Vancouver Community College Education Council
Meeting Agenda
April 9, 2024
3:30–5:30 p.m. Videoconference
https://vcc.zoom.us/j/64362339049
ASL Interpretation

	Topic	Action	Speaker	Time	Attachment	Page
1.	**CALL TO ORDER**		N. Mandryk			
2.	**ACKNOWLEDGEMENT**		E. Simpson			
3.	**ADOPT AGENDA**	Approval	N. Mandryk	1 min	✓	**1-2**
4.	**APPROVE PAST MINUTES**	Approval	N. Mandryk	1 min	✓	**3-9**
5.	**ENQUIRIES & CORRESPONDENCE**	Info	N. Mandryk	1 min		
6.	**BUSINESS ARISING**					
	a) Strategic Innovation Plan (SIP) Update	Info	J. Shin	20 min	✓	**10-22**
	b) Deans & Directors – Part 3	Info	J. Williams, D. Kirk, T. Morgan	20 min		
	c) Enrolment Plan 2024–2025	Info	N. Mandryk	5 min		
	d) EAL Support Faculty Positions	Info	Shirley Lew	10 min		
	e) International Education Strategic Plan IESP – Governance Process	Info	N. Mandryk	5 min	✓	**23-24**
	f) By-Election: EdCo Vice-Chair	Decision	L. Apouchtine	5 min		
	g) EdCo Planning Day – June	Info	N. Mandryk	2 min		
7.	**COMMITTEE REPORTS**					
	a. Curriculum Committee					
	i. New Courses: SIGN 1010, 1020, 2010, 2020	Approval	M. Klassen, B. Carmichael	5 min	✓	**25-45**
	ii. Program Update: Provincial Instructor Diploma Program (PIDP)	Approval	J. Harrison	5 min	✓	**46-64**
	iii. Program Update: Automotive Parts and Service Management Diploma	Approval	F. Ghesen	5 min	✓	**65-71**
	b. Policy Committee					

	Topic	Action	Speaker	Time	Attachment	Page
i.	Education Services Renewal Policy (405)	Approval	N. Mandryk	5 min	✓	**72-79**
c.	**Education Quality Committee**					
i.	Curriculum Development (CD) Fund 2024/25	Info	T. Rowlatt	5 min	✓	**80-82**
8.	**RESEARCH ETHICS BOARD UPDATE**	Info	J. Kelly	5 min		
9.	**CHAIR REPORT**	Info	N. Mandryk	5 min		
10.	**STUDENT REPORT**	Info	J. Ligeralde	5 min		
11.	**NEXT MEETING & ADJOURNMENT**	Info	N. Mandryk	1 min		

Next meeting:
May 14, 2024, 3:30–5:30 p.m.

VANCOUVER COMMUNITY COLLEGE EDUCATION COUNCIL
DRAFT – MEETING MINUTES
March 12, 2024
3:30–5:30 p.m., Videoconference

ATTENDANCE

Education Council Members		
Natasha Mandryk (Chair)	Dennis Innes	Marcus Ng
Sarah Kay (Vice-Chair)	Heidi Parisotto	Shirley Lew
Brianna Higgins	Jessica Ligeralde	Todd Rowlatt
Dave McMullen	Kseniia Osipova	Vivian Munroe
David Kirk	Lisa Beveridge	
David Wells	Louise Dannhauer	

Regrets		
Belinda Kaplan	Derek Sproston	Simranjot Kaur
Dana Valeria Rodriguez Arellano	Emily Simpson	

Guests		
Adrian Lipsett	Jamie Choi	Pervin Fahim
Alicia Copp	Jennifer Gossen	Rebeccah Bennett
Alison Rudko	Jo-Ellen Zakoor	Sky Yu
Amber Ariss	Les Apouchtine	Stefan Nielsen
Fred MacDonald	Mark Chiarello	Taryn Thomson
Herbie Atwal	Marnie Findlater	Ysabel Sukic

Recording Secretary
Darija Rabadzija

1. CALL TO ORDER

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

2. ACKNOWLEDGEMENT

- D. Kirk acknowledged the College's location on the traditional unceded territories of the xʷməθkʷəy̓əm (Musqueam), Sḵwx̱wú7mesh (Squamish), and səl̓ilw̓ əta?ɬ (Tsleil-Waututh) peoples who have been stewards of this land from time immemorial and extended the acknowledgement to the ancestral territories of all participants joining remotely.

3. ADOPT AGENDA

MOTION: THAT Education Council adopt the March 12, 2024 agenda as amended. L. Griffith's presentation was deferred.

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

4. APPROVE PAST MINUTES

MOTION: THAT Education Council approve the February 13, 2024 minutes as presented.

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

5. ENQUIRIES & CORRESPONDENCE

- N. Mandryk reported on recent correspondence with members of the Academic Governance Council, which is made up of EdCo chairs and vice-chairs from institutions across B.C. Topics of conversation included institutional practices around granting of credentials and EdCo's role in quality assurance of

micro-credentials. N. Mandryk also connected with North Island College's (NIC) EdCo and Curriculum Committee chairs around governance practices.

6. **BUSINESS ARISING**

   a) Budget Update

   - J. Choi presented the draft budget, which was recently shared at a College-wide town hall. Principles and assumptions for the 2024/25 budget were outlined. The current draft was developed before recent changes to regulations around international students. The budget will be adjusted, and the final version presented to the Board of Governors for approval on March 27.

   b) Enrolment Plan 2024–2025

   - N. Mandryk reported that the draft Enrolment Plan (EP) was circulated to EdCo members on March 1. D. McMullen, L. Apouchtine and J. Latter facilitated a lunch & learn session for EdCo members on the Enrolment Plan on March 11. At this session, there were discussions about the impact of changes to international student regulations on the EP, which were not yet captured in the current draft, as well as planning for new programs.

   - EdCo will review the Enrolment Plan at a special meeting on March 18 and provide a recommendation to the Board of Governors. The Board will vote on the plan on March 27.

   c) Deans & Directors – Part 3

   - Annual updates were presented by J.-E Zakoor, Dean of Health Sciences, and S. Lew, Dean of Arts & Sciences and the Library. Presentations focused on providing context and themes for EdCo to consider related to curriculum and educational policy.

   - Topics of discussion included Indigenous-focused programming, as well as the addition of 5 faculty FTE (full-time equivalents) in English as an Additional Language (EAL) Pathways, and their role in supporting departments.

   d) Cooperation Agreement: Sustainable Hospitality Alliance

   MOTION: THAT Education Council approve, and forward to the Board of Governors for joint approval, the cooperation agreement between VCC and the Sustainable Hospitality Alliance.

   Moved by L. Dannhauer, Seconded & CARRIED (Unanimously)

   - D. Innes presented the proposed cooperation agreement with the Sustainable Hospitality Alliance, which is based in London and under the umbrella of The Prince's Charities Group. Sustainability is an increasingly important focus of the tourism and hospitality industries. Collaboration with the Alliance will provide VCC access to best practices in sustainability, e.g., a food waste audit, educational resources, and connections to a global network of industry partners. The agreement was vetted by VCC's Associate Director of Risk Management and Privacy, the Risk Management Branch of BC, and members of the senior team.

   - Vice President Academic & Research David Wells was consulted on the appropriate governance process for this agreement. Since the agreement includes stipulations around transfer credit, it was determined that this agreement requires joint approval by Education Council and the Board of Governors, in line with section 25(1)(a)(i) of the College and Institute Act. The motion was adjusted accordingly to reflect joint approval.

   - There was a discussion about the expertise in sustainability the Alliance can bring to VCC, and what future training opportunities could look like. It was confirmed that current changes around international student enrolment would not impact this agreement. Benefits would extend to any VCC students in Hospitality Management, and potentially in Food Studies.

7. COMMITTEE REPORTS

a) Curriculum Committee

i) New Course Content Guide: Cook Apprentice

MOTION: THAT Education Council approve, in the form presented at this meeting, the new Cook Apprentice course content guide.

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

- Y. Sukic presented the proposal for the new Cook Apprentice course content guide (CCG). The purpose of CCGs is to group apprenticeship courses so they can be displayed on the website in a way that is clearer and more accessible for students.

- Curriculum Committee recommended outlining the different educational pathways for students in Culinary Arts. The department will work on this with D. Cunningham Hall, Assistant Registrar Curriculum & Calendar.

ii) Program Updates: Medical Device Reprocessing Technician Certificate & Renal Dialysis Technician Short Certificate

MOTION: THAT Education Council approve, in the form presented at this meeting, the revised Medical Device Reprocessing Technician Certificate & Renal Dialysis Technician Short Certificate program content guides.

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

- R. Bennett presented the proposal to make completion of a criminal record check (CRC) an admission requirement in these two programs. Currently, the criminal record check is required "upon acceptance," and there have been issues with students not completing their CRC in time for their clinical placement, since these short programs.

- Curriculum Committee discussed English language tests required by some health authorities as part of the hiring process, which are separate from program admission requirements.

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

MOTION: THAT Education Council approve, in the form presented at this meeting, the revised Medical Device Computer Aided Draft (CAD) and Building Information Modelling (BIM) Technician Diploma program content guide and two new courses: DRFT 2286 Statics 1 and DRFT 2287 Statics 2.

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

- T. Rowlatt presented the proposal to split one course (DRFT 1286) into two new courses. It was identified during the scheduling process that DRFT 1286 would need to be taught over a holiday break. Splitting the course into two will resolve this issue and align delivery with the standard term structure. No changes were made to content.

- Curriculum Committee discussed the condensed schedule (3 longer days per week) from an equity and accessibility perspective, across all drafting programs. N. Scott will connect with the department for further discussion.

iv) Program Update: Dental Hygiene Diploma

MOTION: THAT Education Council approve, in the form presented at this meeting, the revised Dental Hygiene Diploma program content guide and 16 revised course outlines.

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

- A. Ariss presented the proposal. The Dental Hygiene Diploma was recently significantly revised. Education Council approved the curriculum, but the ministry decision on a tuition reset is pending. In the interim, the existing curriculum needs to be updated for fall 2024 to align with changed Entry-to-Practice (ETP) Canadian Competencies for Dental Hygienists (EPCCoDH). Updates were made to language around cultural safety and humility, and evidence-informed (rather than evidence-based) practice.

- Curriculum Committee discussed the maximum time for completion and agreed to keep it at 3 years (instead of the usual 5 years for diplomas) for now. It was suggested to explore opportunities for a more accessible part-time option.

v) Chair Report

- Curriculum Committee is reviewing two sections of the course outline form (assessments and instructional strategies) and may recommend adjustments to form, as well as to the instructional strategies section in the Curriculum Style Guide.

b) Policy Committee

i) Education Services Renewal (405)

- S. Kay presented the Education Services Renewal policy (405), which underwent a scheduled review. Key revisions focused on strengthening alignment with institutional plans and frameworks; establishing a clear, structured process with flexibility to adjust the scope of renewals to different requirements of each service area; clarification of roles; and alignment with existing external legislative or ministerial reporting requirements.

- Both Education Quality Committee and Education Policy Committee reviewed the policy and provided feedback. Updated drafts were presented to Education Policy Committee (EPC) on March 3, 2024. The committee approved sending the policy and procedures for College feedback, which is open from March 6 to March 27, 2024.

ii) Chair Report

- A working group consisting of S. Kay, N. Mandryk and C. Little has been working on revising the Appeal to Education Council on Academic Matters policy (321), which is due for review. A first draft was discussed at the March committee meeting.

- Members also reviewed a list of academic policies in order to recommend policies to prioritize for review. There was interest in forming working groups to revise these policies. The approach to policy reviews will be discussed with D. Wells as the policy sponsor.

- EdCo members inquired about the possibility of increasing resourcing of education services renewals. While the CTLR supports program renewals, education service renewals are outside the CTLR's scope.

c) Education Quality Committee (EQC)

i) Program and Education Services Renewal Schedules 2023–2028

- T. Rowlatt reported that the committee met with all deans to discuss themes from the 2023 Annual Program Reviews. A summary report will be submitted to EdCo at a later date.

- Curriculum Development (CD) Fund adjudication was held on March 4. $400,000 in funding was allotted for CD projects in 2024/25.

- The program and education services renewal schedules were included in the meeting package for information. As noted, the committee provided feedback on the Education Services Renewal policy (see agenda item 7bi).

8. RESEARCH UPDATE

- A. Copp provided an update on VCC's Research Data Management Strategy. Work is in progress, and a [LibGuide](#) is available online.

- VCC's Teaching, Learning and Research Symposium was held on February 29–March 1, 2024. The symposium featured a student showcase. There was a discussion about increasing student participation in the showcase, which is not limited to research projects, and can include, e.g., digital posters.

- The VCC Research Fund is accepting applications. The criteria and application were revised to expand eligibility to all employees and clarify that funds can be used at any stage of a research project for a variety of activities.

9. CHAIR REPORT

- N. Mandryk announced her election as chair of the Board of Governors' Governance Committee. At its upcoming meeting, the committee will discuss EdCo's advice on the governance process for the International Education Strategic Plan (IESP).

- N. Mandryk is also part of an appeals working group, which was formed following the dissolution of EdCo's Appeals Oversight Committee. Members include C. Munro, S. Nielsen, and R. Fraser; T. Marks has stepped down. The group is planning training around fairness and decision-making in various contexts, beyond formal appeals.

10. STUDENT REPORT

- J. Ligeralde reported on SUVCC activities to address food insecurity. The union is also organizing "Stress Busters" events at both campuses.

11. NEXT MEETING AND ADJOURNMENT

- A special Education Council meeting will be held on March 18, 3:00–4:00 p.m. for the Enrolment Plan 2024/25.

- The next regular Education Council meeting will be held on April 9, 2024, 3:30–5:30 p.m.

- The meeting was adjourned at 5:19 p.m.

Natasha Mandryk,
Chair, VCC Education Council

VANCOUVER COMMUNITY COLLEGE EDUCATION COUNCIL
DRAFT – SPECIAL MEETING MINUTES
March 18, 2024
3:00–4:00 p.m., Videoconference

ATTENDANCE

Education Council Members		
Natasha Mandryk (Chair)	Dennis Innes	Shirley Lew
Sarah Kay (Vice-Chair)	Jessica Ligeralde	Simranjot Kaur
Belinda Kaplan	Kseniia Osipova	Todd Rowlatt
Dave McMullen	Lisa Beveridge	Vivian Munroe
David Kirk	Louise Dannhauer	
David Wells	Marcus Ng	

Regrets		
Brianna Higgins	Derek Sproston	Heidi Parisotto
Dana Valeria Rodriguez Arellano	Emily Simpson	

Guests		
Chelsea Hunter	Julie Gilbert	Nicole Degagne
Dawn Cunningham Hall	Les Apouchtine	Patris Aghakian
Herbie Atwal	Mark Chiarello	Stefan Nielsen
Jo-Ellen Zakoor	Marnie Findlater	

Recording Secretary
Darija Rabadzija

1. CALL TO ORDER

- The meeting was called to order at 3:00 p.m. S. Kay chaired the meeting on behalf of N. Mandryk.

2. ACKNOWLEDGEMENT

- J. Ligeralde acknowledged the College's location on the traditional unceded territories of the xʷməθkʷəy̓ əm (Musqueam), Sḵwx̱ wú7mesh (Squamish), and səl̓ilw̓ əta?ɬ (Tsleil-Waututh) peoples who have been stewards of this land from time immemorial and extended the acknowledgement to the ancestral territories of all participants joining remotely.

3. ADOPT AGENDA

MOTION: THAT Education Council adopt the March 18, 2024 agenda as presented.

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

4. BUSINESS ARISING

a) 2024–2025 Enrolment Plan

MOTION: THAT Education Council recommends the Board of Governors delay approval of the 2024–2025 Enrolment Plan until an updated plan is provided, and recommends the Board of Governors confirm that the enrolment numbers used in the budget planning reflect the identified and planned alterations.

Moved by T. Rowlatt, Seconded & CARRIED (9 in favour, 5 opposed)

- D. Wells presented the draft 2024–2025 Enrolment Plan (EP), which was circulated to EdCo members on March 1 and discussed at an EdCo lunch & learn session on March 11.

- The annual enrolment plan reflects budgeted registrations projected by Finance, which in turn represent prospective enrolment. The plan informs the budget process and is used to guide the number and size of course or cohort offerings in departments and program areas. For this year's plan, the format was adjusted to remove projected full-time equivalent (FTE) student numbers and solely report projected registrations. The rationale was to simplify and streamline the reporting process in comparison with previous years. Creation of the EP involves departments, deans, Finance, the Registrar's Office, and Institutional Research.

- It was acknowledged that the numbers for both domestic and international enrolment will require adjustments. The numbers in the draft plan are higher than they are expected to be in the finalized plan. On the domestic side, the main factor creating inflated numbers is that for Finance purposes, any active registrations in the fiscal year are counted. This means that students who registered in January, February, or March 2024 and do not complete their courses by the end of March are counted towards the 2024/2025 plan, resulting in numbers appearing higher than in the past. Filtering out these dates would align numbers closer to last year's budgeted registrations.

- On the international student side, while there is some more information on attestation letters VCC will be allotted for international students, there are still open questions about IRCC processes, as well as the impact of changed regulations on international student demand for studies in Canada. The international enrolment numbers will need to be adjusted down closer to last year's numbers.

- Education Council appreciated the discussion and that the limitations were outlined. However, since none of these were reflected in the Enrolment Plan document, EdCo recommended delaying approval of the EP by the Board until an updated version of the plan is created. The motion was approved by majority vote, with 5 members opposed.

- D. Wells informed Education Council that he would bring forward a separate motion to the Board for approval of the plan in March.

5. NEXT MEETING AND ADJOURNMENT

- The next Education Council meeting will be held on April 9, 2024, 3:30–5:30 p.m.
- The meeting was adjourned at 3:47 p.m.

Natasha Mandryk,
Chair, VCC Education Council

Vancouver
Community
College

In motion
Strategic Innovation Plan

2023 Accomplishments

Introduction
Land Acknowledgement

Vancouver Community College respectfully acknowledges that we teach and learn on the traditional and unceded territories of the xʷməθkʷəy̓əm (Musqueam), Sḵwx̱wú7mesh Úxwumixw (Squamish), and səlilwətaɬ (Tsleil-Waututh) peoples.

At the very heart of our Strategic Innovation Plan is our commitment to Reconciliation. Meaningful and sustained actions to decolonize and indigenize our programs, spaces, attitudes, and practices are demonstrated throughout the plan, and are paramount to its accountability and success.

President's Message

Throughout Vancouver Community College's (VCC) storied history dating back to 1880, we have encountered challenges and seized opportunities that have not only transformed the lives of students but shaped our city, region, and province. As a leader in accessible education and skills training, VCC's Strategic Innovation Plan serves as a roadmap for our future, ensuring fiscal sustainability to uphold our legacy of programmatic excellence deeply rooted in community values.

Two years into this journey we achieved our first major milestone when the Province of British Columbia announced an historic investment of $271.3 million for VCC's new Centre for Clean Energy and Automotive Innovation (CCEAI). This catalyst project for our Campus Plan will not only train skilled labour for emerging technologies and markets, but it will also unlock further developmental opportunities for the college and surrounding community.
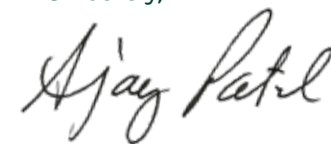
I am proud of the collaboration undertaken in this cornerstone project, which has been a meaningful process of learning and growth as part of our Indigenous informed journey of reconciliation.

On behalf of the college's Board of Governors and VCC community, I am delighted to present the key accomplishments in 2023 through our Strategic Innovation Plan. The college stands as an extraordinary place for learning, teaching, and working, a testament to the dedication of our community of students, faculty, and staff. Their collective commitment to education and community is the driving force behind the progress we have made thus far.

While we celebrate these achievements, we are just getting started. The second half of our Strategic Innovation Plan presents new opportunities and challenges that will require continued dedication and innovation.

Together, we will build upon this foundation to propel our institution to even greater heights.

Sincerely,

Ajay Patel
President & CEO

Welcome to a new era of transformative education, where vision meets action and innovation intersects with tradition.

Forged by the Strategic Innovation Plan, we invite you to explore the dynamic landscape that charts VCC's path as the preferred choice in innovative, experiential learning for life.

The plan's five priorities (Academic Innovation, Campuses of the Future, Empowered People and Culture, Engaged Communities, and Operational Excellence) establish tangible, shared goals for program evolution, campus development, fiscal sustainability, and social responsibility.

In sync with our strategic vision, our refreshed brand embodies the essence of who we are as an educational institution: VCC is hands-on, industry-connected, and practice-based.

This convergence of strategic intent and newly revitalized brand marks a pivotal moment in our history. Join us as we continue to serve our city and region, making an even greater impact for decades to come.

Welcome to VCC. A friendly, warm, welcoming place for everyday learning.

Strategic Innovation Plan fast facts

Breakdown of objectives by status

Academic Innovation

24

7 Pending objectives
14 Active objectives
3 Completed

Campuses of the Future

13

2 Pending objectives
9 Active objectives
2 Completed

Operational Excellence

22

9 Pending objectives
9 Active objectives
4 Completed

Empowered People and Inclusive Culture

15

7 Pending objectives
4 Active objectives
4 Completed

Engaged Communities

14

3 Pending objectives
5 Active objectives
6 Completed

Academic Innovation

Deliver sustainable programming accessible and responsive to the diverse and changing learner, community, and employer needs.

INDIGENIZATION BY DECOLONIZATION & RECONCILIATION
Reflect and respect Indigenous knowledge, culture and history in academic planning and delivery.

JUSTICE, EQUITY, DIVERSITY & INCLUSION
Review and renew curricula and teaching practices for greater inclusion of diverse ways of knowing and being.

STUDENT EXPERIENCE
Develop, optimize, and embed workflows to transform student experience by meeting learners where they are in a student-centred approach.

EDUCATIONAL DELIVERY
Build a diverse educational delivery model that supports lifelong learning and responds to evolving student, community, and employer needs.

FISCAL SUSTAINABILITY
Deliver sustainable programming and student services that align with our institutional values, community, and labour market demands.

Photo: VCC President Ajay Patel and Acting Dean Lucy Griffth join Heavy Mechanical Trades students with VCC's new all-electric semi-truck

"Every person on VCC's Education Council speaks from an area of the college that needs to be heard. We can't make good change without listening to each other. In curriculum changes over the past year, we have seen a trend toward changing courses and programs to align with a standard term structure. This may seem small, but it simplifies a lot of the "behind the scenes" work of delivering programs, allowing better service to students."

NATASHA MANDRYK, DEPARTMENT HEAD, MATHEMATICS, SCHOOL OF ARTS AND SCIENCE; CHAIR, EDUCATION COUNCIL

B.C. anticipates there will be one million job openings within the province over the next decade. Almost 80 percent of these opportunities will require post-secondary training. VCC remains committed to addressing this significant demand, continuously supporting the career aspirations of our students while playing a pivotal role in shaping B.C.'s workforce for the future.

To support newcomers and English Language Learners (ELL) access to education, VCC's Assessment Centre launched a new, industry leading English Language Assessment tool. Additionally, International Education and CareerLAB collaborated to create Ready2Work International, an online platform providing information to international students on entering the local workforce and navigating careers in Canada.

Furthering Indigenization in curriculum, VCC launched two new courses centered on the Indigenous perspective. Impacts of Colonization on the Health and Wellbeing of Indigenous Peoples is now part of our International Health Care Assistant Diploma program, offering a comprehensive understanding of healthcare challenges faced by Indigenous communities. Additionally, our Indigenous Business in Canada course explores into the intricacies of Indigenous entrepreneurship across the country. These enhancements are examples of our dedication to offering an inclusive education, providing students with essential knowledge and valuable insights into Indigenous business practices.

The full acquisition of the American Sign Language (ASL) diploma program solidified our position as the only public institution west of Ontario for ASL advocacy and excellence. VCC can now support Deaf and hard of hearing (DHH) students seamlessly under one stream. This integration process was an important opportunity to truly reflect what the DHH community wanted in a redesigned program.

The Heavy Mechanical Trades program expanded its fleet at the Broadway campus to include a 100% electric compact excavator. Our Automotive Department also procured new plug-in hybrid electric and hydrogen fuel cell vehicles to bolster the hands-on training students will receive with respect to repairing and maintaining these newer green vehicles. Automotive repair also launched a revised curriculum related to CleanBC goals.

In line with VCC's strategic focus on micro-credentials, the college also successfully implemented a comprehensive digital credential wallet, providing a streamlined solution for the issuance and management of micro-credentials — further contributing to our commitment to enhancing lifelong learning opportunities.

Campuses of the Future

Design spaces and infrastructures optimized for all learner and employee success and well-being.

INDIGENIZATION BY DECOLONIZATION & RECONCILIATION
Foster belonging and well-being by integrating the context and priorities of Indigenous communities in campus design and planning.

JUSTICE, EQUITY, DIVERSITY & INCLUSION
Demonstrate universal and intercultural principles for equitable access to spaces and diverse experiences in learning and working.

CAMPUS PLANS
Advance the Campus Plan and develop a strategic campus stewardship plan for our current facilities.

ENVIRONMENT
Commit to environmental sustainability by expanding existing and introducing new initiatives for climate justice and emergency management.

TECHNOLOGY
Develop a technology infrastructure that supports education and service delivery on-campus and in virtual spaces.

Photo: VCC's CCEAI building is inspired by the traditional Coast Salish Canoe.

"Every part of this region is steeped with the histories and stories of Musqueam, Squamish and Tsleil-Waututh peoples, but for too long we have been invisible on our own land. This is changing in part because of VCC's conscious efforts to work towards true and meaningful reconciliation. It is evident in the planning behind VCC's new Centre for Clean Energy and Automotive Innovation. As the development of this project proceeds, VCC is working with Indigenous knowledge-keepers, cultural advisors, and partners to co-create a future where inclusivity and reciprocity guide our actions, fostering sustainable development that honours the past, present, and future."

CHIEF IAN CAMPBELL, HEREDITARY CHIEF, SQUAMISH NATION

VCC continues to embrace the responsibility of anticipating future needs while respecting the history of the lands we occupy. This foresight ensures that VCC remains a forward-thinking institution, ready to meet the challenges and opportunities that lie ahead.

One of our most notable achievements has been the establishment of an Indigenous consultation process during the design phase of the Centre for Clean Energy and Automotive Innovation (CCEAI). In collaboration with Indigenous Cultural Advisors, we've ensured that the design of this centre is harmonious with First Nations' presence in China Creek. This initiative underscores our dedication to honouring Indigenous perspectives and integrating them into our projects.

Furthermore, our commitment to green and clean energy is unwavering. We've formed a sustainability committee with senior leadership representation to ensure that our new building aligns seamlessly with our sustainability goals. This not only benefits the environment, but also exemplifies our dedication to responsible growth.

In partnership with the Province of British Columbia, VCC proudly participated in an announcement alongside Premier David Eby. The province pledged $271.3 million toward our new Centre for Clean Energy and Automotive Innovation at the Broadway campus, with a total projected capital cost of $291.3 million. This collaboration solidifies our position as a vital contributor to advancing clean energy and automotive innovation in our province.

Operational Excellence

Advance system integration, risk management, and fiscal responsibility through capacity building and digital transformation.

INDIGENIZATION BY DECOLONIZATION & RECONCILIATION
Review College policies and procedures through the lens of decolonization and reconciliation.

JUSTICE, EQUITY, DIVERSITY & INCLUSION
Renew operational practices and languages for greater access, equity, and inclusion.

RISK REGISTER
Identify formalized strategies and processes to mitigate institutional risk.

SYSTEM INNOVATION
Advance system integration, access, and user experience through digital transformation across the institution.

FINANCIAL STEWARDSHIP
Develop financial stewardship initiatives and diverse revenue strategies that promote budgetary literacy and fiscal health.

Photo: VCC staff work collaboratively to ensure operational systems run efficiently.

"Through VCC's commitment to Operational Excellence, we continue to enhance processes and advance initiatives that support VCC's ongoing financial sustainability. The work done in the last year through financial planning and reporting, resource and process optimization and transparency provides a solid foundation enabling us to move forward with innovation, agility, and sustained growth while maximizing the impact on student learning."

MELODEE SANTOS, ASSOCIATE DIRECTOR, BUDGET AND FINANCIAL PLANNING

Ensuring resilient operational systems is vital to maintain business continuity and optimize efficiency. To improve registration processes, the Registrar's Office team at VCC was the first provincial post-secondary institution to upgrade from the EducationPlannerBC platform 2 (EPBC2) to EPBC3. This progressive initiative won EducationPlannerBC's inaugural Trailblazer Award.

From a systems and data management standpoint, IT implemented the first phase of an Enterprise Resource Plan (ERP) by hiring a third-party consultant to audit college data-entry systems. This resulted in a report of recommendations created to improve the overall business efficiency. Moreover, IT implemented a "data lake" which allows the college to store, process, and secure large amounts of structured, semi-structured, and unstructured data, allowing for timely and efficient reporting.

Operational excellence includes creating inclusive and accessible approaches and processes to how we do things. Continuing our commitment to equity, diversity, and inclusion (EDI), an institutional statement was developed that supports our community's values and ways of being. This collaborative EDI statement is now published on vcc.ca and is included on all official and related college reports.

On the operational effectiveness front People Services worked with our people leaders to develop and deliver a web-based term hiring process for faculty in an effort to improve term hiring process, resulting in greater transparency for incumbents, reduction of errors, and efficiency in the hiring process.

Additionally, in proactive consideration of escalating cybersecurity threats around the world, VCC updated a variety of technology systems and processes.

Moreover, in a formal ceremony, steeped in the traditions of the Sḵwx̱wú7mesh (Squamish) Nation, VCC had the privilege of inducting Indigenous leaders, Jessie Williams and David Kirk, into their roles as Dean, Indigenous Initiatives, and Dean, Curriculum and Pedagogy, surrounded by their loved ones and the community. This event marked a significant milestone in VCC's commitment to Indigenization, decolonization, and the seamless integration of cultural ways of being, seeing, and doing throughout our institution. It stands as an emblematic testament to how VCC is embedding Indigenous perspectives into the very fabric of our operations.

Empowered People and Inclusive Culture

Cultivate innovative and accessible people services committed to inclusion, wellness, and development for all employees.

INDIGENIZATION BY DECOLONIZATION & RECONCILIATION
Review and reimagine People Services through the lens of decolonization and reconciliation.

JUSTICE, EQUITY, DIVERSITY & INCLUSION
Create a culturally aware and inclusive workplace that provides equitable opportunities for Indigenous and diverse representation, participation, and success.

RIGHTS & RESPONSIBILITIES
Build a respectful and safe work environment that is free from harassment and discrimination for all employees.

MENTAL HEALTH & WELL-BEING
Promote employee well-being by embedding all aspects of health into work culture.

PEOPLE DEVELOPMENT
Foster a robust talent-base by supporting career and professional development, advancement opportunities, and succession planning.

Photo: International Education team receives the Community Engagement Excellence award at the college's annual employee appreciation event

"As a long-time employee of Vancouver Community College, I have had the privilege of helping hundreds of students reach their education goals so that they can find meaningful work. But I also recognize that to support students, I need to be at my best. I am grateful for VCC initiatives that support employee mental health and well-being, equity, diversity, and inclusion, and Indigenization. I also appreciate the internal opportunities for professional development and special projects. When an organization values its employees, it makes all the difference."

LINA SEHGAL, CLIENT ENGAGEMENT SPECIALIST, PARTNERSHIP DEVELOPMENT OFFICE

In alignment with VCC's commitment to creating a respectful and inclusive work environment for all, significant effort was made towards furthering a culture of accessibility and universal design. VCC's new Accessibility Committee launched a comprehensive plan for the removal and prevention of barriers, and the implementation of a transparent feedback process to gather input from the public. Moreover, our people leaders and union partners participated in an audit of our disability management services with the National Institute of Disability Management and Research. The final audit report identified a detailed roadmap for an effective disability management program.

VCC continued to celebrate Indigenous excellence and leadership, and reaffirmed our dedication to fostering understanding and respect for Indigenous knowledge and culture in our learning environment.

For the recruitment of VCC's new Dean of Indigenous Education and Community Engagement, the college took an Indigenous recruitment approach guided by Elders, Knowledge keepers and an Indigenous recruiter, resulting in two significant Indigenous hires — Jessie Williams, Dean of Indigenous Initiatives and David Kirk, Dean of Curriculum and Pedagogy. Led by cultural knowledge keepers, drummers, and singers, VCC held a formal blanketing ceremony following the traditions of the Sḵwx̱wú7mesh (Squamish) nation, to induct the newly appointed Indigenous leaders.

At our Fall Convocation 2023, it was a great honour to celebrate Davena Isaac as the college's first Indigenous valedictorian, representing the Carrier Nation and Frog Clan. Additionally, VCC nominated Bachelor Science Nursing student Eddy Gooch from the Cowichan Tribes, who received the prestigious Leadership Excellence Award from Colleges and Institutes Canada (CiCAN).

VCC also unveiled an art installation dedicated to residential school children, thoughtfully crafted by Haida artist Tamara Bell. This powerful expression of remembrance and healing is emblematic of our commitment to Truth and Reconciliation.

Furthering the college's commitment to creating a more supportive workplace culture for mental health, the Not Myself Today program was launched collegewide. This program included departmental orientation sessions; the training of over 25 program ambassadors; and qualitative feedback from an employee wellness and mental health survey on the positive impacts of the program.

Engaged Communities

Foster meaningful relationships and strategic partnerships that expand opportunities, community impact, and industry recognition.

INDIGENIZATION BY DECOLONIZATION & RECONCILIATION
Deepen our relationships with Indigenous communities that are reciprocal and respectful of their perspectives and priorities.

JUSTICE, EQUITY, DIVERSITY & INCLUSION
Engage equity-deserving groups and local cultural diaspora in meaningful collaborations that contribute to our diverse communities.

BRAND
Build a strong college presence through a strategic brand and communications plan that engages new opportunities.

FOUNDATION & ALUMNI
Leverage our alumni and donor relations to expand educational opportunities and support major capital projects through strategic fundraising.

PARTNERSHIPS
Grow external partnerships and associations that increase our community impact and industry recognition.

Photo: Hon. Bruce Ralston, MLA, VCC President Ajay Patel, and Hon. Anne Kang, MLA attend VCC Foundation's Flourish event which raised over $105K for VCC students.

"I chose to study at VCC because the Business Management program has an exceptional reputation. But I also have opportunities to get involved in campus activities that have enriched my time here including being elected as the Women's Representative for the Students' Union of VCC Board of Directors and participating as the student representative on VCC's Board of Governors. These are invaluable experiences that will serve me long after I graduate."

RIDHI BHATIA, 2ND YEAR STUDENT, BUSINESS MANAGEMENT POST-DEGREE DIPLOMA, ELECTED STUDENT REPRESENTATIVE, VCC BOARD OF GOVERNORS

Our strategic public relations initiatives have dramatically elevated VCC's profile in 2023 among key external stakeholders, including government bodies, industries, and media outlets. Through engaging feature interviews with leading news organizations, impactful presentations on prestigious platforms, and active interactions with elected officials across all levels of government, we have significantly amplified our visibility and influence.

Additionally, our team's talents and dedication have been recognized through numerous awards. This year, the spotlight shone brightly on VCC's contributions and the remarkable individuals behind our success.

In 2023, we continued to leverage external partnerships and strategic fundraising as a way to support major capital projects. This commitment resulted in the official opening of the redesigned VCC Seiffert Market + Bakeshop, made possible by a generous donation from the Seiffert family and Snow Cap Enterprises. Growth in donor relations continues to expand educational opportunities as the VCC Foundation achieved remarkable success.

A comprehensive review and renewal of the College-Foundation Memorandum of Understanding (MOU) and the Foundation's governance structure received approval from VCC's President and the Boards of Governors of both VCC and the Foundation. This strategic move demonstrates our commitment to fostering a robust financial framework and sustainable collaborative relationships within our corporate landscape.

Our partnership efforts extended far beyond our campuses to support our local First Nations communities, both locally and across BC. Through collaboration, we delivered culinary training in Bella Bella for the Haíɫzaqv (Heiltsuk) Nation, as part of a contract with the BC Construction Foundation. This initiative demonstrates our dedication to skills development within Indigenous communities.

Additionally, VCC's Culinary department collaborated with SkilledTradesBC and the xʷməθkʷəy̓əm (Musqueam) Nation to deliver a Professional Cook 1 program enriched with Indigenous-specific content. This partnership underscores our commitment to culturally relevant education and fostering opportunities for Indigenous learners in the skilled trades.

Photo: The VCC Seiffert Market+Bakeshop reopening in June 2023 thanks to a $1M donation by the Seiffert family and Snow Cap Enterprises.

VCC Foundation: Building partnerships at VCC

"We firmly believe that investing in education is an investment in future generations. As a family-owned, B.C.-based business, we are committed to successful partnerships. Our collaboration with Vancouver Community College exemplifies this value and we are proud to work with the College to establish the new VCC Seiffert Market and Bakeshop."

SEIFFERT FAMILY & SNOW CAP ENTERPRISES, VCC'S DONOR AND PROGRAM PARTNER FOR OVER 33 YEARS.

Partnerships can come in many forms. Whether financial, or through the sharing of knowledge, expertise, equipment or resources, each partnership makes a difference in preparing our students for their careers. Collectively, these types of partnerships help transform the educational opportunities at VCC.

Over the past year VCC Foundation marked several partnership milestones.

- Flourish, the Foundation's signature Green Tie Gala was hosted for the first time in three years. The sold-out event raised a record breaking $105K in 2023, through the support of key sponsors.

- An individual giving campaign to celebrate Giving Tuesday, was highlighted through the development of community partnerships with groups such as SPUD and the Vancouver Aboriginal Friendship Centre, while raising over $133K to support food insecurity and other donor requested initiatives.

- Twenty-six new scholarships, bursaries and award funds, with a total value of over $180,000, were created to reduce the financial barriers for students to access their education and training.

Looking ahead, the VCC Foundation is preparing to support VCC's visionary Campus Plan with a comprehensive campaign anchored by its catalyst project, the Centre for Clean Energy and Automotive Innovation. Seeded by a $271M investment by the Province of BC, more partnerships will be required and developed with individuals, businesses, industry, and community to complete this project.

VCC is in motion

Projects in progress

ACADEMIC INNOVATION

- Develop program audit tools and rubric necessary for assessing critical risk and sustainability with existing and proposed programs

- Audit existing non-CS programs to determine levels of compliance with critical risk and program sustainability

- Establish requirements and priorities necessary to construct a schedule for remediation and mitigation of critical risk and program sustainability

- Develop a program change framework that identifies and orders the process for all program changes and creation at the college, including obligations for enrolment risk, financial sustainability, and educational quality

CAMPUSES OF THE FUTURE

- Research and obtain consultation on best practices for incorporating Indigenous ways of knowing and universal design into the campus master plan

- CCEAI PHASE 2: Finalize design, permitting, and award of initial construction tender packages the Centre for Clean Energy and Automotive Innovation

- Build a business plan for financial support of phases two to six of the Campus Plan

- Establish a Facilities Risk Register within the Enterprise Risk Management (ERM) plan that identifies high level risks to ongoing operations and includes appropriate mitigation strategies designed to reduce inherent risk

- Establish a comprehensive space standards program that outlines criteria for the management of existing resources

- Optimize the use of the existing campuses by developing and implementing a space management program

- Introduce a college-wide education program focused on waste minimization and energy conservation

- Implement a Pollution Prevention (P2) program

- Develop a technology infrastructure that supports education and service delivery on-campus and in virtual spaces

OPERATIONAL EXCELLENCE

- Develop Institutional Enterprise Risk Management (ERM) policy and procedures

- Establish an active Enterprise Risk Management (ERM) Risk registry for the institution including all departments and schools with accountabilities

- Evolve business processes to inform and align with a more role-based enterprise resource planning (ERP) system

- ERP Data Cleanup Phase 2: Implement ERP data-entry fixes as advised in phase 1 recommendation report

- Implement additional self-service functionality for students within the enterprise resource planning (ERP) system.

- Implement online time entry system to all college employees

- Review student-facing operations to build a clear picture of the current user experience and develop actionable recommendations for improvement.

EMPOWERED PEOPLE AND INCLUSIVE CULTURE

- Develop and implement an inclusive Hiring Strategy

- Short term employee contingency planning for key roles

- Create a pilot Leadership Development Program for administrators

- Create web-based term hiring process

ENGAGED COMMUNITIES

- Develop a formal territorial acknowledgement

- Determine an engagement approach to building meaningful relationships with the local First Nations for protocol and reciprocal initiatives

- Review and renew web infrastructure and design

- Complete Brand Refresh

- Evaluate student recruitment and marketing strategy

Partnerships in Action

In July 2023, the Province of British Columbia announced plans to move forward in partnership with VCC on the new Centre for Clean Energy and Automotive Innovation, contributing a landmark investment of $271.3 million to the development.

$271.3M

$271.3 million funding from the Province of B.C. to fund VCC's new CCEAI

343,832 ft²

343,832 square feet of building space supporting academic learning, student experience, and community gathering space

From industry and community partners, to donors and corporate sponsors, collaboration is key to success at VCC.

1. Haida artist,Tamara Bell unveils an art installation commemorating residential school children on display at VCC's Broadway campus.
2. Community partner, Spud dropped off donated food for VCC's Gathering Space pantry. **3.** The college's partnership with Scottish Qualifications Authority expands learning opportunities overseas.
4. VCC participates in the Province's StrongerBC Plan to help close the skills gap. **5.** MLA Joan Phillip (Vancouver-Mount Pleasant) attends VCC's convocation ceremonies. **6.** Connecting with the community along Great Northern Way in the inaugural Flats Festival.
7. In a formal ceremony following the traditions of the Squamish Nation, VCC inducted newly appointed Indigenous leaders.
8. Students get hands-on opportunities thanks to VCC's strong connections with local businesses. **9.** Nursing student Eddy Gooch honoured with CICan Leadership Excellence Award. **10.** Fashion students showcase their designs at Vancouver Fashion Week.

25+
community events hosted at VCC

1000+
VCC students graduate from a Red Seal training in culinary, pastry arts, automotive, and hair a year

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Vancouver Community College (VCC)

VCC

INFORMATION NOTE

PREPARED FOR: Education Council

DATE: April 9, 2024

ISSUE: Governance Process: International Education Strategic Plan (IESP) 2024–2029

BACKGROUND

On February 7, 2024, Jennifer Gossen, Director, International Education, presented to the Board VCC's new International Education Strategic Plan (IESP) for information. The five-year IESP was developed to inform and guide VCC's local and global engagement in its' internationalization efforts. It is intended to be responsive to evolving student and sectoral needs, provide strategic vision and direction to VCC campus and community members, and position VCC to lead the College sector in BC in global engagement.

J. Gossen initially presented the draft IESP to Education Council (EdCo) for information on January 15, 2024. Following further discussion, EdCo determined that the IESP requires approval by the Board of Governors, with EdCo advice, according to the College & Institute Act (the "Act"), section 23 (1)(a):

> *An education council must advise the board, and the board must seek advice from the education council, on the development of educational policy for the following matters:*
>
> *(a) the mission statement and the educational goals, objectives, strategies and priorities of the institution;*

At an EdCo special meeting on Jan 24, 2024, the IESP was approved for recommendation to the Board. Subsequently, EdCo's advice and decision note for the February 7, 2024, public board meeting was held back at the request of VCC's senior team, for the Governance Committee to determine if Board approval of the IESP is required under the Act. The IESP was presented to the Board for information only on Feb 7, 2024.

Governance Committee met on March 14, 2024, to determine whether the IESP required Board approval.

DISCUSSION

Governance Committee took this item as an opportunity to discuss process, noting that the IESP is not seen as a contentious item.

The committee agreed that s. 23(1)(a) of the College and Institute Act refers to matters of educational strategy and priorities, and that the phrase "educational policy" was key. The IESP is not an educational policy, but a strategic document.

N. Mandryk addressed Education Council's rationale for its recommended governance process. Considering VCC's lack of a policy addressing matters in 23(1)(a), the EdCo executive looked to past practice. The Strategic Innovation Plan, Academic Plan, and Enrolment Plan have all come for EdCo advice and Board approval. They also referred to Vancouver Community College Faculty Association v. Vancouver Community College, 2005 BCSC 119 (CanLII), noting an analogous policy gap pertaining to 23(1)(b) that existed at VCC at one time, and concluded that EdCo advice concerning Board approval was appropriate.

A. Patel suggested the approach of EdCo advice and Board receipt for information and indicated that VCC administration did not have a preference regarding treating the IESP as an approval item. He recommended the board treat it as an info item, rather than approval, because its execution is operational and because there is no specific reporting associated with this plan; related reporting is included in SIP/Finance reporting.

The committee discussed whether taking the IESP to the Board as an approval item is outside of its mandate to oversee operational matters. There was concern that the level of reporting and board involvement that is required to be kept informed would be inappropriately high and that board members lack the qualifications to approve the details of the plan.

The committee sought the opinion of D. Wells, Vice President Academic and Research, who recommended that strategic documents should not be considered policy nor include elements of policy. He supported A. Patel's recommendation for the IESP to come for EdCo advice and Board information.

The committee agreed that the IESP was within EdCo's purview as an advisory matter, but that no further action is required from the Board regarding approval. They directed that an info note be written to explain their rationale to Education Council.

Governance Committee acknowledges the current gap in VCC policy concerning matters in 23(1)(a) and notes that future decisions concerning the Board's receiving an item for approval or for information will be considered based on whether the item is a governance item or operational.

LINK:	College & Institute Act
PREPARED BY:	Natasha Mandryk, Chair, Governance Committee Deborah Lucas, Executive Assistant, Board of Governors
DATE:	March 18, 2024

DECISION NOTE

PREPARED FOR: Education Council

DATE: April 9, 2024

ISSUE: Four new courses in beginner and intermediate level (ASL)

BACKGROUND:
The ASL (American Sign Language) and Deaf Studies department is proposing the creation of four new courses in beginner and intermediate level ASL: SIGN 1010, SIGN 1020, SIGN 2010 and SIGN 2020. This would split the existing courses SIGN 1000 and SIGN 2000 into two parts each.

Other institutions typically have their beginner and intermediate level courses split into two parts of around 60 hours; for example, UBC and UVic. Matching this model will better support students to transfer to and from VCC and better align the program for transfer credit and future articulation agreements. In addition, this change supports student success: learning ASL in a 120-hour course is an intense experience and splitting the course will allow more space for students to learn and develop their skills.

The course outcomes, textbook and assessments remain the same, divided over multiple courses.

DISCUSSION:
Mari Klassen, Department Head, and Brenda Carmichael, program instructor, presented the proposal. There were no significant changes requested; some minor adjustments were made to the pre-requisite language and textbook fields for clarity.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, four new course outlines for beginner and intermediate level ASL: SIGN 1010, SIGN 1020, SIGN 2010 and SIGN 2020.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: March 20, 2024

Course Change Request

New Course Proposal

Date Submitted: 02/27/24 1:00 pm

Viewing: **SIGN 1010 : Beginner ASL 1**

Last edit: 03/22/24 11:16 am

Changes proposed by: bcarmichael

Course Name:
Beginner American Sign Language (ASL) 1

Effective Date: September 2024

School/Centre: Arts & Sciences

Department: ASL & Deaf Studies Part Time (1952)

Contact(s)

In Workflow

1. **1952 Leader**
2. **SAS Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 02/27/24 1:38 pm Maria Klassen (mklassen): Approved for 1952 Leader
2. 02/27/24 3:27 pm Mark Chiarello (mchiarello): Approved for SAS Dean
3. 03/22/24 11:18 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Mari Klassen	mklassen@vcc.ca	7344

Banner Course Name: Beginner ASL 1

Subject Code: SIGN - Sign Language Studies

Course Number 1010

Year of Study 1st Year Post-secondary

Credits: 3

Bridge College Code	VO
Bridge Billing Hours	0-6
Bridge Course Level	01

Course Description:

This 60 hour course introduces the student to ASL vocabulary development, manual alphabet, numeral system, simple structures and grammatical forms of ASL, as well as insight into the culture and community of Deaf people. In addition, laboratory or group practice, drills, exercises, and dialogues to develop the grammatical forms and syntax are included.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Introduce themselves and exchange personal information effectively.
CLO #2	Demonstrate the ability to identify their place of residence and discuss transportation options.
CLO #3	Utilize entry level physical identifiers in conversations.
CLO #4	Demonstrate fingerspelling the English alphabet up to 4-letter words and comprehending short or familiar fingerspelled names.
CLO #5	Express numbers 1-66 using basic numbering systems proficiently.
CLO #6	Demonstrate the ability to describe simple shapes and indicate the placement of objects.
CLO #7	Use basic commands, instructions using techniques to confirm and/or correct information in a dialogue.
CLO #8	Introduce key values of Deaf culture.

Instructional
Strategies:

Lecture, Video, Pairs Activity, Group Interaction

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	10	Pop quizzes
Quizzes/Tests	20	Scheduled quizzes
Midterm Exam	30	
Final Exam	30	
Project	10	Group project

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

2. Check all instruction types that could be applicable for this course.

3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1:   40

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Lab

Hours in Category 2: 20

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Unit 1: Getting to Know You
Unit 2: Exchanging Personal Information
Unit 3: Discussing Living Situations

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

Signing Naturally Units 1-6 & Go-React

Rationale and Consultations

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

Yes

Is this the primary proposal?

Yes

Provide a rationale for this proposal:

The ASL/Deaf Studies department would like to update the existing course Sign 1000 to split it into two separate courses of 60 hours each to better enable students from other institutions (UBC/UVic) to use their ASL courses to enter into the second course, and to have the new SIGN courses fall within the academic terms. This will align VCC ASL courses for credits transfer and future articulation agreements.

Course outcomes, textbooks and curriculum design remain the same, just divided into two courses.

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

None

Consultations

Consulted Areas	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	
Registrar's Office	
Indigenous Education & Community Engagement (IECE)	
Faculty/Department	
Disability Services	

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.
For use when a Badge is offered for this course. If you have any questions, contact the Registrar's Office.

Is a Badge being offered for this course?

Badge Effective
Date

Badge Name

Badge Description

Badge Earning
Criteria

Badge Skills

Course Change Request

New Course Proposal

Date Submitted: 02/27/24 1:01 pm

Viewing: **SIGN 1020 : Beginner ASL 2**

Last edit: 03/22/24 11:16 am

Changes proposed by: bcarmichael

Course Name:
Beginner American Sign Language (ASL) 2

Effective Date: September 2024

School/Centre: Arts & Sciences

Department: ASL & Deaf Studies Part Time (1952)

Contact(s)

Approval Path

1. 02/27/24 1:38 pm Maria Klassen (mklassen): Approved for 1952 Leader
2. 02/27/24 3:27 pm Mark Chiarello (mchiarello): Approved for SAS Dean
3. 03/22/24 11:18 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Mari Klassen	mklassen@vcc.ca	7344

Banner Course Name: Beginner ASL 2

Subject Code: SIGN - Sign Language Studies

Course Number 1020

Year of Study 1st Year Post-secondary

Credits: 3

Bridge College Code	VO
Bridge Billing Hours	0-6
Bridge Course Level	01

Course Description:

This 60 hour course builds upon the skills from SIGN 1010 through further vocabulary development, manual alphabet, numeral system, simple structures and grammatical forms of ASL, as well as insight into the culture and community of Deaf people. In addition, laboratory or group practice, drills, exercises, and dialogues to develop the grammatical forms and syntax are included.

Course Pre-Requisites (if applicable):

SIGN 1010.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain family members and their relationships.
CLO #2	Demonstrate accurate fingerspelling up to 6-letter words.
CLO #3	Accurately express numbers 66-100 using basic numbering systems and describe abstract shapes and object placement.
CLO #4	Articulate daily activities, schedules, and personal needs clearly.
CLO #5	Narrate short stories with proper ASL structure.
CLO #6	Recognize the significance of non-manual signals, depictive action, and facial grammar.
CLO #7	Explain key values of Deaf culture and community.

Instructional
Strategies:

Lecture, Video, Pairs Activity, Group Interaction

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	10	Pop quizzes
Quizzes/Tests	20	Scheduled quizzes
Midterm Exam	30	
Final Exam	30	
Project	10	Group project

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

2. Check all instruction types that could be applicable for this course.

3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

  Lecture

  Online

  Seminar

Hours in Category 1:   50

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

  Lab

Hours in Category 2:   10

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Unit 4: Talking about Family
Unit 5: Talking about Activities
Unit 6: Storytelling

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

Signing Naturally Units 1-6 & Go-React

Rationale and Consultations

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

Yes

Is this the primary proposal?

Yes

Provide a rationale
for this proposal:

The ASL/Deaf Studies department would like to update the existing course Sign 1000 to split it into two separate courses of 60 hours each to better enable students from other institutions (UBC/UVic) to use their ASL courses to enter into the second course, and to have the new SIGN courses fall within the academic terms. This will align VCC ASL courses for credits transfer and future articulation agreements.
Course outcomes, textbooks and curriculum design remain the same, just divided into two courses.

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

Consultations

Consulted Areas	Consultation Comments
Registrar's Office	
Centre for Teaching, Learning, and Research (CTLR)	
Indigenous Education & Community Engagement (IECE)	
Disability Services	

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.
For use when a Badge is offered for this course. If you have any questions, contact the Registrar's Office.

Is a Badge being offered for this course?

Badge Effective
Date

Badge Name

Badge Description

Badge Earning
Criteria

Badge Skills

Marketing Information

Course Change Request

New Course Proposal

Date Submitted: 03/13/24 4:18 pm

Viewing: **SIGN 2010 : Intermediate ASL 1**

Last edit: 03/22/24 11:15 am

Changes proposed by: bcarmichael

Other Courses
referencing this
course

In The Catalog Description:

Course Name:
 Intermediate American Sign Language (ASL) 1

Effective Date: September 2024

School/Centre: Arts & Sciences

Department: ASL & Deaf Studies Part Time (1952)

Contact(s)

Name	E-mail	Phone/Ext.
-Brenda Carmichael	-bcarmichael@vcc.ca	-604-727-8462

Banner Course
Name: Intermediate ASL 1

Subject Code: SIGN - Sign Language Studies

Course Number   2010

Year of Study   2nd Year Post-secondary

Credits: 3

Bridge College Code   VO

Bridge Billing Hours   0-6

Bridge Course Level   01

Course Description:

   This 60 hour course includes vocabulary development, fingerspelled words, numeral incorporation, basic structures and grammatical forms of ASL, as well as insight into the culture and community of Deaf people. In addition, laboratory or group practice, drills, exercises, and dialogues to develop the grammatical forms and syntax are included.

Course Pre-Requisites (if applicable):

   SIGN 1020 or equivalent.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

                  Yes

Details of PLAR:
   ASL Assessment.

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Demonstrate intermediate proficiency in fingerspelling production and reception skills and show competence in using intermediate numbering systems.
CLO #2	Describe places, people, and items with increased detail.
CLO #3	Use appropriate semantic verbs in requests and advice, and incorporate agreement verbs effectively.
CLO #4	Discuss neighborhoods, including places, parks, shops, landmarks, and surroundings, with attention to visual orientation and point of view.
CLO #5	Give directions from one location to another, specifying the mode of transportation.

	Upon successful completion of this course, students will be able to:
CLO #6	Confidently recommend places to go for dinner, coffee/tea, etc., effectively.
CLO #7	Demonstrate enhanced use of non-manual signals, depictive action, and facial grammar in ASL.
CLO #8	Describe key Deaf norms of social interaction.

Instructional

Strategies:

Lecture, Video, Pairs Activity, Group Interaction

Evaluation and Grading

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

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	10	Pop quizzes
Quizzes/Tests	20	Scheduled quizzes
Midterm Exam	30	
Final Exam	30	
Project	10	Group project

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

2. Check all instruction types that could be applicable for this course.

3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1: 40

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Lab

Hours in Category 2: 20

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Pre-Unit: Review Units 1-6
Unit 7: Describing People and Things
Unit 8: Making Requests and Asking for Advice
Unit 9: Describing Places

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

Signing Naturally Units 7-12

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

Additional Information

Provide any additional information if necessary.

Along with SIGN 1000 being split into two courses (see SIGN 1010 and SIGN 1020), SIGN 2000 is being split into two courses. Dividing the course into two will better accommodate student schedules and ASL transfer credits to institutions such as UBC, UVIC, DC, and UFV. All course outcomes, textbooks, etc, remain the same.

Supporting
documentation:

Reviewer
Comments

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.
For use when a Badge is offered for this course. If you have any questions, contact the Registrar's Office.

Is a Badge being offered for this course?

Badge Effective
Date

Badge Name

Badge Description

Badge Earning
Criteria

Badge Skills

Marketing Information

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

Course Change Request

New Course Proposal

Date Submitted: 03/13/24 4:13 pm

Viewing: **SIGN 2020 : Intermediate ASL 2**

Last edit: 03/22/24 11:15 am

Changes proposed by: bcarmichael

Course Name:

Intermediate American Sign Language (ASL) 2

Effective Date: September 2024

School/Centre: Arts & Sciences

Is this a non-credit course?

Department: ASL & Deaf Studies Part Time (1952)

Contact(s)

Approval Path

1. 03/13/24 4:24 pm Maria Klassen (mklassen): Approved for 1952 Leader
2. 03/14/24 8:48 am Mark Chiarello (mchiarello): Approved for SAS Dean
3. 03/22/24 11:18 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Name	E-mail	Phone/Ext.
Brenda Carmichael	bcarmichael@vcc.ca	604-727-8462

Banner Course Name: Intermediate ASL 2

Subject Code: SIGN - Sign Language Studies

Course Number   2020

Year of Study   2nd Year Post-secondary

Credits: 3

Bridge College Code	VO
Bridge Billing Hours	0-6
Bridge Course Level	01

Course Description:

This 60 hour course follows SIGN 2010 and includes continued vocabulary development, fingerspelled words, numeral incorporation, basic structures and grammatical forms of ASL, as well as insight into the culture and community of Deaf people. In addition, laboratory or group practice, drills, exercises, and dialogues to develop the grammatical forms and syntax are included.

Course Pre-Requisites (if applicable):

SIGN 2010 or equivalent.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

ASL Assessment upon request.

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Demonstrate intermediate proficiency in fingerspelling production and reception skills.
CLO #2	Demonstrate proficiency in using intermediate numbering systems to convey numerical information effectively.
CLO #3	Describe places, people, and items with increased detail and precision.
CLO #4	Utilize appropriate verbs in requests and advice, incorporating agreement verbs such as spatial orientation, modified movement, and palm orientation.
CLO #5	Discuss and describe neighborhoods, including places, parks, shops, landmarks, and surroundings, with attention to visual orientation and point of view.

	Upon successful completion of this course, students will be able to:
CLO #6	Provide clear directions from one location to another, specifying the mode of transportation.
CLO #7	Demonstrate enhanced use of non-manual signals, depictive action, and facial grammar in ASL.
CLO #8	Incorporate the key values of Deaf culture and norms of social interaction in Deaf spaces.

Instructional

Strategies:

Lecture, Video, Pairs Activity, Group Interaction

Evaluation and Grading

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

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	10	Pop quizzes
Quizzes/Tests	20	Scheduled quizzes
Midterm Exam	30	
Final Exam	30	
Project	10	group project

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

2. Check all instruction types that could be applicable for this course.

3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 60

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Lecture

Online

Seminar

Hours in Category 1: 40

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Lab

Hours in Category 2: 20

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Unit 10: Giving Opinions About Others
Unit 11: Discussing Plans and Goals
Unit 12: Storytelling

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

Signing Naturally Units 7-12

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?

Primary Proposal

Provide a rationale

for this proposal:

Are there any
expected costs as a

Consultations

Consulted Areas	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Part of program redesign
Faculty/Department	Part of program redesign
Indigenous Education & Community Engagement (IECE)	Part of program redesign
Learning Centre	Part of program redesign
Registrar's Office	Part of program redesign

Additional Information

Provide any additional information if necessary.

Along with SIGN 1000 being split into two courses (see SIGN 1010 and SIGN 1020), SIGN 2000 is being split into two courses. Dividing the course into two will better accommodate student schedules and ASL transfer credits to institutions such as UBC, UVIC, DC, and UFV. All course outcomes, textbooks, etc., remain the same.

Supporting
documentation:

Reviewer
Comments

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.
For use when a Badge is offered for this course. If you have any questions, contact the Registrar's Office.

Is a Badge being offered for this course?

DECISION NOTE

PREPARED FOR: Education Council

DATE: April 9, 2024

ISSUE: Two new PIDP electives:
                        PIDP 3360 Challenges and Trends in Online Learning and
                        PIDP 3370 Inclusive Online Instruction: Theory to Practice

BACKGROUND:
The School of Instructor Education (SIE) is proposing two new courses as electives for the Provincial Instructor Diploma (PIDP) program: PIDP 3360 Challenges and Trends in Online Learning and PIDP 3370 Inclusive Online Instruction: Theory to Practice.

SIE recently suspended the Teaching Online Certificate program due to lack of enrolment, but several courses within this program have been popular as electives in the PIDP. There is a strong desire from students for online learning training given that online has become a standard mode of teaching.

The department is proposing two courses that focus on learning theories and pedagogies that support online teaching and learning. Existing courses in the PIDP already focus on the design, delivery and facilitation of online courses.

DISCUSSION:
Karen Brooke, Department Head, presented the proposal. A few minor adjustments were requested:

- Identifying the percentage attached to each assessment in the evaluation plan
- Adding additional topics to align better with the course learning outcomes

One minor additional edit was made to the program content guide: the program allows elective from outside the college to be used; current language states these courses must be 3rd or 4th year post-secondary courses. The language was updated to clarify that graduate-level courses are also acceptable.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, revisions to the PIDP program content guide and two new courses: PIDP 3360 Challenges and Trends in Online Learning and PIDP 3370 Inclusive Online Instruction: Theory to Practice

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: March 20, 2024

Program Change Request

Date Submitted: 03/07/24 7:58 pm

Viewing: **Provincial Instructor Diploma Program**

Last approved: 01/08/24 4:21 pm

Last edit: 03/20/24 2:18 pm

Changes proposed by: kbrooke

Catalog Pages Using
this Program
[Provincial Instructor Diploma Program](#)

Program Name:
   Provincial Instructor Diploma Program

Credential Level: Diploma

Effective Date: September ~~January~~ 2024

Effective Catalog   2024-2025 Academic Calendar
Edition:

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

Department   Provincial Instructor Diploma (1500)

Contact(s)

Approval Path

1. 03/07/24 8:01 pm Karen Brooke (kbrooke): Approved for 1500 Leader
2. 03/11/24 10:35 am David Kirk (dkirk): Approved for LLTL Dean
3. 03/20/24 2:23 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

History

1. Dec 20, 2017 by clmig-jwehrheim
2. May 30, 2018 by Karen Brooke (kbrooke)
3. Dec 14, 2018 by Karen Brooke (kbrooke)
4. Jun 19, 2019 by Karen Brooke (kbrooke)

5. Aug 21, 2019 by Nicole Degagne (ndegagne)
6. Nov 4, 2019 by Nicole Degagne (ndegagne)
7. Mar 9, 2020 by Nicole Degagne (ndegagne)
8. Jun 23, 2020 by Todd Rowlatt (trowlatt)
9. Aug 31, 2020 by Karen Brooke (kbrooke)
10. Aug 31, 2020 by Darija Rabadzija (drabadzija)
11. Feb 11, 2021 by Jacquie Harrison (jharrison)
12. Jun 16, 2021 by Marian Hassett (mhassett)
13. Dec 15, 2021 by Jacquie Harrison (jharrison)
14. Jan 12, 2022 by Darija Rabadzija (drabadzija)
15. Apr 14, 2022 by Todd Rowlatt (trowlatt)
16. Apr 19, 2022 by Darija Rabadzija (drabadzija)
17. Apr 20, 2022 by Darija Rabadzija (drabadzija)
18. Mar 23, 2023 by Darija Rabadzija

(drabadzija)

19. Jun 15, 2023 by
    Karen Brooke
    (kbrooke)
20. Jan 8, 2024 by
    Nicole Degagne
    (ndegagne)

Name	E-mail	Phone/Ext.
Karen Brooke	kbrooke@vcc.ca	7507

Program Content Guide

Purpose

The BC Provincial Instructor Diploma Program (PIDP) provides both new and experienced instructors with the knowledge, skills and attitudes needed to instruct adults. Course activities and assignments are intended to provide the skills needed to be an effective, competent instructor.

VCC manages the BC Provincial Instructor Diploma Program on behalf of the Ministry of Post-Secondary Education and Future Skills. The PIDP is recognized by public and private colleges and institutes.

Admission Requirements

English language proficiency at an English 12 level, or equivalent

Evidence of subject matter expertise as demonstrated by a diploma, bachelor's degree, trades certification, substantial workplace experience, *or* departmental approval

Prior Learning Assessment & Recognition (PLAR)

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

PLAR is available for all courses in the program, except:

PIDP 3270 Capstone Project

PIDP 3401 PID Independent Studies

Applying for PLAR:

Identify courses for which PLAR may be requested.

Submit the following to the department:

Actual curriculum products/artifacts created and used by the applicant in their workplace which are judged equivalent to the curriculum documents and course assignments.

An essay in which the applicant describes the development of their thinking related to the themes, issues, and concepts of the course.

A successful interview with the department.

Students may apply for a maximum of 15 program credits through PLAR. Tuition and fees may still apply to PLAR candidates.

To request PLAR, please contact the department directly.

See Prior Learning Assessment and Recognition policy for more information.

Students may also request transfer credit in accordance with VCC's Transfer Credit policy. Students are responsible for initiating the transfer credit process by completing a transfer credit request form available from the Registrar's Office. To request transfer credit for course work successfully completed outside the BC transfer system, students will be required to provide detailed course outlines from the year/semester in which the courses were completed, and will need to arrange for official transcripts to be sent from the issuing institution to the Registrar's Office at VCC. For more information on transfer credit processes and requirements, please email transfercredit@vcc.ca.

Program Duration & Maximum Time for Completion

30 credits (450 hours)

Completion time will vary depending on individual circumstances. The program is designed for working professionals. It is designed to allow for flexibility, and may be completed at an accelerated pace. The minimum completion time is ten months. The program must be completed within 5 years. Provided the program is completed within 5 years, there are no restrictions on the number of courses per year which must be taken or on the length of any gaps between course registrations.

Program Learning Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Design, deliver and evaluate adult learning and teaching on a continuum of instructional approaches.

	Upon successful completion of this program, graduates will be able to:
PLO #2	Create positive and engaging learning environments that promote respect for the diversity of learners.
PLO #3	Communicate effectively and work collaboratively in the workplace and in the community.
PLO #4	Act in an ethical and professional manner when working in an adult education setting.
PLO #5	Integrate critical reflection strategies to stay current in education and bring about change in one's own practice.

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

A wide variety of instructional strategies is used in the program. Instructional strategies may include interactive lecture, presentations, assignments, guest speakers, discussions, group work, field trips, and case studies. Courses may be offered in online, face-to-face, and blended formats.

Evaluation of Student Learning

The PIDP consists of eight core courses (23 credits) and electives (7 credits) to total 30 credits. Evaluation of student learning is based on completion of course assignments. Due dates and criteria for successful completion of each course assignment will be outlined by the instructor at the beginning of each course. Students must achieve a minimum grade of 'C' in each course with letter grades, or S in each course with successful/unsuccessful grades to be awarded the PIDP. To achieve the Provincial Instructor Diploma, students must successfully complete 23 credits from eight core courses and seven (7) credits from elective courses for a total of 30 credits.

Recommended Characteristics of Students

The PIDP is appropriate from those with no teaching experience to those with substantial teaching experience but little training in instructional skills. Students should have:
-a willingness to participate in a wide variety of instructional strategies, both face-to-face and online
-basic computer skills
-the ability to work independently and with others

Courses

Core Courses (23 credits)

PIDP 3100	Foundations of Adult Education	3
PIDP 3210	Curriculum Development	3

PIDP 3220	Delivery of Instruction	2
or PIDP 3320	Facilitating Learning Online Fundamentals	
PIDP 3230	Evaluation of Learning	3
PIDP 3240	Media Enhanced Learning	3
PIDP 3250	Instructional Strategies	3
PIDP 3260	Professional Practice	3
PIDP 3270	Capstone Project	3
Electives (7 credits)		7
Total Credits		30
Electives (7 credits)		
PIDP 3300	Teaching Adults with the Brain in Mind	2
PIDP 3310	Intercultural Competence	1
PIDP 3320	Facilitating Learning Online Fundamentals	2
or PIDP 3220	Delivery of Instruction	
PIDP 3330	Facilitating Learning Online Design	2
PIDP 3340	Collaborative Learning in the College Classroom	2
PIDP 3350	Supporting Multilingual Learners	2
PIDP 3351	Feedback Strategies	2
PIDP 3360	Challenges and Trends in Online Learning	1
PIDP 3370	Inclusive Online Instruction: Theory to Practice	2
PIDP 3401	PID Independent Studies [*]	1
EDUC 4250	Foundations of Online Teaching and Learning	3
EDUC 4251	Developing and Designing Online Learning	3
EDUC 4252	Facilitation of Online Learning	3
TRAI 3001	Trades Training Fundamentals	1
TRAI 3002	Trades Specific Facilitating Learning	2
TRAI 3003	Trades Specific Assessment and Evaluation	2
TRAI 3004	Trades Specific Student Engagement Techniques	2
Elective in a College level course in an area related to instructional competence**		3

* PIDP 3401 PID Independent Studies is repeatable for credit up to 3 credits.

** Please note: Courses can be taken for elective credit up to a maximum of 3 credits. Courses must be at a <u>third-year</u> ~~third or fourth year~~ post-secondary <u>level or higher.</u> ~~level.~~ Courses taken for elective credit must be approved by the School of Instructor Education.

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

The evaluation of learning outcomes for each student is prepared by the instructor and reported to the Student Records Department at the completion of each course. The transcript typically shows a letter grade or S/U (successful/unsuccessful) for each course. The grade point equivalent for a course is obtained from letter grades as follows:

Grading Standard

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	71-75		2.67
C+	66-70		2.33
C	61-65	Progression Grade	2.00
C-	56-60		1.67
D	50-55		1.00
F	0-49	Failing Grade	0.00
S	61 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credits	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

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.
Two new electives added to PIDP as a result of suspension of Teaching Online Certificate. This is coming out
of a 2023-24 CD project.

Are there any
expected costs to
this proposal.
no

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	
Registrar's Office	
Indigenous Education & Community Engagement (IECE)	received feedback from David Kirk

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

FOR MARKETING PURPOSES ONLY. DO NOT EDIT.
These fields are NOT required for governance approval. The wording in these fields is written by Marketing for a specific purpose and must be consistent with all other College publications. If changes are needed, contact webmaster@vcc.ca.

This program is for:

Marketing Description

Gain the knowledge and skills needed to design, develop, manage, and evaluate the instruction of adults in post-secondary, business, industry, and non-traditional learning environments.

What you will learn

Course Change Request

New Course Proposal

Date Submitted: 03/05/24 5:29 pm

Viewing: **PIDP 3360 : Challenges & Trends Onl. Learn**

Last edit: 03/20/24 11:24 am

Changes proposed by: jharrison

Programs
referencing this
course
82: Provincial Instructor Diploma Program

Course Name:

Challenges and Trends in Online Learning

Effective Date: September 2024

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

Department: Provincial Instructor Diploma (1500)

Contact(s)

Name	E-mail	Phone/Ext.
Jacquie Harrison	jharrison@vcc.ca	7541

Banner Course Name: Challenges & Trends Onl. Learn

Subject Code: PIDP - Provincial Instructor Diploma

Course Number 3360

Year of Study 3rd Year Post-secondary

Credits: 1

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course explores the benefits and obstacles inherent in online teaching and learning. Participants analyze the different roles of students and instructors in virtual learning environments. Additionally, participants investigate high-impact practices, equipping learners with effective strategies for online instruction. Participants identify emerging trends in online education and critically assess their potential implications.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

1. Actual curriculum products / portfolio created and used by the applicant in their workplace which are judged equivalent to the curriculum documents required in the PIDP 3360 course assignments.
2. A successful interview with the SIE Department Head or one of the full-time SIE faculty.
3. An essay in which the applicant describes the development of their thinking related to the themes, issues, and concepts of the PIDP 3360 course.

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the benefits and challenges of online teaching and learning
CLO #2	Analyze the roles of both students and facilitators in online educational environments
CLO #3	Explore high impact practices in online teaching and learning
CLO #4	Identify emerging trends in online education and their potential implications.

Instructional
Strategies:

Instructional strategies may include online collaborative activities, synchronous and asynchronous activities, active learning instructional strategies, presentations, online discussions, and self-directed learning.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:
  S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	50	Outline challenges and opportunities of teaching and learning online for participants, instructors, and/or instructional designers and suggest practical ways to overcome challenges
Other	50	Research, present and discuss a high impact practice and emerging trends in online teaching and learning focusing on participant's field of expertise.

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

2. Check all instruction types that could be applicable for this course.

3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 15

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:
  Online

Hours in Category 1:   15

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Benefits and Challenges of Online Education, Student and Facilitator roles in online learning, High impact Practices, Emerging Trends. Digital Literacy, Indigenous Ways of Knowing

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

Yes

Provide a rationale
for this proposal:

the Teaching Online Certificate (TOC) in the School of Instructor Education (SIE) has not attracted enough enrolment to warrant being a separate certificate (7 students in 2022). However, the courses in the TOC can be taken as electives in the Provincial Instructor Diploma (PIDP) and have been very popular electives. There is a strong desire from PIDP students for online learning training as part of the PIDP. Online teaching has become a normal mode of teaching particularly in the past few years and the SIE feels it should be covered in the PIDP.
EDUC 4250 Foundations of Online Teaching and Learning was designed to be a core course in the TOC. EDUC 4250 overlaps outcomes and content with two courses in the PID. We propose to substantially redesign EDUC 4250 to integrate it into the PID. We currently have two courses in the PIDP 3320 and 3330 which focus on the design, delivery, and facilitation of online teaching. We are proposing to offer two new courses that focus on learning

theories and pedagogies that support online teaching and learning. To fit the PID program we are proposing to break the 3 credit course into a one-credit and two- credit course.

Are there any
expected costs as a
result of this
proposal?
   We have received Curriculum Development funds to redesign these courses.

Consultations

Consulted Areas	Consultation Comments
Registrar's Office	Discussed with Dawn Cunningham Hall
Centre for Teaching, Learning, and Research (CTLR)	Consulted with Emily Simpson
Library	Discussed with Alicia Copp.
Other	Met with David Kirk to discuss inclusion of Indigenous ways of knowing and reconciliation
Indigenous Education & Community Engagement (IECE)	email sent to Jessie Williams

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Badge Information

NOT REQUIRED FOR GOVERNANCE APPROVAL.
For use when a Badge is offered for this course. If you have any questions, contact the Registrar's Office.

Is a Badge being offered for this course?   No

Badge Effective
Date

Badge Name

Course Change Request

New Course Proposal

Date Submitted: 03/05/24 5:28 pm

Viewing: **PIDP 3370 : Inclusive Online Instruction**

Last edit: 03/18/24 10:57 am

Changes proposed by: jharrison

Programs
referencing this
course

[82: Provincial Instructor Diploma Program](#)

Course Name:

Inclusive Online Instruction: Theory to Practice

Effective Date: September 2024

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

Department: Provincial Instructor Diploma (1500)

Contact(s)

Name	E-mail	Phone/Ext.
Jacquie Harrison	jharrison@vcc.ca	7541

Banner Course Name: Inclusive Online Instruction

Subject Code: PIDP - Provincial Instructor Diploma

Course Number 3370

Year of Study 3rd Year Post-secondary

In Workflow

1. **1500 Leader**
2. **LLTL Dean**
3. **Curriculum Committee**
4. **Education Council**
5. Records
6. Banner

Approval Path

1. 03/06/24 8:24 pm Karen Brooke (kbrooke): Approved for 1500 Leader
2. 03/07/24 8:24 am David Kirk (dkirk): Approved for LLTL Dean
3. 03/20/24 2:23 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee

Credits: 2

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

"Inclusive Online Teaching: Theory to Practice" is designed to equip educators with the knowledge and skills to foster inclusive learning environments in an online learning environment. Participants will explore theoretical frameworks and methodologies to effectively support diverse learners in online settings. They will learn to recognize principles of equity, diversity, and inclusivity into the design, development, and facilitation of online courses. Additionally, participants will use established quality assurance methods to assess online courses, enabling them to formulate actionable recommendations to enhance effectiveness and inclusivity.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

1. Actual curriculum products / portfolio created and used by the applicant in their workplace which are judged equivalent to the curriculum documents required in the PIDP 3370 course assignments.
2. A successful interview with the SIE Department Head or one of the full-time SIE faculty.
3. An essay in which the applicant describes the development of their thinking related to the themes, issues, and concepts of the PIDP 3370 course.

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Analyze theories and methodologies to support diverse learners within online learning environments.
CLO #2	Analyze aspects of equity, diversity, and inclusivity in the design and facilitation of online learning.

	Upon successful completion of this course, students will be able to:
CLO #3	Assess online courses using established quality assurance methods and standards, and formulate actionable recommendations to enhance effectiveness and inclusivity.

Instructional Strategies:

Instructional strategies may include online collaborative activities, synchronous and asynchronous activities, active learning instructional strategies, presentations, online discussions, independent reserach and self-directed learning.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

S

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	Research and present one theory or approach to online learning environments such as UDL, Community of inquiry, Indigenous Ways of Knowing
Assignments	35	Case study analysis
Other	35	Assess quality of online course using Quality Assurance Standards

Hours by Learning Environment Type

To complete this section:

1. Enter the total course hours.

2. Check all instruction types that could be applicable for this course.

3. Breakdown the total hours into each relevant category where instruction types are selected.

Note: Not all boxes are required. The total hours and at least one category must be filled in to complete this section.

TOTAL COURSE HOURS: 30

Category 1: Lecture, Online, Seminar, Tutorial

Check all that apply:

Online

Hours in Category 1:   30

Category 2: Clinical, Lab, Rehearsal, Shop/Kitchen, Simulation, Studio

Check all that apply:

Hours in Category 2:

Category 3: Practicum, Self Paced, Individual Learning

Check all that apply:

Hours in Category 3:

Course Topics

Course Topics:
Diversity, Equity and Inclusion, Quality Assurance Standards, Universal Design for Learning, Community of Inquiry, Indigenous ways of knowing,

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

Online resources: no textbook required.

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
PIDP 3360

Prox

Additional Information

DECISION NOTE

PREPARED FOR:	Education Council
DATE:	April 9, 2024
ISSUE:	Program name change: Automotive Parts and Service Management Diploma

BACKGROUND:
The new Automotive Parts and Service Technology Diploma was provisionally approved in November 2023. The program is primarily aimed at international students, and International Education (IE) is working on recruiting student for the first intake.

IE has received feedback from recruitment partners suggesting a change to the program name, replacing "Technology" with "Management." The rationale is that many prospective students, particularly international ones, may not be familiar with automotive parts and services as a career path. Given that residents in many international student source countries cannot drive until they are 18, there may be limited exposure to auto shops and car ownership among recent high school graduates.

Therefore, the shift to a management-focused curriculum aims to attract a wider range of students by emphasizing skills relevant to overseeing and leading within the automotive industry. The program's emphasis on management courses over technology courses supports this shift, aligning with the intended learning outcomes.

Updating the program name to reflect these learning outcomes, and potentially justifying the current higher-level English requirement (English 12) based on the management focus, may enhance clarity and appeal to prospective students and recruitment partners.

DISCUSSION:
The Curriculum Committee Chair reviewed the proposal and agreed to bring it straight to Education Council for approval, without going through Curriculum Committee, to expedite this change and support recruitment efforts for the first launch. Curriculum Committee will be informed of this update at its next meeting.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, the program name change to Automotive Parts and Service Management Diploma.

PREPARED BY:	Todd Rowlatt, Chair, Curriculum Committee
DATE:	April 2, 2024

Program Change Request

Date Submitted: 04/02/24 8:28 am

Viewing: **Automotive Parts and Service Management** ~~Technology~~ **Diploma**

Last approved: 03/05/24 12:59 pm

Last edit: 04/02/24 9:11 am

Changes proposed by: fghesen

Program Name:

Automotive Parts and Service Management ~~Technology~~ Diploma

Credential Level:	Diploma
Effective Date:	January 2025 ~~September 2024~~
Effective Catalog Edition:	2024-2025 Academic Calendar
School/Centre:	Trades, Technology & Design
Department	Auto Parts and Service Technology (4361)
Contact(s)	

Approval Path

1. 04/02/24 8:32 am Feras Ghesen (fghesen): Approved for 4361 Leader
2. 04/02/24 10:45 am Darija Rabadzija (drabadzija): Approved for CTT Dean
3. 04/02/24 11:04 am Darija Rabadzija (drabadzija): Approved for Curriculum Committee

History

1. Dec 6, 2023 by Feras Ghesen (fghesen)
2. Dec 12, 2023 by Darija Rabadzija (drabadzija)
3. Jan 8, 2024 by Nicole Degagne (ndegagne)
4. Jan 8, 2024 by Nicole Degagne

Name	E-mail	Phone/Ext.
Brett Griffiths	bgriffiths@vcc.ca	604-488-4204
Feras Ghesen	fghesen@vcc.ca	7788794138

Program Content Guide

Purpose

In the Automotive Parts and Service Management Diploma Service Technology Diploma program, students learn the knowledge and skills to work effectively as automotive service advisors or automotive parts persons. Special attention is paid to advanced technology in the automotive field such as zero emissions vehicles and advanced driver assist systems. Graduates will also have a strong foundation of knowledge to prepare for future management roles within the industry.

Admission Requirements

Grade 12 graduation or equivalent
Knowledge of English demonstrated by one of the following:
Composition 12 with a minimum 'C-' grade or equivalent, or
English Language Proficiency at an English 12 'C-' level
Workplace Math 10 with a minimum 'C-' grade or equivalent

Prior Learning Assessment & Recognition (PLAR)

Students may request formal recognition of prior learning attained through informal education, work, or other life experience, including Indigenous ways of knowing. Credits may be granted to students who are able to sufficiently demonstrate the learning outcomes of specific courses.
PLAR is available for all courses in the program, up to a maximum of 6 credits per term.
Methods of PLAR vary by course, and may include a challenge exam, submission of a product or portfolio for review, or a practical demonstration. Please contact the Department for details.
See Prior Learning Assessment and Recognition policy for more information.
*International Students requesting PLAR, please contact VCC International Education Advising to learn how PLAR can impact immigration status, prior to proceeding with the PLAR request.

Program Duration & Maximum Time for Completion

Two years with a maximum time of completion of five years.

Program Learning
Outcomes

	Upon successful completion of this program, graduates will be able to:
PLO #1	Select and resell replacement parts for a variety of automotive applications.
PLO #2	Manage automotive parts inventory.
PLO #3	Manage the customer experience in an automotive shop as a service advisor.
PLO #4	Explain the operation of a variety of automotive parts and service businesses.
PLO #5	Explain the function and operation of automotive parts.
PLO #6	Determine appropriate preventative maintenance and service for a variety of automotive applications.
PLO #7	Communicate effectively with stakeholders in the automotive industry.
PLO #8	Explain the function and operation of emerging automotive technology including zero emission vehicles and advanced driver assist systems.

Additional PLO Information

Instructional Strategies, Design, and Delivery Mode

Lecture, group work, case studies, discussions, presentations, guest speakers, online activities.

Evaluation of Student Learning

Students are evaluated by both theory and practical evaluations for a combined mark to be assigned for each course.
Theory is evaluated by: Course work and competency tests and final examinations.
Practical is assessed by: rubrics to evaluate the students' performance of their competency, work habits, safety, participation, teamwork, and the ability to follow instructions.
Students must receive a minimum program grade point average of 'C' (2.0) to successfully graduate, and a minimum grade point average of 'C' (2.0) in each course to advance into subsequent courses/terms in the program.

Recommended Characteristics of Students

Basic computer skills

Good general health and respiratory condition

Physical strength and stamina compatible with the handling of parts and equipment as required by the program

Ability to tolerate noise and vibration

Good manual dexterity

Good hand-eye co-ordination

Good eyesight and normal colour vision

Courses

Plan of Study Grid

Term One		Credits
APST 1101	Introduction to the Partsperson Trade	3
APST 1102	Warehousing Tasks and Parts Catalogues	3
APST 1103	Counter Duties and Basic Vehicle Systems	3
APST 1104	Introduction to Mechanical Parts	3
APST 1105	Standard Stock, Lubricant & Shop Supplies	3
	Credits	15
Term Two		
APST 1201	Catalogues and Engine Components	3
APST 1202	Engine Support Systems	3
APST 1203	Canadian Occupational Health & Safety	3
APST 1204	Automotive Service Systems and Shop Safety	3
APST 1205	Automotive Workplace	3
	Credits	15
Term Three		
APST 2101	Emerging Transportation Technologies 1	3
APST 2102	Introduction to Management	3
APST 2103	Organizational Performance	3
APST 2104	Project Management in Automotives	3
APST 2105	Automotive Operations Management	3
	Credits	15
Term Four		
APST 2201	Automotive Managerial Accounting	3
APST 2202	Service Advising	3
APST 2203	Emerging Transportation Technologies 2	3
APST 2204	Merchandising & Inventory Management	3
APST 2205	Digital Marketing for Automotives	3
	Credits	15
	Total Credits	60

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.

Grading Standard

Grade	Percentage	Description	Grade Point Equivalency
A+	96-100		4.33
A	91-95		4.00
A-	86-90		3.67
B+	81-85		3.33
B	76-80		3.00
B-	70-75		2.67
F	0-69		0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credit	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

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 rationale for changing the program from Automotive Parts and Service Technology Diploma to Automotive Parts and Service Management Diploma lies in the recognition that many prospective students, particularly international ones, may not be familiar with automotive parts and services as a career path. Given that residents in many international student source countries cannot drive until they are 18, there may be limited exposure to auto shops and car ownership among recent high school graduates. Therefore, the shift to a management-focused curriculum aims to attract a wider range of students by emphasizing skills relevant to overseeing and leading within the automotive industry. The program's emphasis on management courses over technology courses supports this shift, aligning with the intended learning outcomes. Updating the program name to reflect these learning outcomes, and potentially justifying a higher English requirement based on the management focus, could enhance clarity and appeal to prospective students and recruitment partners.

Are there any expected costs to this proposal.

Consultations

Additional Information

Provide any additional information if necessary.

Supporting documentation:

APST- Feedback and Comments- VCC.xlsx

Marketing Information

FOR MARKETING PURPOSES ONLY. DO NOT EDIT.
These fields are NOT required for governance approval. The wording in these fields is written by Marketing for a specific purpose and must be consistent with all other College publications. If changes are needed, contact webmaster@vcc.ca.

This program is for: Domestic
                         International

Marketing Description

Learn the knowledge and skills to work effectively as automotive service advisors or automotive parts persons. Students will develop a strong foundation for future management roles within the industry.

What you will learn

DECISION NOTE

PREPARED FOR: Education Council

DATE: April 9, 2024

ISSUE: Education Services Renewal (405) Policy & Procedures

BACKGROUND:

The policy was last updated in 2017 and underwent a scheduled review. The consultation process included service area leaders, as well as the chair of Education Council and the Education Quality Committee.

The following key revisions were made to strengthen the education services renewal process, while respecting the original intent of the policy and procedures:

- Stronger alignment of the education services renewal process with broader institutional plans and frameworks, including the Strategic Innovation Plan (SIP)

- Clear, structured process with specific stages of review and required documentation, but with flexibility to adjust the scope of renewal to make it relevant to each specific service area. The renewal proposal is reviewed and approved by the appropriate vice president (or delegate).

- Role-based procedures to clarify responsibilities

- Alignment of the renewal process with existing external reporting requirements, e.g. to the Ministry of Post-Secondary Education and Future Skills

DISCUSSION:

Associate Vice President, Student and Enrolment Services, Clayton Munro presented drafts to Education Quality Committee (EQC) on January 24, 2024 and Education Policy Committee (EPC) on February 7, 2024.

The approval authority for education services renewal proposals was discussed, since there is now more flexibility around the scope of renewals. While EQC suggested requiring approval by both the relevant vice president and EQC, it was ultimately agreed that the approval authority lies with the vice president (or delegate), but proposals will be shared with EQC for information and feedback prior to final approval.

Both committees discussed support for education service renewals and recommended exploring opportunities to increase resourcing. Currently, the Centre for Teaching, Learning, and Research (CTLR) supports program renewals, but providing support for education services renewals is outside its scope.

EPC suggested some edits to clarify language and processes, including around external review and documentation. Committee feedback was incorporated, and updated documents were reviewed at the March 6, 2024 EPC meeting. There were no additional comments.

The policy was posted for College feedback from March 6 to March 27, 2024. One comment was received related to Indigenization, reconciliation and decolonization. In consultation with Jessie Williams, Dean of Indigenous Initiatives, language in policy principle #2 was changed from "equity, decolonization and Indigenization" to "reconciliation and diversity," in alignment with VCC's Strategic Innovation Plan (SIP). There were no other changes.

EPC had no further feedback and unanimously recommended the policy and procedures for approval at the April 3, 2024 committee meeting.

RECOMMENDATION:
THAT Education Council recommends the Board of Governors approve, in the form presented at this meeting, the Education Services Renewal (405) policy and procedures.

PREPARED BY: Natasha Mandryk, Chair, Education Council

DATE: April 4, 2024

Education Services Renewal

Policy Type	Academic
Policy Name	Education Services Renewal
Policy Number	405
Effective Date – Policy	tbd
Effective Date – Procedures	tbd
Last Full Review Date	April 5, 2017
Next Scheduled Review Date	tbd
Approval Body	Board of Governors with Education Council Advice
Policy Sponsor	Vice President Students & Community Development
Review Body	Education Policy Committee
Responsible Authority	AVP Students

Policy

Context and Purpose

Vancouver Community College (VCC; the College) is dedicated to providing high quality educational support services that contribute to student success and are vital to achieving the College's vision, goals and mandates.

VCC's educational services are expected to lead in their sectors and be willing to take calculated risks to incorporate new and innovative approaches to best respond to and serve the VCC community.

This policy supports the ongoing renewal of educational services and outlines the process for monitoring and evaluating quality assurance within these areas.

Scope and Limits

This policy applies to all service areas.

Educational Service Renewals do not address the performance evaluation of employees. Performance reviews are carried out through established procedures overseen by VCC People Services and/or contained in relevant collective agreements.

Policy Principles

1. Educational service renewals provide service areas with critical information to effectively evaluate and assess services provided. They inform service areas with what is working well and meeting needs, and what must change to serve new or previously unrecognized student and institutional needs.
2. Education service renewals will be informed by the College's vision, mission, strategic objectives, and enhance our commitment to reconciliation and diversity, sustainability, community engagement, employee empowerment and wellbeing, and financial stewardship.
3. When available, education service renewals will be guided by professional practice standards, quantitative and qualitive data, and regional, national, or international benchmark data.
4. Education service renewals are a thorough, forward-looking, collaborative, and inclusive process. They provide the opportunity for consultation with relevant parties, including faculty/instructors, support staff, administrators, current students, past students and graduates, industry and community representatives, and employers.
5. Education service renewals will focus on:

    a. high quality and effective services;
    b. access;
    c. operational best practices;
    d. department culture and employee environment;
    e. connection with students;
    f. impacts of service;
    g. sector or service area standards (as applicable);
    h. effective allocation of resources; and
    i. use of technology.

Procedures

Roles & Responsibilities

1. The appropriate Vice President or delegate is responsible for:

    a. ensuring that adequate and appropriate funding and resources are available to areas undergoing service renewals;
    b. maintaining critical oversight over the renewal process and final recommendations;
    c. ensuring the service area renewal is conducted so as to inform and/or align with the College's strategic planning and priorities (e.g., Strategic Innovation Plan, Academic Plan); and
    d. maintaining copies of all Required Documentation.

2. The Service Area Administrator (Administrator) is the most immediate administrator directly responsible for any given Education Service Area. Administrators may assign delegates within the service area to lead the renewal or manage various components of a renewal. Administrators are responsible for:

   a. initiating the renewal process;
   b. reviewing and approving the proposed renewal process in consultation with the appropriate Vice President or delegate;
   c. supporting the renewal process as required;
   d. ensuring the renewal is conducted as approved or subsequently revised in the Education Service Renewal Process Proposal
   e. drafting the Required Documentation;
   f. submitting the Final Report and Recommendations to the Senior Administrators of the College (Senior Team), Education Council and the Board of Governors;
   g. responding to completed renewals through the implementation of recommendations as appropriate and necessary to fulfill the intent of the renewal to improve and direct service delivery and quality.

Renewal Schedule

3. The Renewal Schedule will be developed by the Vice President Students and Community Development or delegate in consultation with the Vice Presidents of other service areas.
4. The Renewal Schedule will be shared with the Education Quality Committee and a final version submitted to Education Council for information.
5. Education services renewals for each area will be conducted every 5-8 years, or earlier if determined to be undertaken as part of a broader institutional plan.

Required Documentation

6. The Required Documentation is intended to capture a complete and thorough process, as well as the information, resources and data used in the evaluation and reflection of services and the determination of recommendations.
7. The final version of Required Documents will be shared with department employees upon completion.
8. The following documents are a required outcome of education service renewals:

   a. Education Service Renewal Process Proposal
   b. Internal Reflection Report
   c. External Review Report
   d. Final Report and Recommendations

9. The format, including length and detail of each document, will be dependent on the approval process.

   a. Education Service Renewal Process Proposal

   This document will outline the scope of the renewal and the process by which the Education Service Area will conduct its renewal and fulfill the required documentation.

- Proposals may span the entire operations of the service area or, as appropriate, focus on a specific aspect of service.
- The service area should consider the following areas when preparing their Proposals: student data, service operations, planning and administration, staffing, space and resources.
- Proposals should:
  - outline the resources and data that will be used in the renewal process, such as surveys, site visits, student feedback; and
  - identify roles and responsibilities within the department that will be assigned to support the renewal process.
- Proposals are approved by the appropriate Vice President or delegate.
- Proposals will be shared with the Education Quality Committee for information and feedback prior to final approval.

   b. Internal Reflection Report

   This document will capture:

- findings that are evidence-based and draw on institutional and/or departmental data already collected or data collected during the renewal process; and
- input gathered from employees and students within the service area as well as broader college input.

   This report is submitted to the appropriate Vice President or delegate and is included with the Final Report and Recommendations.

   c. External Review Report

   This document will capture a review of key findings from the Internal Reflection Report and include feedback and recommendations from one or more individuals or groups external to VCC.

- An external review team consisting of 1 to 3 members will be established, based on recommendations from the Administrator and approved by the appropriate Vice President or delegate.
- Members may include experts, consultants and/or specialists from external advisory committees, organizations, local Indigenous communities and/or other post-secondary institutions or professionals that hold expertise in the area.
- External reviewer(s) will be provided with the Internal Reflection Report and other appropriate documents.
- External reviewer(s) will submit a Report with their recommendations to the appropriate Vice President or delegate and the Administrator.
- The External Review Report will inform the Final Report and Recommendations.

d. Final Report and Recommendations

This document will be an executive summary of the Internal Reflection Report and the External Review Report and outline high-level findings and provide recommendations.

This document is submitted along with all required documentation to the appropriate Vice President or delegate.

Institutional Response

10. An institutional response to the Final Report and Recommendations will be prepared by the appropriate Vice President or delegate and submitted to the Administrator, department, and Education Council along with the Final Report and Recommendations.
11. Education Council will review the Final Report and Recommendations and Institutional Response and will forward these documents to the Board of Governors. Education Council may provide additional commentary.
12. The Final Report and Recommendations will inform Service Area planning processes and may also inform broader institutional planning. The Final Report and Recommendations will go into the departmental integrated planning process.
13. The college, Education Council and/or the Board of Governors may request updates on the recommendations and progress of outcomes from service area renewals.

Definitions

Term	Description
Education Service Areas	Departments of the College established to provide support, direction, and guidance for all students and student needs.

Term	Description
Employee	An individual who is currently employed by VCC on a full-time, part-time, permanent, temporary, term, casual or contract basis.

Related VCC Policies

VCC Policies	Policy Number
Program Review and Renewal	403

Related Resources

College and Institute Act, RSBC 1996, c 52

Provide rationale for this change: Full review and renewal.

Community Feedback:
Could decolonization, Indigenization and reconciliation be highlighted more in the policy? I see that it is mentioned in Policy Principle #2 (to inform the policy), but could it also be included in principle #5? The service renewal is a great opportunity for areas to commit to the decolonization process.

2024/25 CD Fund Proposals

	Proposals submitted	Project Lead	Amount Approved
	HOSPITALITY, FOOD STUDIES & APPLIED BUSINESS		
1	Design & Marketing Certificate & Diploma	White, J./Albert, S.	$ 5,000
2	Business Technology New Course Development	White, J.	$ 12,000
3	Fundamentals of Marketing Course Development	Sellwood, A./White, J./Palacios, M.	$ 3,500
4	Global Supply Chain Management Course Development	Sellwood, A.	$ 20,000
5	Development of PMP/CAPM Test Prep Course	Sellwood, A.	$ 3,500
6	Business Management (BM) Post Degree Diploma - Program Renewal	Palacios, M.	$ 25,000
7	Culinary Arts - Program Renewal		$ 7,500
			$ 76,500
	CONTINUING STUDIES		
8	Paralegal Redesign Year 2	Chee, J./Sauve, C.	$ 40,000
9	Fashion Design & Production	Murray, S.	$ 28,000
10	Fashion Merchandising - Program Renewal		$ 4,000
			$ 72,000
	ARTS & SCIENCES		
12	Basic Computers 1, 2, Capstone CACE - CD & Semester Alignment	Rochfort, N.	$ 5,000

	Proposals submitted	Project Lead	Amount Approved
13	Design your Life Courses for the ACED Department	Schubert, A.	$ 17,000
14	Retail Hospitality Careers CD Post Program Renewal	TBD	$ 20,000
15	Visually Impaired Post Renewal Program & Course Development	Corbett, J.	$ 30,000
16	EAL Renewal Action Plan	McMorris, K.	$ 16,500
17	Fundamental English Curriculum Renewal	Ivits, S.	$ 20,000
18	Music Diploma & Degree - Program Renewal		$ 6,000
			$ 114,500

INSTRUCTOR EDUCATION & EDUCATION EXCELLENCE

	Proposals submitted	Project Lead	Amount Approved
19	Resume & Coverletter Course Refresh	Yuen, S.	$ 3,500
20	Squamish Nation Cohort PIDP	Brooke, K.	$ 20,000
			$ 23,500

TRADES, TECHNOLOGY & DESIGN

	Proposals submitted	Project Lead	Amount Approved
21	International Automotive Service Tech. Diploma Program - ASE	Mui, G.	$ 30,000
22	International Diploma Program - Year 2 Course Updates & Changes	Lee, R.	$ -

	Proposals submitted	Project Lead	Amount Approved	
23	CAD & BIM Micro-credentials	Wightman, K./McGarvie, B.	$	5,000
24	Auto Collision & Refinishing - Program Renewal		$	7,500
			$	**42,500**
	SCHOOL OF HEALTH SCIENCES			
25	Indigenization of School of Health Curriculum	Kirk, D.	$	40,000
26	Educational Pathways for Licensed Practical Nurses	Schappert, J.	$	31,000
			$	**71,000**
	Grand Total		**$**	**400,000**