA) regarding work completed as faculty Professional Development (PD).

### DISCUSSION:

As a result of consultation between HR and the VCCFA on November 6, 2019, further edits are being presented to Education Council for review.

### RECOMMENDATION:

THAT Education Council recommend that the Board of Governors approve, in the form presented at this meeting, D.1.4 Curriculum/Educational/Institutional Materials Created within the College Policy and Procedures.

**PREPARED BY:** Elle Ting, Chair, Education Council

**DATE:** November 7, 2019



## POLICY

Policy No.	<b>D.1.4</b>
Title	<b>Curriculum/Educational/Institutional Materials Created within the College</b>
Approval Body	Board of Governors
Policy Sponsor	Vice President Academic, Students & Research
Last Revised/Replaces	March 2009/November 2003
Effective Date	

**CONTEXT AND PURPOSE**

To establish ownership of copyright and/or patent rights for curriculum, educational, institutional, creative and other materials created by employees of Vancouver Community College (VCC; the College).

**SCOPE AND LIMITS**

This policy applies to all employees of VCC, and is subject to all applicable federal and international copyright and patent laws.

**STATEMENT OF POLICY PRINCIPLES**

1. The College owns copyright and patent for curriculum, educational, institutional, creative and other materials, in any format, that are produced using College time, services or materials, **and/or** in the course of employment, unless one of the following exceptions applies

Exceptions:

- a. A **written** agreement has been entered into **with the College** which vests copyright or patent with the employee or a third party.
  - b. **Where there are collective agreement provisions contrary to this Policy.**
2. With regard to the respectful use and protection of Indigenous knowledge, the College will honour the United Nations Declaration on the Rights of Indigenous Peoples, Article 31 (Appendix I)

**DEFINITIONS**

Copyright: The sole right of the copyright owner of a work to produce, copy, perform, publish, adapt, translate or telecommunicate that work and to authorize others to do the same.

Patent: Defined in the Patent Act as “letters patent for an invention”.

Curriculum, educational, institutional, creative and other materials: Includes physical and digital versions of all materials created by College employees for instructional and College purposes, and includes books, laboratory manuals, exercises, audio and video materials, images, photos, computer software, instructional strategies, PowerPoint presentations, creative work, annual reports, strategic plans, information/decision notes, and other materials.

## **RELATED LEGISLATION & POLICIES**

### Legislation

Copyright Act, RSC 1985, c C-42 <http://laws-lois.justice.gc.ca/eng/acts/C-42/>

Patent Act, RSC 1985, c C-4 <http://laws-lois.justice.gc.ca/eng/acts/P-4/>

### Policies

D.1.3 Copyright

## **RELATED PROCEDURES**

Refer to D.1.4 Curriculum/Educational/Institutional Materials Created within the College Procedures.

**APPENDIX I****United Nations Declaration on the Rights of Indigenous Peoples****Article 31**

1. Indigenous peoples have the right to maintain, control, protect and develop their cultural heritage, traditional knowledge and traditional cultural expressions, as well as the manifestations of their sciences, technologies and cultures, including human and genetic resources, seeds, medicines, knowledge of the properties of fauna and flora, oral traditions, literatures, designs, sports and traditional games and visual and performing arts. They also have the right to maintain, control, protect and develop their intellectual property over such cultural heritage, traditional knowledge, and traditional cultural expressions.
2. In conjunction with indigenous peoples, States shall take effective measures to recognize and protect the exercise of these rights.



## PROCEDURES

Policy No.	<b>D.1.4</b>
Title	<b>Curriculum/Educational/Institutional Materials Created within the College</b>
Approval Body	Board of Governors
Policy Sponsor	Vice President Academic, Students & Research
Last Revised/Replaces	March 2009/November 2003
Effective Date	

1. Ideally, prior to starting an assignment or project that will produce materials, copyright ownership should be established by means of a written agreement between the College and the employee(s), and the appropriate bargaining unit when applicable, especially when there is uncertainty around who owns copyright
2. As appropriate, employee(s) will contact the Coordinator, Copyright & Scholarly Communications to initiate discussions around copyright ownership.
3. The Dean, Library, Teaching & Learning Services will represent the College in reaching an agreement.
4. Copyright agreements between the College and employee(s) will be kept on file in the office of the Dean, Library, Teaching & Learning Services.
5. For print or digital materials that will be sold through the College Bookstore, the College and employee(s) will reach an agreement regarding the distribution of royalties.
6. For works that will be published as *Open Access Resources* and/or with *Creative Commons Licensing*, the agreement will outline copyright ownership.
7. It is the responsibility of employees to ensure that the materials they create are copyright compliant.
8. The Coordinator, Copyright & Scholarly Communications will offer copyright support to College employees who produce materials, including guidance on copyright compliance, ownership and open source licensing.
9. For works that will be published in-print or digitally, and as appropriate, the Coordinator, Copyright & Scholarly Communications will review the material for copyright compliance.

10. For works that contain Indigenous knowledge, there will be a written agreement among the College, Dean of Indigenous Initiatives, and the author, which respects article #31 of the UN Declaration of the Rights of Indigenous Peoples.

**RELATED PROCEDURES**

Refer to D.1.4 Curriculum/Educational/Institutional Materials Created within the College Policy

DRAFT



## DECISION NOTE

**PREPARED FOR:** Education Council

**DATE:** November 12, 2019

**ISSUE:** Proposed name change of Quality Assurance Committee to Education Quality Committee

### BACKGROUND:

The Quality Assurance Committee (QAC) is again reviewing their committee name. In May 2019, Education Council approved the name change to QAC from Program Review and Renewal Committee (PRRC) to better reflect the broad mandate of the Committee.

In June of 2019, some members of the Committee raised additional concerns over the new name, largely around the acronym 'QAC' as too reminiscent of the sound of a duck (typically spelled 'qwack'). Some committee members believe this acronym does not adequately represent the serious and important work done by the Committee, despite the sense of joy and whimsy saying the name brings to the Chair.

### DISCUSSION:

The Committee discussed this issue at several meetings. Eventually, the Committee settled on 'Education Quality Committee,' as it effectively and accurately reflects the work of the group, and lacks any duck-like connotations.

The Committee proposes Education Council approve the name change for this Standing Committee.

### RECOMMENDATION:

THAT Education Council approve a change in the name of the 'Quality Assurance Committee' to the 'Education Quality Committee.'

**PREPARED BY:** Todd Rowlatt, Chair, Quality Assurance Committee

**DATE:** November 4, 2019





## **PROGRAM RENEWAL**

### **Final Report**

Leadership Suite of Programs

**Submitted to**

**Claire Sauvé, Interim Dean, Continuing Studies**

**David Wells, Vice President Academic, Students & Research**

**Todd Rowlett, Chair, Program Review & Renewal Committee**

**Elle Ting, Chair, Education Council**

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

**On July 23, 2019**

**By**

**Andy Sellwood (chair), Claire Sauvé, Joy Dalla-Tina, Robert David Duncan, Sonia Gawlick,  
Dorothy Giroux, Patris Aghakian**

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## 1 Acknowledgements

This report was prepared by the Programs Renewal Steering Committee, which was led by Andy Sellwood as chair.

This program renewal final report is the culmination of a year's work and would not have been possible without the support of numerous individuals. The Leadership suite program area deeply appreciates the expertise provided by the instructors and members of the External Review Committee who took the time to provide crucial feedback.

A special thank you to Claire Sauvé, Senior Program Coordinator and Andy Sellwood, Instructional Associate at the Centre for Teaching, Learning and Research for their insightful contributions and dedication to this project.

Thank you to the staff of VCC's Leadership suite of program area who provided all the required resources, and the essential data to aid in the program renewal process. We would also like to acknowledge the help provided by Institutional Research in developing and deploying the student/graduate survey as well as contributing additional data sets.

Finally, the program area is grateful to the College for providing the financial support necessary for the renewal, and to the senior leadership team for recognizing the value of this work, and for their vision towards building a strong scholastic community.

## 2 Executive Summary

The Leadership Suite of Programs consists of seven varied certificate programs, which share many courses. The programs are: Business Leadership & Management, Leadership, Leadership Coaching, Leadership Coaching Associate, Management Skills for Supervisors, Sports and Recreation Management, and Wedding and Event Management.

The leadership-focused programs equip students with the knowledge, skills, and confidence that enable them to successfully lead, supervise, and manage in the public, private, or non-profit sectors, and the specialized programs (Sports and Recreation Management and Wedding and Event Management) focus additionally on providing industry-relevant experience.

Programs in the suite were originally launched as early as 1988. The most recently launched program, Sport and Recreation Management, started in 2015. The curriculum in these programs has remained largely unchanged. Historically, these suites of programs have generated steady revenue for the College.

A need for Program Renewal was identified in the Program Review process in 2016/17. A steering committee was formed and the first steering committee meeting was held in June 2018. Several meetings were held with instructors to look at the strengths and challenges of the programs as well as to look at ways the programs could be re-designed. In addition, a student/graduate survey was created and deployed. Work on the self-study report started in April 2019 and was completed in May 2019.

Forty-eight recommendations were put forward by the Leadership Suite of Programs Steering Committee in the areas of *Curriculum & Instruction, Instructors & Staff, Student Outcomes, Program Planning and Administration, Learning Environment, and Student Support Services*. Examples of key recommendations are to: Align courses and programs to college policies, update course content and material, improve online registration, enhance the web presence of the programs, and review and revise content to minimize overlap.

In May 2019, an external review team was formed with individuals from both post-secondary institutions and from industry. The team reviewed the self-study report and conducted a site visit that included meeting with instructors, staff, students and graduates. The external review team submitted a report in which they supported all of the recommendations in the self-study. The team added additional recommendations such as to: increase the connection between academic studies and actual careers, use instructor's profiles to help market the programs (and have instructors be ambassadors for the programs), use testimonials from passionate graduates in the marketing of the programs, and make event management a title program that would include wedding planning.

The Leadership Suite of Programs Steering Committee reviewed the External Review report. The steering committee then categorized most of the recommendations based on their urgency or importance, and on the required resources to fulfill the recommendations. A separate Action Plan, submitted alongside this final report, shows the key initiatives generated by the Interim Dean and Program Coordinator based on the aforementioned categorization of the recommendations.

### 3 Self-Study Report Summary

#### Overview

This section provides a summary of the findings and conclusions from the self-study report. It is organized into the six key performance indicators (KPIs) laid out in policy C.3.2 Program Review and Renewal:

- A. Program Planning and Administration
- B. Curriculum and Instruction
- C. Instructors and Staff
- D. Student Outcomes
- E. Student Support Services
- F. Physical Environment

#### A. Program Planning and Administration

The Leadership Suite of Programs consists of the following certificates:

- Business Leadership & Management Certificate
- Leadership Certificate
- Leadership Coaching Certificate
- Leadership Coaching Associate Certificate
- Management Skills for Supervisors Certificate
- Sport and Recreation Management Certificate
- Wedding and Event Management Certificate

As mentioned, these programs share many courses (Banner subject codes LEAD, MSKL, EVNT, and SPRT). Enrollment in these courses and cancellations rates have fluctuated over the past three years. Enrollment and utilization for Management Skills for Supervisors and Wedding and Event Management has been declining year to year. Both Business Leadership and Management, and Sport and Recreation Management were also experiencing declining enrollment and utilization until a slight uptick this past fiscal year.

Courses are offered in the evenings and on weekends. Based on the responses in the student survey it is clear that students like how the courses are scheduled but would like the courses offered more often.

Again, based on responses in the student survey, the majority of students choose the programs for professional development, personal skills development, to gain a credential or for career advancement.

Many other local private and public institutions offer courses in leadership, business, and management. However, as noted by instructors, the Leadership Suite of Programs provides “Leadership training for average people” and indicated that the programs appeal in particular to people who are new to leadership, and trades professionals wanting to move into leadership roles. At other institutions, event planning is often linked to hospitality programs, while sport and recreation is often connected to tourism programs.

In the MSKL and LEAD courses, it was found that the majority of students are women with the age range 31-40 being the most represented. In the EVNT courses 96% of the students are women and the age range 21-30 is the most represented.

### *Strengths*

- Scheduling and flexibility are strengths of the programs
- The programs are meeting students' professional development needs
- The programs have a unique niche market; trades/accessible/low-barrier
- The majority of students are from Vancouver, making the location very convenient
- The majority of graduates work in a field related to their area of study

### *Challenges*

- It is a very competitive landscape
- Students work in a wide range of fields
- There has been a decline in enrolment in all of the programs

## B. Curriculum and Instruction

The certificates within the Leadership Suite of Programs vary in size as follows:

- The **Business Leadership & Management Certificate** is comprised of 13 courses. Students must complete five required courses and eight elective courses that are in other certificate programs (Leadership, Leadership Coaching Associate, and Management Skills for Supervisors).
- The **Leadership Certificate** consists of 12 courses: six required courses and six elective courses.
- The **Leadership Coaching Certificate** consists of 12 required courses.
- The **Leadership Coaching Associate Certificate** consists of 6 required courses.
- The **Management Skills for Supervisors Certificate** consists of 3 required courses.
- The **Sport and Recreation Management Certificate** consists of 11 required courses, including a practicum which is structured as a capstone.
- The **Wedding and Event Management Certificate** consists of 9 required courses.

The current structure has significant overlap in credits amongst the seven programs, which does not comply with the Granting of Credentials Policy (C.1.3).

The student survey and course evaluations indicated that students rated the level of instruction quite high. In particular, the instructors were good at encouraging participation and communicating effectively. Students responded that the courses were enjoyable and interesting.

The instructors in the program commented that they are all very committed to practical, hands-on, “learning by doing”. Instructors also indicated in particular that students feel safe to network and try out skills. Furthermore, the instructors emphasized that the development of soft skills are important.

Restructuring options were discussed with instructors and the concept of one credential with multiple specializations emerged as a good starting point. There are many 0.5 credit courses in the Leadership programs and these will need to be re-structured to align with policy. A flipped or blended model was explored with the idea that students would do some preparation and/or follow up work outside of class time.

### *Strengths*

- The programs are accessible and low-barrier
- The quality of instruction is excellent and very hands-on
- Students enjoy the courses, in particular they appreciate the networking aspect of the classes
- Students feel they gained relevant knowledge and confidence

### *Challenges*

- The business, leadership, and management programs do not comply with VCC educational policies (there is too much overlap and many courses are too short )
- In the Wedding and Event Management program the courses are not specific enough to the field

### C. Instructors and Staff

The Leadership Suite of programs are offered through Continuing Studies. The Program Coordinator facilitates the day-to-day functioning of the program and is supported by the Continuing Studies team that includes a Senior Program Coordinator, an Operations Manager, an Associate Registrar, Program Assistants, and the Registration Staff. The instructors report to the Program Coordinator and the Dean of Continuing Studies provides leadership to the program areas and personnel in Continuing Studies.

Seven instructors teach the leadership (LEAD) courses and three teach management skills (MSKL) courses. For the sport and recreation (SPRT) courses there are three different instructors and one instructor who teaches wedding and event (EVNT) courses.

During meetings with the instructors, it was clear that the instructors would like to improve their teaching at VCC and have opportunities for professional development. The instructors did not feel that “VCC is the first choice for experiential, innovative learning in Leadership” and would need more support to make the programs more innovative. The instructors would like to be able to interact with each other more.

#### *Strengths*

- Instructors are passionate and enjoy teaching the courses
- Instructors work in the field that they teach in

#### *Challenges*

- Instructors feel that they need more support to deliver the courses and would like to interact more with their colleagues
- Instructors do not feel connected with VCC’s vision of being the first choice for innovative, experiential learning for life

### D. Student Outcomes

The focus for this KPI was on 1) the student experience, 2) whether students were meeting the program outcomes, 3) employment outcomes, and 4) graduation rates. The student survey, DACSO data, and departmental records were analyzed to examine these areas.

In the student survey, students indicated, “I felt I was treated with respect”, and that “I would recommend VCC to others”. Students felt that the best parts of their experience at VCC were: instructors, classmates and meeting people. Also in the student survey, students said the program and courses: “Improved my confidence”, “Improved my leadership skills”, and “Expanded my knowledge about leadership and management”. Additional comments indicated that students enjoyed instructors and their expertise, the practical exercises, and working together.

The DACSO data showed that a very high percentage of students were satisfied or very satisfied with the level of education they received. The DACSO data also indicated that a very high percentage of graduates are employed in a training-related job (the only outlier was wedding and event planning which showed a low percentage of graduates working in training-related jobs). The student survey responses indicated that



students are working in many fields. Some common fields include healthcare, education, finance, event planning and government.

It is difficult to track graduation rates in these programs as students take the courses a-la-carte and do not declare a major when they register. Departmental records indicate a total of 166 students have graduated since 2015 in the Leadership suite of programs.

### *Strengths*

- Overall, students are satisfied with their experience in these programs
- In general, the employment outcomes are good
- Most students end up working in a field related to their area of study

### *Challenges*

- Of all the programs, fewer Wedding and Event Management graduates are working in a training-related job; this may be due to the contract-nature of the field
- It is difficult to track graduation rates

## **E. Student Support Services**

This KPI covers advising and registration, as well as the support services available to students.

The Program Coordinator is responsible for advising both potential and current students. Registration is handled by the Continuing Studies staff. Students can register by phone, in person or online. The online registration process is very difficult to navigate, and even though some adjustments have been made to make online registration more user friendly it is still a barrier. In the fall term of 2018, only 23% of registrations in the program area were completed via online registration.

A high percentage of students indicated that the ease of finding program or course information was good or very good.

Due to the scheduling of the classes in the Leadership Suite of Programs students are often not able to access the many student support services available to them at VCC. In the student survey, most responses were “N/A” when students were asked about their experiences with the student support services.

### *Strengths*

- Most students are satisfied with the registration process and information available to them on the website.

### *Challenges*

- Online registration does not function; it is difficult to complete and student registrations are lost on a regular basis

## F. Physical Environment

Classes take place at the VCC downtown campus on evenings and Saturdays. The classrooms are located in a variety of locations at the campus and are typically in use by other programs during the day. The VCC cafeteria and bakery are closed in the evening and on Saturday. Some students take the courses off site at their place of employment.

Student survey respondents indicated issues with bathroom facilities and rodents. Some comments about the bathrooms included that “conditions are horrendous” and that the gender-neutral washrooms were locked. Students were asked to rate their experience regarding the following Physical Environment factors: “Location of VCC Downtown Campus” (100% agreement) and “Classroom setup that facilitates learning” (91.7% agreement). “Access to amenities such as food and drink on or near campus” was ranked lowest (65% agreement).

### *Strengths*

- Location of the downtown campus is a definite asset
- The classroom facilities are good

### *Challenges*

- The cleanliness of the bathrooms is a concern
- Access to food and drink is a problem in the evenings and weekends

## Recommendations

The self-study recommendations are included in the table under section 5 below.

## 4 External Review Report Summary

On May 27th 2019, an external review team convened to review the Self-Study Report, and to meet with instructors, staff, and graduates as well as several members of the self-study team.

Overall, the external review team supported the recommendations in the self-study. The external review report highlighted a number of areas that the programs should focus on, such as:

- Increasing the connection between academic areas and actual careers
- Using instructor profiles to help market the programs and have the instructors be ambassadors for the programs
- Putting more resources into the website, social media, positioning, and marketing
- Defining how the programs relate to the ‘community’ in Vancouver Community College
- Using testimonials from passionate graduates on the website and inviting graduates to speak with potential students at job fairs

Based on their discussions with students and instructors the external review team strongly supported a re-design of the programs. Specifically, they suggested:

- Creating a philosophy for the program and a vision for what a student should be capable of upon graduation
- Deliberately analyzing the interconnection and dependencies of the courses within the programs
- Completing an industry needs assessment to determine which content is essential in the program
- Keeping the course outlines as broad as possible to allow for changes in industry
- Involving instructors in the re-design process
- Pursuing some degree of online delivery
- Building mentorship into the programs and following up on student progression
- Including a practicum in the programs, or at least having a capstone course
- Moving away from required hardcover textbooks and having more focused course packs or free online texts

Another key theme in regard to program re-design was to make event management a separate title program which would include areas such as, event management, wedding planning, sports event management, festival planning, event technology etc... The external review team suggested that a separate PAC be formed for the event management program area and should then meet regularly. Aligning the event management curriculum with industry standards and preparing students for further certifications such as CSEP, DES, CMP, and EMerit was also a strong suggestion as was including contract negotiation and business writing into this program.

The external reviewers felt that sport and recreation should be separated since they are not tied together in the real world. The recreation industry is currently trying to figure itself out and it was suggested that VCC become a part of this conversation. In addition, the field of sports has become more and more connected to business in the last ten years.

A significant part of the external review report addressed the need to increase the investment in instructors and to improve instructor engagement. Some specific suggestions included:

- Creating a repository of online course information and materials for instructors
- Investigating ways to make the delivery of the courses more innovative and then leading the instructors through any new approaches to be pursued
- Having the instructors be involved with PAC meetings and program reviews
- Involving instructors with academic planning
- Covering the instructor's professional association fees

Some final recommendations made by the external review team were to improve the Banner system used for registration and to make sure the course descriptions are connected to well-defined employment outcomes.

In closing, the external review team related that the Leadership Suite of Programs remains relevant in the community.

**External Review Team:**

Jean Abrahamson [Faculty, Camosun College]

Yue-Ching Cheng [Faculty / Program Coordinator, Langara College]

Ryan Coreau [Program Coordinator, University of the Fraser Valley]

Michal Fedeles [Faculty, Justice Institute of BC]

Chris Jodoin [Christopher J Design]

Darren Dreger [BC Event Management]

Jason Takefman [Independent Consultant]

Kathie Madden [Kathie Madden Events]

## 5 Steering Committee Response to External Review Report

The external review report and site visit were discussed at a Leadership Suite of Programs Renewal Steering Committee meeting on June 18th, 2019.

The Steering committee was in agreement that having a separate event management program made sense. Furthermore, it was suggested that the finance course be separated into two levels, a lower level for event management and a higher level for business management. The Steering committee also supported having graduate testimonials and instructor bios on the website.

It was discussed that a blended model would work well for the Saturday classes and could solve the issue of having too few hours in these courses; students could do pre-class work online which would be beneficial as then all students would come in to class with the same base level of understanding.

In regards to event industry certifications, it was noted that there are two event industry associations that students can join straight away but that other certifications require a lot of experience. It was agreed that having business writing in the event management program would be a good idea.

The external reviewers' comments around sport and recreation prompted the steering committee to consider whether it could be a specialization within a general business and leadership program. It was agreed that the sport and recreation industries should be further investigated.

The Steering committee felt that the idea of having a practicum was good but that it would be difficult to implement; students would be hard-pressed to organize their own practicums, or if the department were to take this on there would be a significant work-load. Most students in the business, leadership, and management programs are already working in the field so would not benefit from a practicum. This may be something to consider for event management or sport and recreation students.

The idea of having a central online repository for course materials was supported. Content could be uploaded into Moodle shells and these could even be used as a starting point for the blended delivery of the courses (with some additional online course design).

It was agreed that finding ways to improve the networking and professional development of instructors was important. Another priority that was discussed was to improve the online registration process; the department will continue to advocate for improvements to the Banner system.

It was discussed that over the coming year the course descriptions will be updated as part of a curriculum re-design process that will allow for stronger alignment to specific career opportunities.

Finally, the steering committee created a set of new recommendations based on the above discussions and prioritized these along with selected recommendations from the original self-study.

## Response to External Report – VP Academic

Thanks to the hard work of the internal steering committee, and the careful and thoughtful consideration that the external panel took in the review. Their comments and suggestions, combined with the skills and industry-specific intelligence of program faculty, will inform a robust and useful action plan.

## 6 Final Recommendations

During the program renewal steering committee meeting on June 18, 2019 a final set of recommendations were categorized by highest priority using the contexts of urgency and importance, and resources required. Not all of the recommendations presented were categorized. The recommendations and categorizations are listed in the three tables below.

**Table 1: Recommendations from Self-Study**

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
Program Planning and Administration	Improve online registration	Supported	High	High
	Explore ways to track student progress	Supported	High	Med
	Enhance web presence (including student, graduate and instructor profiles, have more program specific web presence)	Supported	High	Low
	Investigate our specific niche	Supported	High	Med

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
	Create/discover a program area philosophy	Supported	Not Categorized	Not Categorized
	Explore the viability of the Sport and Recreation program	Supported	Not Categorized	Not Categorized
	Investigate Sport and Recreation Industry (what is it?)	Supported	Not Categorized	Not Categorized
Curriculum and Instruction	Align courses and programs to college policies	Supported	High	High
	Update course content and material	Supported	High	High
	Review and revise courses to minimize overlap	Supported	High	High
	Consider blended, flipped or online offerings	Supported	High	High



KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
	Investigate the needs of industry	Supported	High	Med
Instructors and Staff	Increase investment in instructors and course content (become a leader in these areas)	Supported	Med	High
	Ensure instructors are aware of existing PD opportunities (e.g. fee waivers)	Supported	Med	Low
	Increase the ways in which instructors can network with each other	Supported	Med	High
	Maintain a pool of professionals as instructors	Supported	Not Categorized	Not Categorized
Student Outcomes	Track graduation rates	Supported	Not Categorized	Not Categorized
	Investigate employment outcomes of Wedding and Event Management	Supported	Not Categorized	Not Categorized

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
	Maintain a friendly, safe environment in classes and create opportunities for student networking	Supported	Not Categorized	Not Categorized
Student Support Services	Improve student awareness of VCC student support services (e.g. library and learning centre)	Supported	Med	Med
	Investigate ways students can acquire funding	Supported	Not Categorized	Not Categorized
Physical Environment	Advocate for food and beverage services at the college in the evenings and on weekends	Supported	Med	Med
	Advocate for improved bathroom cleanliness	Supported	Med	Med
Additional Suggestions/Recommendations		Make event management a separate stand-alone program	High	Med
		Create PD events for instructors	Med	High

KPI	RECOMMENDATION		URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	Self-Study	External Review		
		Explore the use of open textbooks	Not Categorized	Not Categorized
		Investigate adding in a practicum	High	Med
		Include business writing skills in event planning	High	Low

**Table 2: Additional Recommendations from External Review Committee**

KPI	RECOMMENDATION	URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
	External Review		
Additional Suggestions / Recommendations	Make event management a separate stand-alone program	High	Med
	Create PD events for instructors	Med	High
	Explore the use of open textbooks	Not Categorized	Not Categorized
	Investigate adding in a practicum	High	Med
	Include business writing skills in event planning	High	Low

**Table 3: Additional Recommendations by Steering Committee**

KPI	RECOMMENDATIONS BY STEERING COMMITTEE	URGENCY OR IMPORTANCE	DEGREE OF RESOURCES REQUIRED
Program Planning and Administration	Advocate for an upgrade to Banner system	High	High
	Investigate ways to market 'community' in program	Med	Low
	Create VCC Alumni profile on Linked-In	High	Low
Curriculum and Instruction	Include sport and recreation inside business and leadership	High	High
	Divide finances into two courses 1) basic finance – core, 2) Advance finance – for business and leadership	High	High
	Keep business ethics	High	Low
	Build flexibility into curriculum documents – course materials can change	High	Low
	Create course syllabus template for each course that can be individualized as needed	Med	Low
Instructors and Staff	Let CS instructors know about lunch and learns	Med	Low
	Create repository of course/program materials accessible by instructors	Med	Low
Student Support Services	Advocate for more security in the evenings (e.g. patrol more)	High	Med



## Program Renewal: Leadership Suite of Program Education Council Report (September 17, 2019)

### Action Plan

Based on the findings from the program review Self-Study Report, and the feedback from the External Review, the program has identified the following final key projects and initiatives.

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required	Evaluation Plan
1	Investigate our specific niche and needs of industry	March 2020	Program Coordinator, Sr. Program Coordinator, graduates, industry stakeholders	Developed Learning Profile and Intended Roles
2	Explore the nature of the Sport Industry and the Recreation industry and assess viability of the programs	March 2020	Contacts from comparable programs (Recreation management), Program Coordinator, industry stakeholders, labour market data	Developed Learning Profile and Intended Roles in the Sport Industry and the Recreation Industry
3	Redesign suite of programs	March 2021	CD funds, SMEs, instructors, CTRL industry stakeholders, graduates	New program(s) developed, including separate Event Management and Wedding Planning programs
4	Incorporate blended, flipped or online offerings	March 2021	CD funds, SMEs, instructors, CTRL (D-learning)	Blended courses incorporated into the program
5	Increase professional development, support and networking for instructors	March 2020 & ongoing	PC time, hosting and meetings budget, Moodle shell for repository	Instructors more engaged, feel more supported