Vancouver Community College Education Council Meeting Agenda
September 10, 2019
3:30–5:30 p.m., VCC Broadway Campus, Room 5025

Item	Topic	Action	Speaker	Time	Attachment	Page
1.	**CALL TO ORDER**		E. Ting	1 min		
2.	**ACKNOWLEDGEMENT**		E. Ting	1 min		
3.	**ADOPT AGENDA**	Approval	E. Ting	1 min	✓	**1-2**
4.	**APPROVE PAST MINUTES**	Approval	E. Ting	1 min	✓	**3-7**
5.	**ENQUIRIES & CORRESPONDENCE**	Info	E. Ting	1 min		
6.	**BUSINESS ARISING**					
	a. Website Redesign	Info	N. Kawas	20 min		
	b. Concept Paper: VR/AR Design and Development Diploma	Info	S. Lew	10 min	✓	**8-20**
	c. Annual Report – Admission Requirements & English Language Proficiency Requirements Update	Info	D. Seremba	5 min		
	d. 2020 EdCo Meeting Dates	Approval	E. Ting	2 min	✓	**21**
7.	**COMMITTEE REPORTS**					
	a. Curriculum Committee		T. Rowlatt			
	i. Program & Course Deactivations: LPN Perioperative Program Advanced Certificate	Approval	J. Schappert	2 min	✓	**22-43**
	ii. Course Deactivation: HOSP 4260	Approval	S. Broekhuizen	2 min	✓	**44-46**
	iii. New Courses: BIOL 2106, 2204, 2216	Approval	J. Shehadeh	5 min	✓	**47-61**
	iv. New Courses: CMPT 2225, 2276, 2295	Approval	J. Shehadeh	5 min	✓	**62-74**
	v. New Courses: ELSK 0346, 0347, 0446, 0447	Approval	J. Theny	5 min	✓	**75-92**
	vi. Program Update: Fashion Merchandising Certificate	Approval	S. Murray	10 min	✓	**93-134**

vii. Program Update: Makeup Artistry Certificate	Approval	J. Ewart	10 min	✓	**135-176**
viii. Program Update: Music Diploma	Approval	L. Mollerup	5 min	✓	**177-345**
b. Policy Committee					
i. A.1.2 Student Appeal to Board of Governors	Info	J. Demeulemeester	5 min	✓	**346-360**
c. Appeals Oversight Committee	Info	A. Candela	5 min		
d. Quality Assurance Committee	Info	T. Rowlatt	5 min		
i. QAPA Summary	Info			✓	**361-370**
ii. Annual Program Reviews Summary Report 2018	Info			✓	**371-374**
iii. Program Renewal Report: TESOL	Info			✓	**375-396**
8.	**RESEARCH REPORT**	Info	E. Ting	5 min		
9.	**CHAIR REPORT**	Info	E. Ting	5 min		
	a. EdCo Annual Report 2018				✓	**397-408**
10.	**STUDENT REPORT**	Info	G. Kaur	5 min		
11.	**NEXT MEETING & ADJOURNMENT**	Info	E. Ting	1 min		

Next meeting: October 8, 2019,
3:30–5:30 p.m., DTN, room 240

Vancouver Community College
EDUCATION COUNCIL

MEETING MINUTES - DRAFT
June 11, 2019, 3:30-5:30pm, Room 240 DTN

Item	Topic	Discussion
1.	Call to Order	The meeting was informally called to order at 3:30 p.m. due to lack of quorum, and formally called to order at 3:50 p.m.
2.	Acknowledgement	E. Ting acknowledged that the meeting is being held on the traditional unceded territory of the Sḵwx̱wú7mesh Úxwumixw (Squamish), xʷməθkʷəy̓əm (Musqueam) and Tsleil-Waututh peoples.
3.	Adopt Agenda	**Motion:** Moved by T. Rowlatt and seconded THAT Education Council adopt the June 11, 2019 agenda as amended. Item 7avi) Program Update: Professional Cook 1 Certificate (EAL Cohort) was removed. All in favour. **Motion carried.**
4.	Approve Past Minutes	**Motion:** Moved by J. Demeulemeester and seconded THAT Education Council approve the May 14, 2019 minutes as presented. All in favour. **Motion carried.**
5.	Enquiries & Correspondence	There were none.
6.	Business Arising a) mLearning EAL App	R. Warick presented the mLearning EAL pilot project, funded by IRCC and provided in partnership with US-based tech company Cell-Ed. The program delivers English lessons on mobile devices to those on VCC's LINC program waitlist. About 185 learners at CLB levels 2-5 were recruited for phase 1; the goal for phase 2 phase is to recruit 350 learners at levels CLB 6-8 and to expand recruitment beyond VCC's waitlist. Students can connect with Cell-Ed coaches, who provide motivation and support, but do not act as EAL instructors. About six coaches are contracted through Continuing Studies. There was a discussion about the demand and funding for LINC programs, as well as mLearning curriculum development and evaluation. R. Warick reported that content for phase 1 was provided by Cell-Ed and reviewed by a contracted curriculum developer. Content for phase 2 will be developed with VCC for the Canadian context. T. Rowlatt encouraged collaboration with VCC's EAL department in evaluating the project.
	b) Academic Schedule	**Motion:** Moved by D. McMullen and seconded THAT Education Council recommend the Board of Governors approve the 2020/21 Academic Schedule. K. McNaughton presented the Academic Schedule for 2020/21. All in favour. **Motion carried.**
	c) K-12 BC High School Curriculum Changes	D. Seremba presented the changes, approved by the Ministry at the end of last year, for information. Several course names have changed, and some courses have been discontinued. Admission requirements and course pre-requisites on the website and in International Education's

Item	Topic	Discussion
		marketing materials will be updated. There was a discussion about English course equivalencies and the process to implement the changes.
7.	Committee Reports a) Curriculum Standing Committee i) Program Update: Canadian Business Management Post-Degree Diploma	**Motion:** Moved by T. Rowlatt and seconded THAT Education Council approve, in the form presented at this meeting, revisions to the Canadian Business Management Post-Degree Diploma program content guide and three courses, including the new course MGMT 1019 Preparation for the Canadian Workplace 1. J. Rivera presented the proposed revisions including changes to course scheduling to align the first year with the Business and Project Management Post-Degree Diploma program. In order to better prepare international students for their practicum, the new course MGMT 1019 Preparation for the Canadian Workplace was created. Credits for the practicum (MGMT 2020) were reduced as a result of adding credits for MGMT 1019 and increasing credits for MGMT 2019. Based on feedback from Curriculum Committee, the department made revisions in collaboration with Instructional Associates from the CTLR. T. Rowlatt noted L. Apouchtine's significant concerns, shared by D. McMullen, about the timing of the proposal, due to the amount of work required by the Registrar's Office by the effective date of September 2019. All in favour. **Motion carried.**
	ii) Program Update: Access to Practical Nursing Diploma	**Motion:** Moved by T. Rowlatt and seconded THAT Education Council approve, in the form presented at this meeting, revisions to the admission requirements for the Access to Practical Nursing Diploma program. J. Gilbert presented the proposed update to the admission requirements to include information for internationally educated nurses (IENs) to apply to the program. The rationale is that IENs often have a higher level of experience and education than the Health Care Assistants for which this program is designed. All in favour. **Motion carried.**
	iii) Course Update: NURS 3264 Nursing Clinical Practice 6 Care of the Acutely Ill Adult - Lab and Clinical	**Motion:** Moved by T. Rowlatt and seconded THAT Education Council approve, in the form presented at this meeting, revisions to NURS 3264 Nursing Clinical Practice 6: Care of the Acutely Ill Adult. T. Rowlatt presented the proposed changes to the evaluation plan aimed at ensuring students demonstrate theoretical knowledge through examinations, instead of passing based on a clinical

Item	Topic	Discussion
		assignment. Testing proficiency is important since students need to pass a standardized examination after graduation to be licensed. All in favour. **Motion carried.**
	iv) New Course: SIGN 1110 Advanced ASL	**Motion:** Moved by T. Rowlatt and seconded THAT Education Council approve, in the form presented at this meeting, the new course SIGN 1110 Advanced ASL. B. Carmichael presented the proposal for this course, which is designed as a pilot for teaching ASL online. During the pilot phase, the course has no tuition or credits. Since Douglas College does not offer a 2019 intake into its Interpreting Diploma program, this course also allows students to maintain their ASL skill set while waiting to apply for the next intake. Discussions are ongoing regarding the future of the Interpreting Diploma program. All in favour. **Motion carried.**
	v) Program Update: Professional Cook 2 Advanced Certificate	**Motion:** Moved by T. Rowlatt and seconded THAT Education Council approve, in the form presented at this meeting, revisions to the admission requirements for the Professional Cook 2 Advanced Certificate. The Culinary Arts department proposed removing the requirement for immunizations and TB skin tests; the same change was approved by Education Council for the Professional Cook 1 Plus Certificate and the Culinary Arts Diploma in May 2019. All in favour. **Motion carried.**
	vi) Program Update: Professional Cook 1 Certificate (EAL Cohort)	Item removed from agenda.
	vii) Program Update: Computer Systems Technology Diploma	**Motion:** Moved by T. Rowlatt and seconded THAT Education Council approve, in the form presented at this meeting, revisions to the Computer Systems Technology Diploma program and courses. Recently hired Computer Technology Programs Department Head R. Nezami presented the proposed revisions to bring the curriculum up to date with the current state of technology and the local labour market, before the first program offering in September. T. Rowlatt acknowledged concerns expressed at Curriculum Committee about the challenge for the Registrar's Office due to the timing of the changes. Committee's vote on this proposal was split. There was a discussion about the lack of specificity in some evaluation plans and about the timing for hiring instructors. All in favour. **Motion carried.**

Item	Topic	Discussion
	viii) Course Deactivations: CSTP 1102, 2203, 1107, 2206, 2103, 2207, 2105	**Motion:** Moved by T. Rowlatt and seconded THAT Education Council approve the deactivation of seven courses as part of the revisions to the Computer Systems Technology Diploma program: CSTP 1102, 1107, 2103, 2105, 2203, 2206, and 2207. All in favour. **Motion carried.**
	ix) New Program: Electronics Repair Technology Diploma	**Motion:** Moved by T. Rowlatt and seconded THAT Education Council provisionally approve, in the form presented at this meeting, the curriculum for the Electronics Repair Technology Diploma program, and recommend that the Board approve the program and credential. B. Griffiths presented the new program slated for January 2020, with a new department yet to be established. The two-year program, which will run in the Samsung lab, was developed in collaboration with Best Buy and is designed to train students for the growing consumer electronics repair industry. Students can exit after the first year with a certificate. T. Rowlatt reported that Curriculum Committee had some concerns about the alignment between learning outcomes and evaluation plans. Committee recommended to Education Council that this program enter the provisional approval process. This approach provides additional support for the new department and allows some flexibility for adjustments during the first offering. B. Griffiths supported this approach. All in favour. **Motion carried.**
	b) Policy Standing Committee i) C.3.2 Program Review and Renewal	T. Rowlatt presented the proposed revisions arising from the QAPA process. The procedures now clearly state that external review committees as part of program renewals are selected by the VP Academic, based on recommendations from the Steering Committee, which is in line with current practice. J. Demeulemeester added that the revisions are being presented to Education Council for information, and C.3.2 will be posted for community feedback.
	ii) C.1.4 Assignment of Credits to Courses	**Motion:** Moved by J. Demeulemeester and seconded THAT Education Council approve C.1.4 Assignment of Credits to Courses policy and procedures. L. Apouchtine presented the main revisions. The general rule is that one credit should equate to 45 hours of total learning time, both inside and outside of class. Four broad types of instruction were identified. Previous differentiations between degree and non-degree ratios were removed and the ratio simplified to 15:1 for lecture, seminar or online delivery. The policy sets out minimum numbers of hours per credit and allows instructors to modify up to 10% of the total course hours without a change to the course outline. All in favour. **Motion carried.**
	c) Appeals Oversight Committee	No report. A. Candela sent his regrets.

Item	Topic	Discussion
	d) Quality Assurance Committee i) Program Review Report	T. Rowlatt reported on committee's work to make the annual program review process more user friendly. The statistics report sent to department heads was revised and separated from the report form departments are asked to fill out. Departments will have the option to combine reports for related programs.
8.	Research Report	E. Ting attended the RIPE/BCARIN conference in Kelowna and is requesting federal funding on behalf of VCC to host a similar event later this year. REB received its first complaint regarding a project that was not reviewed, prompting a conversation between REB and faculty about which projects require research ethics review.
9.	Chair Report	E. Ting attended the Academic Governance Council meeting on May 22, where the challenges of recruiting and retaining student members were discussed.
10.	Student Report	S. Sullivan reported that SUVCC is working on student engagement in view of the September elections. SUVCC is also undergoing staffing changes.
11.	Next meeting	September 10, 2019 3:30-5:30pm room 5025 BWY-A
12.	Adjournment	The meeting was adjourned at 4:46 p.m.

ATTENDEES:

Elle Ting	Todd Rowlatt	Jo-Ellen Zakoor	John Demeulemeester
Kathryn McNaughton	Dave McMullen	David Wells	Heidi Parisotto
Natasha Mandryk	Shawna Broekhuizen		

REGRETS:

Andrew Candela	Nona Coles	Karen Crossett	Paul Yeung
Denise Beerwald	Gurpreet Kaur	Robert Kunka	

GUESTS:

Rachel Warick	Joel Rivera	Julie Gilbert	Brenda Carmichael
Collin Gill	Reza Nezami	Brett Griffiths	Les Apouchtine
Sydney Sullivan	Denis Seremba		

RECORDING SECRETARY: Mya Willie

INFORMATION NOTE

DATE: August 29, 2019

PREPARED FOR: Education Council

ISSUE: VR/AR Design and Development Diploma with Vancouver Film School

BACKGROUND:

Virtual Reality/Augmented Reality (VR/AR) Design and Development Diploma is a new joint educational offering with the Vancouver Film School (VFS). Students complete foundational courses at VCC, VR/AR courses at VFS, then an extended Practicum at VCC. VCC is the credential granting institution. The Concept Paper has been approved by Senior Executive and will be presented to the Board of Governors at the Sept or Oct meeting.

DISCUSSION:

The VR/AR Design and Development Diploma represents a unique opportunity for joint programming with VFS, a well-established private institution. This is new territory for VCC so ongoing consultation was essential to inform the Concept Paper and will continue as the program develops. The opportunity for VCC and VFS is to combine knowledge and resources at each institution to offer a credential that could not be offered otherwise. VR/AR is a rapidly growing technology with diverse career opportunities. It is expected graduates will be in demand, particularly in Vancouver's tech sector.

The diploma is a Virtual Reality and Augmented Reality immersive technologies program with three main outcomes: 1) development of skills with VR/AR applications; 2) creation of immersive experiences for multiple contexts (e.g. biomedical, health care, entertainment, education, technology, etc.); and 3) a portfolio of VR/AR work for a variety of sectors.

This is a cohort-based program that can be completed in 16 months (four terms) with a maximum of 30 students per cohort. The proposed structure is as follows:
- Term 1 at VCC (four courses, 12 credits in foundational courses including computer science, programming, and communication)
- Terms 2 and 3 at VFS (42 credits in VR/AR applications)
- Term 4 at VCC (18 credit Practicum, supervised by VCC Faculty)

Three of the four courses in Term 1 will be in the University Transfer department, with two of those courses already running successfully. The extended Practicum is 540 hours, or about 35 hours/week, equivalent to full-time work in the sector. Students will meet with their Faculty supervisor regularly throughout the term and be evaluated at the end of the placement. The faculty member who teaches students in one of the foundational programming courses in Term 1 will also supervise students during their Practicum.

Curriculum Development funding was allocated this year to develop this program. Jacqueline Shehadeh, the faculty lead on this project, completed the Concept Paper and Business Case, and is currently

working on the PCG, curriculum, and course outlines in consultation with other departments and stakeholders. In addition to the curriculum work, development of the program with the Registrar's Office, International Education, Student Services, Finance and other service departments at both institutions is ongoing. We anticipate the program will be open to International Students however some details still need to be worked through. Other issues such as tuition and student support also need time for discussion and careful consideration.

Given the nature of this public-private partnership, the Ministry was also consulted and indicated their support of proceeding with development with VFS, a well-established private institution. The recent announcement of Capilano University and VFS's degree pathway partnership further reinforces Ministry support of this kind of partnership.

Although a lot of consultation has taken place to this point, we anticipate more questions may arise as development work continues.

PREPARED BY:

Shirley Lew
Acting Dean, School of Arts & Sciences

Jacqueline Shehadeh
Department Head, Science

VR/AR Design and Development Diploma – Concept Paper

Name of Program:
VR/AR Design and Development Diploma

School/Centre:
Arts & Sciences

Credential Level:
Diploma

Anticipated Start Date:
September 2020

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

Vancouver Film School (VFS)

Contact(s)

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

PART 1: CONCEPT

Purpose and Context

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

This new Virtual Reality (VR) and Augmented Reality (AR) program is a progressive immersive technologies curriculum. The program has three core goals and objectives. First, students will explore and analyze virtual and augmented reality applications and enhance their art, design, programming and storytelling skills. Second, students will develop immersive experiences for applications in the bio-medical, health care, civic, tech, education, and entertainment industries. Third, students will develop and create a portfolio, including client-based work, of VR and/or AR applications for a variety of different industries.

The list of occupations which graduates will be prepared for include Visual Effects Supervisor, 3D Artist, Level Designer, Unreal Software Engineer, Game Engineer, User Experience Designer, User Interface Designer, Information Architect, User Experience Engineer, Concept Artist, Producer, VR/AR Developer, Mixed Reality (MR) Developer, Graphic Designer, Virtual Experience Designer, Prototyper, Computer Vision Manager, Interaction Designer, Technical Animator

Upon completion of this diploma the successful student will have reliably demonstrated the ability to:

• Utilize critical thinking, research methods to develop authentic, believable, and compelling VR/AR/MR experiences in service to industrial applications.
• Apply project management processes (e.g. research, conceptualization, planning, control, execution, refinement) to solve visual and experiential problems.
• Create digital assets, scripts, animations, and designs for VR/AR/MR.
• Demonstrate an understanding of human physiology, psychology, and usability factors pertaining to VR/AR/MR experiences.
• Demonstrate an understanding of the principles of animation, body mechanics, and authentic performance.
• Demonstrate proficiency in lighting, surfacing, texturing, and modeling to create visually appealing, immersive environments.
• Demonstrate an understanding of how to use production tools, programming, and engines to convey desired story themes.
• Demonstrate an understanding of non-linear audio for immersive experiences in theory and in practice.
• Demonstrate the ability to critically assess artistic and technical challenges and apply appropriate problem solving techniques.
• Utilize principles of user experience design to develop projects that maximize user experience.
• Render production quality scenes and demonstrate rendering techniques in various platforms.
• Craft immersive experiences using cinematic, composition, and design principles.
• Set and achieve industry aligned performance goals.
• Demonstrate consistent and reliable production practices.
• Produce a professional quality VR/AR/MR grad project.

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

VCC's vision is "The first choice for innovative, experiential learning, for life." By addressing the change in technology and incorporating VR/AR into the college, we are following the VCC vision. This diploma program will allow VCC to stay relevant and competitive, to be innovative and creative, and to feed the growing need for talent in Vancouver. VCC values diversity, excellence, and student success; this program will be the only one of its kind in the province. Additionally, when students succeed in this program, they will be able to enter the workforce immediately as the conversations we have had with our industry partners indicate that the shortage of skilled talent is slowing their output.

There are multiple key success drivers which this program will meet including:

1. Educational Quality - The courses planned for this program will allow students to learn the material and gain experience in the industry as the last term will be a practicum where students will work on a real project with industry partners.
2. Financial Stability and Sustainability - This program will increase domestic and international enrollments. Marketing from both VCC and VFS will allow for the promotion of this program. Additionally, students could potentially create VR applications for our own in house programs, thus decreasing costs associated with science labs, health sciences, or trades.
3. Reputation Management - Creating this VR/AR program will help build a strong brand identity that VCC is responsive to technology growth and that VCC will remain relevant and current in the face of changing technology. Additionally, we have had industry partners already tell us that they would hire "all" the students after their practicum if the students were successful.
4. Business Development - This is the first joint program with Vancouver Film School, but there are other opportunities which are blossoming. This business development will allow a stream of students to flow between VCC and VFS, and will increase our enrollment numbers. Additionally, this program will increase the number of technology industry partners VCC has as we will create relationships with VR businesses for our students to complete their practicums.

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

This program will use two existing courses from the Science Department for the first term of the program which will run from September to December. These two courses are SCIE 1110 (Professional Communication) and CMPT 1010 (Introduction to Computer Programming). Because this new diploma will use currently running courses, there will be increased knowledge/marketing of the Science department from both domestic and international students, and will allow for additional seats to be filled in classes which will already be running. Furthermore, if the use of VR is incorporated into other disciplines (e.g. Science, Nursing, or any trades), students may be able to create immersive content for the VR headsets within these departments to enhance student learning and experiences from other departments. Finally, students may also be interested in taking the Associate of Science Degree with a specialization in Computing or the new Computer Systems Technology Diploma offered in the School of Trades, Technology, and Design.

Needs Assessment

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

The Vancouver tech industry is exploding. More than 75,000 individuals now work for the city's technology companies; this figure has risen so fast that the sector's employees now outnumber everyone in the mining, oil, gas, and forestry industries across the whole of B.C. combined. According to Indeed.com, one of Canada's most widely used job-seeking websites, the need for tech employees in Vancouver is up 25 percent since April 2018 - a

trend that has been consistent year over year since 2012. The largest number of ads asked for software engineers, full stack developers, and front end developers. Web developers, back end developers, and development operations engineers also made the top 10, as did software engineering managers, and systems administrators. Most striking, however, is that as the tech industry continues to expand and call for more positions, Vancouver is meeting that demand. A new Indeed.com report indicates that the talent gap between job seekers and job openings in the sector has not increased in recent years - and for some positions that mismatch has significantly narrowed. As the technology industry continues to expand in the city and across the world, over 83,400 tech-related jobs openings are expected in the city by 2027 - a number that will more than double the amount of permanent positions which exist today.

Looking specifically at VR/AR, Dan Burgar, the President of VRAR Association Vancouver, has been quoted saying that "Vancouver is at the centre of a booming VR/AR ecosystem that is only getting bigger. As an industry we need to keep the momentum going and part of that is developing top talent. The VR/AR program at VFS will help create the next wave of innovators for the future." A global news report stated that the talent pool for VR/AR is not limitless. Vancouver is facing unparalleled growth in the VR/AR industry and the B.C. Tech Association has estimated there will be 35,000 new jobs to fill by 2021. It's unsurprising given that Vancouver is the epicenter of virtual and augmented reality innovation. The city is Canada's provincial-wide Digital Technology Supercluster, and it's also home to Microsoft Vancouver and The Cube, a 6,000 square foot co-working space dedicated to virtual, augmented and mixed reality development.

Ultimately, this proposed program will increase the talent pool sorely needed in Vancouver's industry.

The data from this section was taken from the articles below.

- https://biv.com/article/2018/11/explosive-bc-growth-spawns-vr-support-hubs-post-secondary-programs
- https://www.straight.com/life/1173261/vancouver-film-school-creates-new-vrar-design-and-development-program
- https://www.straight.com/tech/1247521/demand-tech-talent-vancouver-25-percent-2018
- https://globalnews.ca/content/4149432/the-future-of-work-in-virtual-and-augmented-reality/
- https://www.vrfocus.com/2019/01/how-vancouvers-vr-ar-scene-will-explode-in-2019/

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

As the technology industry has skyrocketed, the VR/AR industry has followed suit. In the last year, the number of VR companies rocketed from 15 to over 230 organizations. The BC Tech Association has estimated that there will be 35,000 new jobs to fill in the VR/AR industry by 2021.

We have heard from multiple companies that they are anticipating the completion of the first intake currently running at VFS. This was during the BC Tech Summit and during the VR/AR Hub Launch earlier this year. Students who successfully complete the diploma program are guaranteed to have access to industry and job opportunities. The VFS has partnered with the Launch Academy and the VR/AR Association in order to allow students to have complete access to the VR/AR community in Vancouver.

https://www.vrfocus.com/2019/01/how-vancouvers-vr-ar-scene-will-explode-in-2019/

https://dailyhive.com/vancouver/virtual-reality-augmented-vancouver-2018

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

VFS currently has 8 students (4 domestic and 4 international) registered in the program having only had six months to advertise nationally and internationally. The current fees for the 8 month program are $22,000 for domestic students and $33,000 for international students. There are students who are interested in a 2020 start date for the current VFS program, and many others who are interested but do not have the required pre-requisites to enrol in the program. This partnership with VCC and VFS will give students the required pre-requisite knowledge to complete the program successfully and will give students an opportunity to work with industry partners for their capstone project.

For many students, the access to job opportunities within their field immediately after graduation is a huge draw because after students complete some diplomas, they are unable to work in their field without further education. International students who get a post-graduate work permit and work in their field will have a fast-track to permanent residency compared to those not working in their field.

Competitive Analysis

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

There are no local institutions with a 2 year VR/AR diploma. The only institution which has any AR/VR courses is BCIT, which has a 4 course "Applied Virtual Reality and Augmented

Reality" statement of completion within the School of Computing and Academic Studies. https://www.bcit.ca/study/programs/0650000000

Lethbridge College in Alberta has a one year certificate program which is most similar to what is being proposed. https://lethbridgecollege.ca/programs/virtual-and-augmented-reality-certificate

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

No.

Student Profile

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

The program entrance requirements will be the same as those for the University Transfer Sciences. Students will be 18 years of age or older and be able to demonstrate the following: successful completion of a high school diploma or GED equivalent, English 12 with a C+ or equivalent, and Pre-calculus 12 with a B or equivalent. Students will have basic PC computing skills, and the program language of instruction is in English.

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

Locally, VFS has partnered with the VRAR Association as well as Launch Academy both of which have been helping market the program to their networks. This will help market to domestic students. VFS has a network of international business development specialists and partner schools around the world who are helping recruit international students. The registrar's office has met with VFS, International Education has been consulted, and marketing will be involved once the program has been approved.

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

The technology sector (and STEM in general) typically attracts more male than female students. Additionally, the current instructors at VFS are all male as no females applied for the position. The current instructors at VCC who are teaching/able to teach the first term courses are male. Accommodations will be made for students with disabilities once students have met with disability services, and any systemic barriers will be dealt with according to

VCC policies. Specifically, two seats will be saved for Indigenous students for the program, and if there is a waitlist, Indigenous students will be moved to first place.

Quality

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

This program is accredited by the Private Training Institutions Branch (PTIB) of the Ministry of Advanced Education. VFS is partnered with the Launch Academy and the VRAR Association.

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

VFS does have an advisory board for their 8 month VR/AR program, and this advisory board would advise the VCC and VFS program. The curriculum was designed with a subject matter expert who is a senior designer at Microsoft Hololens; there was input from many of her team members as well as various VR/AR professionals who are on the advisory board. We are also working with the VRAR Association and Launch Academy in finding mentors, projects and getting feedback on the curriculum to keep it as current and relevant as possible. Finally, we have met with the Emerging Media Lab at UBC to discuss potential projects for the final term.

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

Current faculty from the Science and Humanities department will be able to teach the two courses already running (SCIE 1110 and CMPT 1010). One of the new first term courses may/will need a new faculty members, while another course which will be created has a current faculty member in the CST department has the knowledge to teach the course. However, hiring criteria will be developed for these courses ensuring the correct faculty can teach the courses. VFS will help recruit instructors for this, as they already have faculty with industry experience and degrees teaching the material (thus, it would be relatively easy to get term instructors for the courses).

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

Students will be working on real-world, client-led projects as part of the curriculum. The final term will be a full-time practicum (18 credits; 540 hours) where students have an opportunity to work in industry for the term and create their own projects. Students will be able to work with mentors from the industry (which VFS already has secured) or faculty at VCC on a weekly basis to ensure they are on track. At the end of the term, students will

need to display their work at an event hosted by VCC and attended by the industry partners, VFS, and PAC.

Admission, Delivery, and Design

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

The expected length of the program is 16 months. Each September will have an intake at VCC, so Term 1 students and Term 4 students will overlap. There can be a maximum of 30 students per cohort (based on the numbers from VFS). The numbers at VCC will be dependent on the number of computers in our computer lab which can be used for VR.

Term 1 at VCC (12 credits, September to December):

- CMPT 1010
- SCIE 1110
- Introduction to Maya
- Introduction to Gaming Engines

Terms 2 and 3 at VFS (42 credits, January April and May to August)

Term 4 at VCC (18 credits, Industry Practicum, September to December)

Because VR/AR technology develops so rapidly, there will be a maximum completion time of 24 months for the program. This is to ensure that we are sending students out to their practicum with the most current knowledge and representing VCC positively.

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

As long as students are able to meet the program entrance requirements (English 12 with a C+ or equivalent, everything else will be taught within the program. Students enrolled in Adult Basic Education at VCC can enrol in the program after completing the program pre-requisites. Additionally, students from the University Transfer program or the new CST program would be able to enter the program. Furthermore, students who have taken the VR/AR program would be able to enrol in the CST program or enrol in University Transfer courses. Finally, students may be able to use some of these computing credits towards the Associate of Science Degree.

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

There are no plans for online or mixed mode delivery. The structure of the program is full-time. The first four months will be at VCC, the next 8 months will be at VFS, the last four months will be at VCC. Depending on the location and use of the computer labs, there may be evening classes

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

Potentially, students could skip the first 4 months of the 16 month program if they already have a Computing Science or Gaming background (PLAR). Domestic students are more likely to do this than international students, as international students would want to complete the entire program to then apply for a Work Visa. Both domestic and international students will likely want to complete the practicum even if they skip the first four months because that would be the industry experience they require prior to entering the workforce. Additionally, students will know that if they perform well during the practicum, they are likely to get hired in the industry immediately after their practicum.

In order to enter the 4th term practicum, students will have to have completed the 8 month VFS portion to ensure that when they enter the industry as VCC students, they will be strong students who have the ability to succeed in creating VR/AR content. If students are unable to complete the practicum in the term immediately after the completion of the 3rd term, they will need to start it as soon as possible to ensure completion of the practicum within the timeframe of the program.

Therefore, it will likely be a single entry program.

Operational Needs

20. Are there any large costs expected as part of the delivery or development of this program? Have you started discussing potential needs with the appropriate area? Consider the following areas in particular: Facilities: new classrooms/labs/computer labs, significant renovations, space for instructors/staff, weekend delivery, etc.; IT: new hardware (e.g. computer lab), software or licenses, etc.; Human Resources: need for new instructor or program support staff, etc.; Library: research intensive program that requires significant library resources (databases, journals, etc.); Marketing: information about planned program and anticipated implementation date so the new program becomes part of their workplan.

With running a new program, there will be costs for faculty, support staff, international supports, library support, and a program coordinator. There are three scenarios where 100% of the students are international, 100% of the students are domestic, and there is a 50/50 mix of international/domestic students. The attached business case has described 5 options for computer use in which this program can run. A brief summary of the five options

are below, but more detailed information including the pros and cons of each can be found in the business case.

1. Using the 24 computers from the new CST program but installing GPUs appropriate for VR and installing the Maya software. We would use these computers 8h/week. In this case, the cohort maximum would be 24.
2. Using the 24 computers from the new CST program for Introduction to Gaming for 4h/week, and using the 18 computers from the CAD/BIM department for Introduction to Maya for 4h/week. In this case, the cohort maximum would be 18.
3. Some computer labs at Broadway need to be upgraded with new computers. Option 3 would be to pay the difference between those computers which would be purchased and computers suitable for VR. This would allow for 34 computers to be upgraded (e.g. in room B2212), and therefore the cohort maximum would be 30 (the current limit for VFS). This is the preferred option as there won't be any inter-departmental conflicts with room use, and is the most fiscally responsible option.
4. Having a joint capital request with the English as an Additional Language department for their audio lab. This new computer lab which could be used as an audio lab and a VR lab would be shared between the two departments.
5. Building a brand new VR-ready computer lab with 34 computers.

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

The resources needed to develop the program have already been allocated via Curriculum Development funding. The Memorandum of Understanding has already been created and signed. I am currently managing the project, creating the curriculum, creating the Program Content Guide, and creating the course outlines for the two new courses and practicum. Other departments such as finance, registrar's office, marketing and International Education will need time to do their work, and all documents must go through the legal process; however, that is not curriculum development.

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

VFS is already running the 8 month program, and therefore, they have the majority of the hardware which is required for the students to use in the program. Additionally, marketing and facilities for that portion of the program is already in place. During the fourth term, students will be doing a full-time practicum in industry where the hardware will already be located. During the sessions where students will be meeting with their mentor/faculty member, we can purchase a small number of headsets for students to load their content and allow the mentor/faculty member to view and comment on their work. For the last term project where industry partners will be in attendance, we will be able to use the event space

in Broadway Building B, and therefore will not have to rent an outside venue to showcase students work.

Phase In/Phase Out Plan

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

There is no Phase In or Phase Out plan as this is a new program.

PART 2: INITIAL BUSINESS CASE

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

Please see attached business case. The source of funding for this program would be from tuition fees. The potential of asking companies to supply hardware or to sponsor the program is also possible (although this has not yet been explored).

Attach Initial Business Case
Costing for VRAR Diploma Program To Submit.xlsx
VRAR Salary and Operating Costs To Submit.xlsx

PART 3: ADDITIONAL INFORMATION

Provide any additional information if necessary.
Attach documents
Costing for VRAR Diploma Program To Submit.xlsx
VRAR Salary and Operating Costs To Submit.xlsx
Reviewer Comments
  Shirley Lew (slew) (Tue, 06 Aug 2019 15:11:38 GMT): Jackie has done extensive consultation on this diploma. It establishes an important partnership with VFS and new model of program delivery that could expand.

DRAFT
2020 Meeting Schedule for Education Council and Standing Committees

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

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

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

January 8	July – No meeting
February 12	August 12
March 11	September 9
April 8	October 14
May 13	November 18
June 10	December 9

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

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

Quality Assurance Committee Meets on the fourth Tuesday of each month from 2:00-4:00.

January 28	July – No meeting
February 25	August – No meeting
March 24	September 22
April 28	October 28 **(Wednesday)**
May 26	November 24
June 23	December – No meeting

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

January 16	September 3
April 2	November 5
June 4	

DECISION NOTE

PREPARED FOR: Education Council

DATE: September 10, 2019

ISSUE: Deactivation of LPN Perioperative Program Advanced Certificate and 3 courses

BACKGROUND:
The Practical Nursing department is proposing the deactivation of the LPN Perioperative Program Advanced Certificate and its three courses:
1. NURS 1130 Introduction to Perioperative Theory
2. NURS 1131 LPN Perioperative Techniques
3. NURS 1132 LPN Perioperative Preceptorship

The LPN Perioperative Program Advanced Certificate was proposed in 2018, and the curriculum was developed and approved by Education Council. However, the Ministry did not approve funding or the implementation of the program, and it has been waiting for Board of Governors approval. As the Ministry will not be approving this program, the program and courses can be deactivated.

DISCUSSION:
Curriculum Committee had no concerns.

RECOMMENDATION:
THAT Education Council approve the deactivation of the LPN Perioperative Program Advanced Certificate and three courses: NURS 1130, NURS 1131 and NURS 1132.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: August 22, 2019

Program Change Request

New Program Proposal

Date Submitted: 01/03/18 3:21 pm

Viewing: **LPN Perioperative Program Advanced Certificate**

Last edit: 07/30/19 1:13 pm

Changes proposed by: trowlatt

Program Name:

　　LPN Perioperative Program Advanced Certificate

Credential Level:　　　Advanced Certificate

Effective Date:　　　　October 2017

School/Centre:　　　　Health Sciences

Department　　　　　　Practical Nursing (5004)

Contact(s)

In Workflow

1. **5004 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. **Ministry Review**
6. Board of Directors
7. Registrar

Approval Path

1. 01/03/18 3:22 pm Todd Rowlatt (trowlatt): Approved for 5004 Leader
2. 01/03/18 3:22 pm Todd Rowlatt (trowlatt): Approved for SHS Dean
3. 01/03/18 3:23 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair
4. 01/03/18 3:23 pm Todd Rowlatt (trowlatt): Approved for EDCO Chair
5. 07/30/19 1:10 pm Darija Rabadzija (drabadzija): Approved for Ministry Review
6. 07/30/19 1:10 pm Darija Rabadzija

(drabadzija):
Approved for Board
of Directors

7. 07/30/19 1:13 pm
Darija Rabadzija
(drabadzija):
Rollback to Ministry
Review for Registrar

Name	E-mail	Phone/Ext.
Julie Gilbert	jgilbert@vcc.ca	5130

Program Content Guide

Goal

The Licensed Practical Nurse (LPN) Perioperative Program (LPNPP) is an advanced certificate program designed to provide LPNs with the knowledge, skills, judgements and attitudes to perform the full range of perioperative competencies as per the College of Licensed Practical Nurses of British Columbia (CLPNBC), the Standards of Practice and Competencies for Perioperative LPNs, and the Canadian Council of Practical Nurse Regulators (CCPNR).

The program supports a learning experience that is integrated, professional, collaborative, and culturally sensitive with the goal of preparing graduates to care for individuals and families at multiple life stages who are experiencing surgery. Graduates will be prepared to work in a variety of perioperative settings in partnership with the interprofessional health care team.

Admission Requirements

Recommendation for program registration by current employer.

The selection process <u>by the employer</u> is to include: 1) a shadow shift in the Operating Room (OR) and the applicant's reflection of this experience; and 2) an aptitude assessment.

Proof of current registration with CLPNBC.

<u>Current acute care medical/surgical experience, with a minimum of 2-3 years (or 900 hours) within the past two years as verified by present employer.</u>

Official transcripts for Practical Nurse education. Diploma in Practical Nursing preferred.

Grade 12 English with a B

AND

English Language Proficiency http://www.vcc.ca/applying/registration-services/english-language-proficiency-requirements/

Upon acceptance into the program, applicants must provide proof of:

Criminal Record Check: In accordance to the Criminal Records Review Act, all individuals who work with vulnerable adults and/or children must complete a Criminal Records Check through the Ministry of Public Safety and the Solicitor General. ***Applicants to the program will be responsible for any costs incurred in the Criminal Record Check.***

Current CPR Level C: Please note that in the Vancouver Community College School of Health Sciences, CPR certification expires one year from the date of issue. Current status is required for all clinical and practicum experiences.

Negative TB skin test. If the skin test is positive, proof of a negative TB chest x-ray is required.

The VCC School of Health Sciences Immunization Record (http://www.vcc.ca/media/vancouver-community-college/content-assets/documents/programs/immunization-letter-and-form-2015.pdf must be completed, including: Pertussis/Diphtheria/Tetanus; Polio; Measles, Mumps, and Rubella; Hepatitis B; Chicken Pox; Influenza (required on an annual basis)

Respiratory Protection

Regulations stipulate that a properly fitted respiratory mask must be used when providing care to patients with suspected, known, or probable cases of acute respiratory infections. The respiratory mask must be a N95 respirator that is individually fitted by a trained and certified person. This individual mask fitting should be done just prior to beginning your program and is good for one year and must be performed annually. The original certificate must be presented to the Practical Nursing Department during the first week of classes.

Prior Learning Assessment & Recognition (PLAR)

None

Program Duration & Maximum Time for Completion

This program will be offered over the equivalent of five to six months, approximately twenty-two to twenty three weeks. The first course will be offered over eight weeks. The second course will be offered over approximately six weeks. The third course follows a preceptorship model and will be offered over approximately eight weeks.

Program Learning Outcomes

Upon successful completion of this program the student will be able to:

Demonstrate professional accountability by practicing according to the Scope of Practice as established by the College of Licensed Practical Nurses of BC (CLPNBC) and the Standards of Practice and Competencies for Perioperative Licensed Practical Nurses as established by Canadian Council for Practical Nurses Regulators (CCPNR).

Apply evidenced-informed knowledge, skills and competencies required to meet the needs of the perioperative patient.

Utilize the nursing process when caring for the perioperative patient.

Collaborate with the interdisciplinary team in planning and prioritizing in the perioperative environment.

Advocate for patients and their families during the perioperative experience.

Demonstrate leadership in perioperative practice in the best interests of the patient.

Combine critical thinking, clinical judgment, therapeutic communication and psychomotor skills in the provision of patient centered care in the perioperative environment.

Modify practice based on self-reflection.

Integrate "surgical conscience" into their perioperative practice.

Demonstrate a caring, supportive relationship with the perioperative patient.

Contribute to a professional work environment by communicating effectively and establishing and maintaining respectful workplace relationships.

Analyze the impact of current health care trends on facility policy and the delivery of health care in the perioperative setting.

Instructional Strategies, Design, and Delivery Mode

Online, classroom and lab activities such as case studies, concept-based learning scenarios, simulation and clinical experience are provided to facilitate knowledge translation and to build clinical competence. Technology is used in balance with human connectedness. Through mentoring and collaboration, learners prepare to become valued contributors and future leaders in health care.

Evaluation of Student Learning

Students' progress in the classroom, nursing lab and clinical setting will be evaluated. Theoretical concepts may be evaluated through multiple choice exams, case studies and written assignments. Assessment of clinical practice will be based on mid-term and final evaluations.

The passing grade for all theory components of the courses is 75%. The clinical / lab passing grade is Satisfactory.

Students are eligible to write one comprehensive supplemental exam for the duration of the program. To be eligible to write a supplemental exam their grade must be within 4% of the passing grade i.e. Grades between 70-74% are eligible to write a supplemental. No supplemental exam is allowed for a grade of lower than 70%.

Each course must be successfully completed prior to start of the next course.

Recommended Characteristics of Students

Caring attitude

Highly motivated, self-directed and organized

Excellent communication skills

Positive self-care

Assertive interpersonal skills that contribute to a positive work environment

Ability to adapt to rapidly changing patient situations

Flexibility in assuming diverse responsibilities in an ever-changing environment

Good physical stamina:

Tolerance for standing for prolonged periods of time

Good manual dexterity

Good visual and auditory acuity

Computer skills:

Competence related to email, word processing, internet searching, downloading, uploading documents, video, etc.

Health Authority computer related skills (order entry, e-charting, accessing and analyzing diagnostic and lab values)

Ability to provide individualized, patient centered, collaborative care

Ability to incorporate nursing theory, knowledge and research into clinical practice

Commitment to life-long learning through continued education and self-reflection

Commitment to practice based on the standards established by the College of Licensed Practical Nurses of British Columbia (CLPNBC), the Canadian Council for Practical Nurse Regulators (CCPNR) Standards of Practice and Competencies for the Perioperative Licenced Practical Nurse

Courses

Course List

Code	Title	Credits

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Code	Title	Credits
NURS 1130	Introduction to Perioperative Theory	6
NURS 1131	LPN Perioperative Techniques	10
NURS 1132	LPN Perioperative Preceptorship	10
Total Credits		26

Transcript of Achievement

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

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

Grading Standard

Transcript of Achievement

Grade	Percentage	Description	Grade Point Equivalency
A+	90-100		4.33
A	85-89		4.00
A-	80-84		3.67
B+	76-79		3.33
B	72-75	Minimum Pass (75%)	3.00
B-	68-71		2.67
C+	64-67		2.33
C	60-63		2.00
C-	55-59		1.67
D	50-54		1.00
F	0-49		0.00
S		Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A

Course Standings

R		Audit. No 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.

Vancouver Coastal Health approached Vancouver Community College (VCC) to partner in the offering of a perioperative program for Licensed Practical Nurses. One-time funding through the Ministry of Advanced Education for Health Education Pilot Programs was applied for and has been obtained, providing the opportunity to develop, implement and evaluate this pilot program. Future funding to be determined following the evaluation of the pilot.

This LPN Perioperative Program will be offered in partnership between Vancouver Community College and Health Authorities in the province of British Columbia. The initial pilot project will be offered in partnership with Vancouver Coastal Health Authority (VCHA), Fraser Health Authority (FHA), Interior Health Authority (IHA) and Providence Health.

Currently, there are no programs in B.C. to educate LPN's for work in the perioperative setting. Currently the B.C. Health Authorities send employees to other provinces for this education. The students of this VCC LPN Perioperative Program would be recommended for admission by individual health authorities. Clinical placements for the program would be provided by the Health Authorities as noted in the received letters of support.

The LPN Perioperative Program will provide graduates with the opportunity to gain the specific knowledge and competencies required to nurse in perioperative areas; providing care for patients before, during and after surgery. The program will prepare experienced LPNs to work in perioperative areas within their scope of practice as defined by the current Health Professions Act of British Columbia Nurses (Licensed Practical) Regulation, Scope of Practice for Licensed Practical Nurses (CLPNBC), and Standards of Practice and Competencies for Perioperative Licensed Practical Nurses.

Are there any
expected costs to
this proposal.

This program has received the Health Education Programs - One Time funding from the Ministry of ³⁰
Advanced Education to cover the costs of developing curriculum and offering a pilot program. Following the
evaluation of the pilot, further funding to offer this program will be pursued.

Consultations

Consultated Area	Consultation Comments
Faculty/Department	PN Department faculty meetings: March 3, 2016 – informed of submission of program proposal. Faculty receptive to addition of this program May 5, 2016 – update on proposal submission, still awaiting official approval. Sept.1, 2016 – All present faculty advised of successful proposal. Very positive reception by faculty. Meeting minutes circulated to all faculty members. To date, four members have expressed interest in curriculum development and delivery of this program. Perioperative Instructional team: As guided by CID, the following meetings were held for review of existing curriculum, timeline planning, determining delivery methods, curriculum mapping. Aug.23/16; Aug 29/16; Sept 15/16; Sept 21/16; Sept 30/16; Nov. 21/16;
Department Support Staff	Nov 21, 2016 for involvement in transferring of online content as required.
Assessment Centre	Rachel Warick, Supervisor Assessment Centre informed of program offering by email Nov. 24, 2016. Assessment Centre will review program admission requirements when completed for potential program and student support.

Consultated Area	Consultation Comments
cid	Feb. 2016 and ongoing, for proposal, curriculum development support Planning session: Sept. 2, 2016 Scope of Practice, Guidelines/Competencies: Sept. 21, 2016 Curriculum mapping: Sept. 30, 2016 Oct. 13, 2016 re MOODLE support Course Blueprinting: Nov. 25, 2016 MOODLE support: Nov. 22
Library	Informed of program offering by email Nov. 24, 2016. Library has requested all textbooks once determined so that they can add to library resources.
Registrar's Office	Meetings held with Raymond Kaan and Denis Seremba on Sept 23/16 and Oct 27/16 regarding program Admission Requirements
Marketing & Communications	Contacted for discussion re: communication of program to public on Nov 30, Dec 2.
Finance	Consulted during proposal and concept paper process
Information Technology (IT)	Elmer Wansink telephone meeting on Nov. 30, 2016.
Institutional Research (IR)	To be consulted on development of program evaluation plan for pilot and FTE Enrollment Planning. Meeting set for January 25, 2017

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Consultated Area	Consultation Comments
PAC/CEG	Health Authority representatives consulted for initial program proposal submission to Ministry of Advanced Education, letters of support received. BC Nurses Union – to be consulted re future funding : date to be determined Health Authorities (Fraser Health; Providence Health; Vancouver Coastal Health; Interior Health) and Chief Nursing Advisor, B.C. Ministry of Health: teleconference held on Nov. 21, 2017 NB. Consultation with Health Authorities will be ongoing
Affiliation, Articulation, and/or Accreditation Bodies	College of Licensed Practical Nurses of BC Aug.31/16 Providence Health – Sept. 29, 2016 Vancouver Coastal Health: – Oct 18, 2016

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

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

Marketing Description

What you will learn

Course Change Request

A deleted record cannot be edited

Course Deactivation Proposal

Date Submitted: 08/13/19 9:44 am

Viewing: **NURS 1130 : Intro LPN Perioperative Theory**

Last approved: 07/31/18 4:46 am

Last edit: 08/13/19 9:44 am

Changes proposed by: drabadzija

Programs
referencing this
course
104: LPN Perioperative Program Advanced Certificate

Course Name:
Introduction to Perioperative Theory

Effective Date: August 2019

School/Centre: Health Sciences

Department: LPN Perioperative Program Adv Cert (5020)

Contact(s)

Banner Course   Intro LPN Perioperative Theory
Name:

Subject Code: NURS - Nursing

Course Number   1130

Year of Study   1st Year Post-secondary

Credits: 6

Course Description:

In Workflow

1. **5020 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 08/13/19 10:00 am Darija Rabadzija (drabadzija): Approved for 5020 Leader
2. 08/13/19 10:01 am Darija Rabadzija (drabadzija): Approved for SHS Dean

History

1. Jul 31, 2018 by Todd Rowlatt (trowlatt)

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This course is comprised of five online modules, which provide the foundation for perioperative nursing. The student will understand the Scope of Practice of the LPN in this nursing specialty. The concepts learned in these modules are fundamental for the remainder of the program. Knowledge constructed in this course will be integrated into the theory and clinical experience of subsequent courses.

This is part of the LPN Perioperative Advanced Certificate program.

Course Pre-Requisites (if applicable):

Admission to the LPN Perioperative Program

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 the role of the perioperative nurse within the interprofessional team.
CLO #2	Identify the principles of perioperative safety.
CLO #3	Explain the role of the LPN in preoperative care.
CLO #4	Identify the role of the LPN in caring for the patient during the delivery of anaesthesia.
CLO #5	Explain the preparation required prior to the start of a surgical procedure.
CLO #6	Explain the preparation and care of the patient during the intraoperative phase.

Instructional
Strategies:

Online delivery to include: Case studies, group activities, discussion forums, practice quizzes, study questions, readings

Evaluation and Grading

Grading System: Percentages   Passing grade:
75%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	25	
Assignments	25	
Other	20	Discussion forums
Exam	30	

Hours by Learning Environment Type

Lecture, Seminar, Online

<div align="center">120</div>

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
- Role of the Perioperative Nurse: Individualized Patient-centered Care; Communication; Professionalism;
- Collaboration & Teamwork/ Decision-Making; Scrub and Circulating Roles (differentiating RN and LPN roles; outlining roles of other health care providers)
- Perioperative Safety: Electrical Safety (Electrosurgical Unit (ESU) and tourniquets);Routine Precautions;
- Occupational Safety; Laser Safety; Fire Safety; Latex Allergies;Patient Safety
- Preoperative Care: Patient Check-in Procedure; Role during Anesthesia; Role in Emergency Situations
- Intraoperative Care – Part 1: Aseptic Technique; Sterilization and Disinfection; Surgical Instruments; Surgical Scrub Technique; Gowning and Gloving; Surgical Counts
- Intraoperative Care – Part 2: Positioning; Skin Preparation; Draping; Wound Healing; Surgical Incisions; Sutures and Needles; Intraoperative Staplers

Rationale and Consultations

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

Course Change Request

A deleted record cannot be edited

Course Deactivation Proposal

Date Submitted: 08/13/19 10:24 am

Viewing: NURS 1131 : LPN Perioperative Techniques

Last approved: 07/31/18 4:46 am

Last edit: 08/13/19 10:24 am

Changes proposed by: drabadzija

> Programs
> referencing this
> course
>
> 104: LPN Perioperative Program Advanced Certificate

Course Name:

  LPN Perioperative Techniques

Effective Date: August 2019

School/Centre: Health Sciences

Department: LPN Perioperative Program Adv Cert (5020)

Contact(s)

Banner Course   LPN Perioperative Techniques
Name:

Subject Code: NURS - Nursing

Course Number   1131

Year of Study   1st Year Post-secondary

Credits: 10

Course Description:

In Workflow

1. 5020 Leader

2. SHS Dean

3. Curriculum Committee Chair

4. EDCO Chair

5. Records

6. Banner

Approval Path

1. 08/13/19 10:25 am Darija Rabadzija (drabadzija): Approved for 5020 Leader

2. 08/13/19 10:27 am Darija Rabadzija (drabadzija): Approved for SHS Dean

History

1. Jul 31, 2018 by Todd Rowlatt (trowlatt)

37

This course relates to the care of patients undergoing operative procedures within a broad range of surgical specialties. Learning will take place online, in lab and in perioperative clinical settings. The learner will discuss the physical, psychological, sociocultural and spiritual needs of patients as they relate to disease processes and the planned surgical intervention. Within each module, the learner will review basic anatomy and physiology as a basis for understanding the key steps and overall objective of a surgical procedure. The learner will gain an understanding of the processes of commonly performed operative procedures including standard care plans that outline the preparation of the environment, key steps in the operative procedure and immediate post-operative care requirements. In a simulated lab and perioperative clinical environment, the learner will begin to integrate theory to practice and will have the opportunity to practice with perioperative equipment.

This is part of the LPN Perioperative Advanced Certificate program.

Course Pre-Requisites (if applicable):

Satisfactory completion of NURS 1130 Introduction to Perioperative Theory

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 the psychosocial needs of patients undergoing surgery.
CLO #2	Demonstrate patient positioning according to specific surgical procedure.
CLO #3	Demonstrate appropriate skin preparation and draping according to specific surgical procedure.
CLO #4	Describe the requirements of a surgical count and instrumentation.
CLO #5	Determine appropriate equipment and supplies for specific surgeries.
CLO #6	Identify the care and management of surgical specimens.
CLO #7	Explain special nursing considerations related to specific patient needs as well as the surgical procedure.
CLO #8	Discuss ethical and legal issues related to perioperative nursing.
CLO #9	Discuss professional practice issues related to perioperative nursing.

Instructional
Strategies:

Online activities including: case studies, group activities, discussion forums, practice quizzes, study
questions, readings; lab activities and clinical experience; critical reflection

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:
Satisfactory in field and lab 75%
in theory

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	25	
Assignments	25	Research Paper
Other	20	Discussion Forum as per rubric
Field Experience		Satisfactory clinical competency assessments as per rubrics
Lab Work		Satisfactory skills checkouts and integration as per rubrics
Exam	30	

Hours by Learning Environment Type

Lecture, Seminar, Online

100

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

140

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:

- Preoperative care
- Intraoperative care
- Perioperative safety
- Ethical and legal issues
- Risk management
- Nursing leadership in the context of perioperative nursing practice.
- Special considerations of specific populations i.e. pediatric patient
- LPN role during anesthesia: Psychosocial needs of patients; Patient positioning; Incision & skin preparation; Draping; Surgical counts & instrumentation; Equipment and supplies; Specimen care; Special nursing considerations

Rationale and Consultations

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

Consultations

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Darija Rabadzija (drabadzija) (08/13/19 10:26 am): LPN Perioperative Program Advanced Certificate is being deactivated since Ministry funding was withdrawn.

Key: 8229

Preview Bridge

Course Change Request

A deleted record cannot be edited

Course Deactivation Proposal

Date Submitted: 08/13/19 10:25 am

Viewing: **NURS 1132 : LPN Periop. Preceptorship**

Last approved: 08/02/18 4:48 am

Last edit: 08/13/19 10:25 am

Changes proposed by: drabadzija

Programs
referencing this
course

[104: LPN Perioperative Program Advanced Certificate](#)

Course Name:

  LPN Perioperative Preceptorship

Effective Date: August 2019

School/Centre: Health Sciences

Department: LPN Perioperative Program Adv Cert (5020)

Contact(s)

Banner Course   LPN Periop. Preceptorship
Name:

Subject Code: NURS - Nursing

Course Number   1132

Year of Study   1st Year Post-secondary

Credits: 10

Course Description:

In Workflow

1. **5020 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 08/13/19 10:25 am Darija Rabadzija (drabadzija): Approved for 5020 Leader
2. 08/13/19 10:27 am Darija Rabadzija (drabadzija): Approved for SHS Dean

History

1. Aug 2, 2018 by Todd Rowlatt (trowlatt)

41

Under the direct supervision of a preceptor the learner will provide patient care in the perioperative setting. In the roles of scrub and circulating nurse, the learner will assist in a variety of surgical procedures encompassing numerous specialties. Learners will gain experience and confidence to practice independently providing safe, competent and effective patient care.

This is part of the LPN Perioperative Advanced Certificate program.

Course Pre-Requisites (if applicable):

Successful Completion of:
NURS 1130 Introduction to Perioperative Theory and NURS 1131 LPN Perioperative Techniques

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	Demonstrate professional accountability by practicing according to the Scope of Practice as established by the College of Licensed Practical Nurses of BC (CLPNBC) and Standards of Practice and Competencies for Perioperative Licensed Practical Nurses as established by Canadian Council for Practical Nurses Regulators (CCPNR).
CLO #2	Apply the evidenced based knowledge, skill and competence required to meet the needs of the perioperative patient.
CLO #3	Utilize the nursing process when caring for the perioperative patient.
CLO #4	Collaborate with the interdisciplinary team in planning and prioritizing in the perioperative environment.
CLO #5	Advocate for patients and their families during the perioperative experience.
CLO #6	Demonstrate leadership in perioperative practice in the best interests of the patient.
CLO #7	Combine critical thinking, clinical judgment, therapeutic communication and psychomotor skills in the provision of patient centered care in the perioperative environment.
CLO #8	Modify practice based on self-reflection.
CLO #9	Integrate "surgical conscience" into their perioperative practice.

8/13/2019 NURS 1132: LPN Periop. Preceptorship

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	Upon successful completion of this course, students will be able to:
CLO #10	Demonstrate a caring, supportive relationship with the perioperative patient.
CLO #11	Contribute to a professional work environment by communicating effectively, establishing and maintaining respectful workplace relationships.
CLO #12	Analyze the impact of current health care trends on facility policy and the delivery of health care in the perioperative setting.

Instructional

Strategies:

Journal including self-reflections, collaborative learning plan, assigned readings, research portfolio, skills and role tracking tool, clinical experiences, online activities, pre/post conference

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

"S"Satisfactory:All components of

the evaluation plan must be met

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Other		Satisfactory final Evaluation as per rubric (Self, preceptor and instructor evaluations)
Other		Satisfactory Journal - as per rubric
Portfolio		Satisfactory research portfolio as per rubric
Practicum		Satisfactory skills and role tracking rubrics

Hours by Learning Environment Type

Lecture, Seminar, Online

0

Lab, Clinical, Shop, Kitchen,

Studio, Simulation

                                                0

Practicum   300

Self Paced / Individual Learning

Course Topics

Course Topics:
- Care of Patients Undergoing General Surgery (hernia, breast, gastrointestinal, biliary)
- Care of Patients Undergoing Gynecology & Obstetrical Surgery
- Care of Patients Undergoing Urology Surgery
- Care of Patients Undergoing Plastic Surgery
- Care of Patients Undergoing ENT/ Neck/ Ophthalmology Surgery
- Care of Pediatric Patients Undergoing Surgery & Professional Practice
- Care of Patients Undergoing Orthopedic Surgery
- Care of Patients Undergoing Vascular & Thoracic Surgery
- LPN role in cardiac arrest & emergency situations
- Care of Patients Undergoing Neurosurgery
- Risk Management
- Ethical and Legal Issues
• Leadership
• Professional Practice Issues

Rationale and Consultations

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

Consultations

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

DECISION NOTE

PREPARED FOR: Education Council

DATE: September 10, 2019

ISSUE: Deactivation of HOSP 4260 Strategic Planning

BACKGROUND:
HOSP 4260 Strategic Planning is proposed for deactivation.

HOSP 4260 was incorrectly included in the Hospitality Management Degree program list of courses instead of GNED 4260 Sustainability in Business. That correction has been made, and HOSP 4260 can be deactivated as it is no longer part of any active program.

DISCUSSION:
Curriculum Committee had no concerns.

RECOMMENDATION:
THAT Education Council approve the deactivation of HOSP 4260 Strategic Planning.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: August 22, 2019

A deleted record cannot be edited   Archive Course

Course Deactivation Proposal

Viewing: HOSP 4260 : Strategic Planning

Programs referencing this course	**54: Bachelor of Hospitality Management**

Course Name:	
Effective Date:	
School/Centre:	Hospitality, Food Studies & Applied Business
Department:	Hospitality Management App Deg (5702)
Contact(s)	

Banner Course Name:	Strategic Planning
Subject Code:	HOSP - Hospitality
Course Number	4260
Year of Study	
Credits:	3

Course Description:

This course will enhance students' understanding of the strategic planning process and its application to the hospitality industry. This course presents an overview of various strategic management tools, including business case development, strategic management plans, diamond e-framework, environmental analysis, strategy and organization, strategic choice and implementing strategy.

Instructional strategies in this course include a combination of presentations, discussions, reflective writing, case studies, and individual and group work. A variety of interactive and collaborative activities will be used. Students are expected to actively participate in the learning process.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

                        No

Course Learning
Outcomes (CLO):

Instructional
Strategies:

Evaluation and Grading

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

Evaluation Plan:

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

DECISION NOTE

PREPARED FOR: Education Council

DATE: September 10, 2019

ISSUE: New courses in Biology: BIOL 2106, BIOL 2204, and BIOL 2216

BACKGROUND:
The UT Sciences department is proposing three new courses in Biology: BIOL 2106 Invertebrate Zoology, BIOL 2204 Plant Biology, and BIOL 2216 Comparative Vertebrate Zoology. All three are second-year courses and will support the launch of an Associate of Science degree. All three will be put into the transfer system as well, to support student mobility.

DISCUSSION:
Jacqueline Shehadeh, Department Leader of UT Sciences, presented the proposal, and explained that we have the resources to launch these courses before the start of the Associate's degree.

There was one small correction needed to an evaluation plan, but otherwise the Committee had no concerns.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, three new Biology Courses: BIOL 2106 Invertebrate Zoology, BIOL 2204 Plant Biology, and BIOL 2216 Comparative Vertebrate Zoology.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee
DATE: July 4, 2019

Course Change Request

New Course Proposal

Date Submitted: 05/31/19 9:59 am

Viewing: **BIOL 2106 : Invertebrate Zoology**

Last edit: 05/31/19 9:59 am

Changes proposed by: ygracheva

Course Name:
  Invertebrate Zoology

Effective Date: September 2020

School/Centre: Arts & Sciences

Department: UT Sciences (2018)

Contact(s)

In Workflow

1. **2018 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 05/31/19 11:00 am Jacqueline Shehadeh (jshehadeh): Approved for 2018 Leader
2. 06/02/19 7:49 pm David Wells (dwells): Approved for SAS Dean
3. 06/19/19 12:00 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Jacqueline Shehadeh	jshehadeh@vcc.ca	604-871-7000, 7293

Banner Course Name: Invertebrate Zoology

Subject Code: BIOL - Biology

Course Number   2106

Year of Study   2nd Year Post-secondary

Credits: 4

Course Description:

An introductory survey of the invertebrates including their origins and evolution, classification, anatomy of systems, and ecological relationships.

Course Pre-Requisites (if applicable):

BIOL 1100 and BIOL 1200 both with a C+

Course Co-requisites (if applicable):

N/A

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe distinguishing features of the major animal taxa including Porifera, Cnidaria, Platyhelminthes, Nemertea, Mollusca, Annelida, Lophophorates, Arthropoda, Echinodermata, Hemichordates, and Invertebrate Chordates
CLO #2	Explain evolutionary connections between major animal taxa
CLO #3	Compare and contrast the major taxa in their different environmental exchange systems, reproduction, dispersal, mechanisms of avoiding predation, and receiving and integrating internal/external information
CLO #4	Write a scientific lab report and search the scientific literature
CLO #5	Proficiently use microscopes and other lab equipment
CLO #6	Demonstrate proper dissection techniques
CLO #7	Use a dichotomous key to identify animals

Instructional Strategies:

This course will be a combination of lectures, discussion, and research in a classroom and laboratory setting.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Lab Work	30	comprehensive lab exam, assignments, quizzes
Assignments	15	presentations and/or papers from diverse topics in invertebrate zoology
Midterm Exam	15	assesses first third of course material
Midterm Exam	15	assesses second third of course material
Final Exam	25	comprehensive final exam

Hours by Learning Environment Type

Lecture, Seminar, Online

60

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

60

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Major animal phyla and general body forms

Course Topics:
Animal Organization including - Body symmetry, embroyonic germ layers, and body cavities - Body wall, skeletal systems, and locomotion - Feeding and digestive systems - Circulatory systems and gas exchange - Excretory and osmoregulatory systems - Nervous systems - Reproduction
Life histories and ontogeny
Phylogenetic context and character evolution

Rationale and Consultations

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

No

Provide a rationale
for this proposal:

This course will be added to the current list of science courses offered at VCC, and can be used for the University Transfer Science Certificate, the Associate of Science Degree, and the Associate of Arts Degrees

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

The additional costs resulting from this proposal would be the specimens required to run the labs

Consultations

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Course Change Request

New Course Proposal

Date Submitted: 05/31/19 9:57 am

Viewing: **BIOL 2204 : Plant Biology**

Last edit: 05/31/19 11:08 am

Changes proposed by: ygracheva

Programs
referencing this
course

47: First-year University Transfer Environmental Studies Certificate

Course Name:
    Plant Biology

Effective Date: September 2020

School/Centre: Arts & Sciences

Department: UT Sciences (2018)

Contact(s)

In Workflow

1. **2018 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 05/31/19 11:12 am Jacqueline Shehadeh (jshehadeh): Approved for 2018 Leader
2. 06/02/19 7:50 pm David Wells (dwells): Approved for SAS Dean
3. 06/19/19 12:00 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Jacqueline Shehadeh	jshehadeh@vcc.ca	604-871-7000, 7293

Banner Course
Name: Plant Biology

Subject Code: BIOL - Biology

Course Number   2204

Year of Study   2nd Year Post-secondary

Credits: 4

Course Description:

This course examines the classification, systematics, structure and function, evolutionary origins, adaptational trends, and ecological roles of plants.

Course Pre-Requisites (if applicable):

BIOL 1100 and BIOL 1200 both with a C+

Course Co-requisites (if applicable):

N/A

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe evolution in plants
CLO #2	Describe the roles of plants in ecological systems
CLO #3	Compare and contrast major plant groups
CLO #4	Analyze the structural characteristics of plant cells, tissues, and organs
CLO #5	Explain the function and process of plant life mechanisms (e.g. photosynthesis/transport of water)
CLO #6	Use a dichotomous key to identify unknown plants
CLO #7	Evaluate scientific journals and hypotheses regarding evolution or ecological systems in plants
CLO #8	Carry out field activities and laboratory activities using appropriate scientific methodology to investigate plants

Instructional Strategies:

This course will be a combination of lectures, discussion, and research in a classroom and laboratory setting.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Lab Work	30	comprehensive lab exam, assignments, quizzes
Assignments	15	presentations and/or papers from diverse topics in botany
Midterm Exam	15	assesses first third of course material
Midterm Exam	15	assesses second third of course material
Final Exam	25	comprehensive final exam

Hours by Learning Environment Type

Lecture, Seminar, Online

60

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

60

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Evolutionary origin of plants, speciation, mutation, natural selection, and adaptation
Hardy-Weinberg principle
Plant ecology including nutrient cycling, competition, adaptations for dispersal, biodiversity, extinction, and conservation
Plant cells (structure, function, growth, and division)
Plant body (cell and tissue types, shoots and roots, primary structure and development, secondary growth)

Course Topics:
Major plant groups including nonvascular plants, seedless vascular plants, gymnosperms, and angiosperms emphasizing phylogenetic relationships and morphological characteristics
Energy metabolism in plants including the multiple pathways of photosynthesis and cellular respiration
Transport of water, minerals, and sugars through the plant body
Plant nutrition (and alternate nutritional modes), growth, and development
Plant reproduction including sexual and asexual
Recombinant DNA technology, genomics, and plant biotechnology

Rationale and Consultations

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

No

Provide a rationale
for this proposal:

This course will be added to the current list of science courses offered at VCC, and can be used for the University Transfer Science Certificate, the Associate of Science Degree, and the Associate of Arts Degrees.

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

The additional costs resulting from this proposal would be the specimens required to run the labs

Consultations

Consulted Areas	Consultation Comments
Faculty/Department	email sent on March 7, 2018
Centre for Teaching, Learning, and Research (CTLR)	email sent on May 14, 2019
Registrar's Office	email sent on May 14, 2019
Library	email sent on May 14, 2019
Learning Centre	email sent on May 14, 2019
Financial Aid	email sent on May 14, 2019

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Consulted Areas	Consultation Comments
Indigenous Education & Community Engagement (IECE)	email sent on May 14, 2019
Marketing & Communications	email sent on May 14, 2019

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Key: 8649

Course Change Request

New Course Proposal

Date Submitted: 05/31/19 10:01 am

Viewing: **BIOL 2216 : Comparative Vertebrate Zoology**

Last edit: 06/19/19 11:59 am

Changes proposed by: ygracheva

Course Name:

  Comparative Vertebrate Zoology

Effective Date:	September 2020
School/Centre:	Arts & Sciences
Department:	UT Sciences (2018)

Contact(s)

Name	E-mail	Phone/Ext.
Jacqueline Shehadeh	jshehadeh@vcc.ca	604-871-7000, ext 7293

Banner Course Name:	Comparative Vertebrate Zoology
Subject Code:	BIOL - Biology
Course Number	2216

In Workflow

1. **2018 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 05/31/19 11:12 am Jacqueline Shehadeh (jshehadeh): Approved for 2018 Leader
2. 06/02/19 7:51 pm David Wells (dwells): Approved for SAS Dean
3. 06/19/19 12:00 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Year of Study   2nd Year Post-secondary

Credits: 4

Course Description:

This course will look at the evolution, classification, development, structure, and function of vertebrates. Adaptations and organ systems are studied through comparative anatomy of fish, amphibians, reptiles, birds, and mammals. Students will use microscopes in the lab to look at different tissues, and dissect structures to look at the anatomy and function of organ systems.

Course Pre-Requisites (if applicable):

BIOL 1100 and BIOL 1200 both with a C+

Course Co-requisites (if applicable):

N/A

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe early embryology common to all vertebrates, anatomical planes, and directional terminology
CLO #2	Explain major evolutionary breakthroughs (e.g. evolution of flight, colonization of land)
CLO #3	Compare the structure and function of different taxa and relate that to their environment
CLO #4	Explain the stages of early embryology in chordates up to metamerism and influence of the yolk
CLO #5	Draw and label the common embryonic body plan in chordates and the derivatives of embryonic tissue
CLO #6	Describe the development and function of a shark's anatomy, how they achieve propulsion, how they achieve support and stability when swimming
CLO #7	Compare shark anatomy with that of other taxa, how they achieve propulsion, support, and stability
CLO #8	Explain the development, structure, function, growth, remodeling of the integument, cartilage, bone, skull, axial and appendicular skeleton, brain, spinal cord, meninges, heart and aortic arches, kidney, digestive tracts, olfaction, vision, hearing, infrared detection, and echolocation in different vertebrate taxa

	Upon successful completion of this course, students will be able to:
CLO #9	Describe the structure and function of muscles for the eyes, jaw, body wall, and flight
CLO #10	Compare and contrast respiration in fish, amphibians, sauropsids, and mammals
CLO #11	Compare and contrast vocalization in birds and mammals
CLO #12	Draw the phylogenetic tree for vertebrates and discuss their history including major breakthroughs
CLO #13	Write a scientific lab report and search the scientific literature
CLO #14	Proficiently use microscopes and other lab equipment
CLO #15	Demonstrate proper dissection techniques

Instructional

Strategies:

This course will be a combination of lectures, discussion, and research in a classroom and laboratory setting.

Evaluation and Grading

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

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Lab Work	30	comprehensive lab exam, assignments, quizzes
Assignments	15	presentations and/or papers from diverse topics in Zoology
Midterm Exam	15	assesses first third of course material
Midterm Exam	15	assesses second third of course material
Final Exam	25	comprehensive final exam

Hours by Learning Environment Type

Lecture, Seminar, Online

60

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

60

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Embryology
Shark Anatomy
History and Evolution of Vertebrates
Comparison of Systems including: - Integumentary (epidermis and dermis) - Skeletal (skull, vertebrae, appendicular) - Muscular - Digestive - Excretory - Reproductive - Nervous - Circulatory - Respiratory - Sensory (olfaction, vision, infrared detection, audition, echolocation)

Rationale and Consultations

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

No

Provide a rationale
for this proposal:

This course will be added to the current list of science courses offered at VCC, and can be used for the University Transfer Science Certificate, the Associate of Science Degree, and the Associate of Arts Degrees.

Are there any
expected costs as a

result of this
proposal?

   The additional costs resulting from this proposal would be the specimens required to run the labs.

Consultations

Consulted Areas	Consultation Comments
Faculty/Department	March 7, 2018 via email
Centre for Teaching, Learning, and Research (CTLR)	May 14, 2019 via email
Student Services	May 14, 2019 via email
Library	May 14, 2019 via email
Learning Centre	May 14, 2019 via email
Indigenous Education & Community Engagement (IECE)	May 14, 2019 via email
Counselling	May 14, 2019 via email
Advising & Recruitment	May 14, 2019 via email
Centre for Teaching, Learning, and Research (CTLR)	May 14, 2019 via email
Registrar's Office	May 14, 2019 via email
Other Department(s)	March 7, 2018
Department Support Staff	March 7, 2018

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Key: 8651

Preview Bridge

DECISION NOTE

PREPARED FOR: Education Council

DATE: September 10, 2019

ISSUE: New courses in Computing: CMPT 2225, CMPT 2276, and CMPT 2295

BACKGROUND:
The UT Sciences department is proposing three new courses in Computing: CMPT 2225 Data Structures and Programming, CMPT 2276 Intro to Software Engineering, and CMPT 2295 Intro to Computer Architecture. All three are second-year courses and will support the launch of an Associate of Science and Associate of Arts degrees. All three will be put into the transfer system as well, to support student mobility.

DISCUSSION:
Jacqueline Shehadeh, Department Leader of UT Sciences, presented the proposal. She brought a few additional changes based on feedback from Reza Nezami, the Computer Technology Programs department leader.

There were several changes requested by the Committee:

- Updates to course outcomes in CMPT 2276 to clarify and remove one outcome written more like an assessment
- Hours were corrected in CMPT 2225 and 2295
- Addition of minimum grades for all pre-requisites
- A discussion about whether a calculus course should be included as a pre-requisite. The discussion continued after the meeting between the Committee Chair, J. Shehadeh, the course developer, and Natasha Mandryk, a mathematics instructor on the Committee. It was agreed that a calculus course was not needed.

All the changes have been made.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, three new Computing courses: CMPT 2225 Data Structures and Programming, CMPT 2276 Intro to Software Engineering, and CMPT 2295 Intro to Computer Architecture.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee
DATE: July 4, 2019

Course Change Request

New Course Proposal

Date Submitted: 05/31/19 1:42 pm

Viewing: **CMPT 2225 : Data Structures & Programming**

Last edit: 06/19/19 11:38 am

Changes proposed by: ygracheva

<div>

Course Name:

   Data Structures and Programming

Effective Date: September 2020

School/Centre: Arts & Sciences

Department: UT Computing Science&Software (2023)

Contact(s)

</div>

In Workflow

1. **2023 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 06/02/19 12:49 pm Jacqueline Shehadeh (jshehadeh): Approved for 2023 Leader
2. 06/02/19 7:52 pm David Wells (dwells): Approved for SAS Dean
3. 06/19/19 1:08 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Jacqueline Shehadeh	jshehadeh@vcc.ca	604-871-7000, 7293

Banner Course Name: Data Structures & Programming

Subject Code: CMPT - Computers

Course Number   2225

Year of Study	2nd Year Post-secondary
Credits:	3

Course Description:

This course introduces students to data structures and algorithms, including their design, analysis, and implementation. Topics include object-oriented design and object-oriented programming with a study of inheritance, encapsulation and polymorphism, techniques for searching and sorting, time and space efficiency of algorithms, and practical data structures, including arrays, linked lists, stacks, queues, trees, heaps, priority queues, hash tables, and graphs. Programs are written in C++.

Course Pre-Requisites (if applicable):

CMPT 1020 with a C and MATH 1120 with a C

Course Co-requisites (if applicable):

N/A

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Apply object-oriented design principles with focus on data abstraction and information hiding
CLO #2	Identify fundamental data structures and algorithms
CLO #3	Analyze time and memory efficiency of algorithms
CLO #4	Choose appropriate data structures and algorithms for specified applications
CLO #5	Write programs for different types of searching and sorting algorithms
CLO #6	Implement stacks, queues, and priority queues in C++
CLO #7	Write programs using Standard Template Library (STL)
CLO #8	Apply STL containers, iterators, and algorithms in C++ programs
CLO #9	Develop programs using data structures such as trees, heaps, hash tables, and graphs

Instructional
Strategies:

Lectures and computer labs (and assignments)

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	In class assignments and take home assignments
Midterm Exam	20	Midterm #1
Midterm Exam	20	Midterm #2
Final Exam	35	Final Exam

Hours by Learning Environment Type

Lecture, Seminar, Online

         45

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

         15

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:

Object-oriented design principles (polymorphism, encapsulation, and inheritance)

Recursion

Sorting algorithms

Searching algorithms

Algorithm efficiency

inked lists, stacks, and queues

Standard Template Library (STL)

Maps

Sets

Trees

Binary search trees

Priority queues and heaps

Hash tables

Graphs

Rationale and Consultations

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

No

Provide a rationale
for this proposal:

This course will be added to the current list of science courses offered at VCC, and can be used for the University Transfer Science Certificate, the Associate of Science Degree, and the Associate of Arts Degrees.

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

There are no additional costs as a result of this proposal

Consultations

Additional Information

Provide any additional information if necessary.

Course Change Request

New Course Proposal

Date Submitted: 05/31/19 1:43 pm

Viewing: **CMPT 2276 : Intro to Software Engineering**

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

Changes proposed by: ygracheva

Course Name:

    Introduction to Software Engineering

Effective Date: September 2020

School/Centre: Arts & Sciences

Department: UT Computing Science&Software (2023)

Contact(s)

In Workflow

1. **2023 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 06/02/19 1:00 pm Jacqueline Shehadeh (jshehadeh): Approved for 2023 Leader
2. 06/02/19 7:52 pm David Wells (dwells): Approved for SAS Dean
3. 06/19/19 1:08 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Jacqueline Shehadeh	jshehadeh@vcc.ca	604-871-7000, 7293

Banner Course Name: Intro to Software Engineering

Subject Code: CMPT - Computers

Course Number   2276

Year of Study   2nd Year Post-secondary

Credits: 3

Course Description:

This course provides an overview of software engineering practices used for development and management of information systems. Students are introduced to a variety of software development processes and major phases included in a software development lifecycle such as planning, requirements analysis, system design, implementation, testing, documentation, and maintenance. Different modeling tools and documentation skills are also discussed in this course. An introduction to project management issues and tools is also provided to give students a clear understanding about different roles and responsibilities of the members of a software development team. Students also apply these skills on a case study to complete a team project.

Course Pre-Requisites (if applicable):

MATH 1120 with a C and CMPT 2225 with a C

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	Define information systems terms as used in current practice
CLO #2	Explain the functions of systems analysis and design, and the roles and responsibilities of systems analysts and project managers
CLO #3	Use analysis methodologies including data flow diagrams, entity-relationship diagrams, structure charts, data dictionaries, UML and various process definition methods
CLO #4	Describe the major phases and activities involved in the information system development process, and the corresponding outcomes and deliverables
CLO #5	Apply the systems development process in exercises and case studies, within an organizational context, using relevant techniques and methods

Instructional
Strategies:

Lectures and computer labs (and assignments)

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	15	Three assignments of 5% each
Midterm Exam	20	Midterm
Project	30	Group Project
Final Exam	35	Final Exam

Hours by Learning Environment Type

Lecture, Seminar, Online

45

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

15

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:

Introduction to Software Engineering

Software Quality Measures

Members of Software Development Team

Software Development Process

Software Development Lifecycle

Tools and Techniques for Process Modeling

Development Strategies

Planning and Managing a Project

Feasibility Study

Tracking Progress

Effort Estimation

Risk Management

Fact-Finding Techniques

Capturing Requirements

Structured vs. Object-Oriented Analysis

Requirement Modeling Tools

Requirement Documentation

User Interface Design

Data Modeling and Design

Designing the Architecture

Object-Oriented Design and UML Design Tools

Systems Implementation and Testing Process

Programming Standards, Procedures, and Guidelines

Structured vs. Object-Oriented Implementation Issues

Programming and Scripting Languages

Programming Environments and Development Tools

Software Faults and Failures and Testing Issues

Quality Assurance: Unit, Integration, and System Testing

Documentation

Maintenance Techniques and Tools

Rationale and Consultations

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

Yes

Is this the primary proposal?

Course Change Request

New Course Proposal

Date Submitted: 05/31/19 1:41 pm

Viewing: **CMPT 2295 : Intro to Computer Architecture**

Last edit: 06/19/19 1:07 pm

Changes proposed by: ygracheva

Course Name:

> Introduction to Computer Architecture

Effective Date: September 2020

School/Centre: Arts & Sciences

Department: UT Computing Science&Software (2023)

Contact(s)

In Workflow

1. **2023 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 06/02/19 1:05 pm Jacqueline Shehadeh (jshehadeh): Approved for 2023 Leader
2. 06/02/19 7:53 pm David Wells (dwells): Approved for SAS Dean
3. 06/19/19 1:08 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Jacqueline Shehadeh	jshahedeh@vcc.ca	604-871-7000, 7293

Banner Course Name: Intro to Computer Architecture

Subject Code: CMPT - Computers

Course Number   2295

Year of Study   2nd Year Post-secondary

Credits: 3

Course Description:

This course introduces students to computer system design and architecture and low-level programming. This course covers fundamental aspects of computer system design and the relationship between the computer architecture (hardware) and computer programs (software). Topics include number representations, digital systems, building blocks in a computer, CPU organization, bus structures, addressing modes, memory managements, computer interfacing, low-level-programming and system software. Students will be able to apply principles and concepts to improve program efficiency and runtime. Programs will be written in C and x86-64 assembly languages.

Course Pre-Requisites (if applicable):

CMPT 1020 with a C and MATH 1120 with a C

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

       No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe numbers of various bases and arithmetic operations
CLO #2	Define fixed point and floating point numbers
CLO #3	Explain the building blocks of computers
CLO #4	Describe how various components of a modern computer function and cooperate
CLO #5	Evaluate various trade-offs in computer system design
CLO #6	Design and implement programs in machine and assembly languages
CLO #7	Describe the fundamental principles of CPU and control unit design
CLO #8	Demonstrate an understanding of the relationship between the machine language and the computer hardware in the context of functionality and complexity
CLO #9	Describe how various computer components interact in order to exchange information

	Upon successful completion of this course, students will be able to:
CLO #10	Describe the complexity and speed of various architectural components
CLO #11	Describe hardware and software techniques for input and output device interfacing
CLO #12	Describe how I/O systems work

Instructional

Strategies:

  Lectures and computer labs (and assignments)

Evaluation and Grading

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

  C-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	In class and take home assignments
Midterm Exam	35	2 Midterms; 17.5% each
Lab Work	10	
Final Exam	35	

Hours by Learning Environment Type

Lecture, Seminar, Online

                45

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

                15

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:

Information Representation in Computers

Number Systems

Signed and Unsigned Integers

Bit Level Manipulation

Floating Point Numbers

Machine Level Programming

CPU Structure

CPU Registers

Arithmetic and Logical Operations

Bus Systems

Control Structures

Stack Structure

Calling Conventions: Passing Control and Data

Memory Organization

Memory Technology

Memory Layout

Virtual Memory and Address Translation

Exceptional control flow

Interrupts

I/O programming and interfacing

Multi-tasking

Parallel Computing

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

CMPT 2225

Additional Information

DECISION NOTE

PREPARED FOR: Education Council

DATE: September 10, 2019

ISSUE: New courses in LINC: ELSK 0346, ELSK 0347, ELSK 0446 and ELSK 0447

BACKGROUND:
The LINC department is proposing four new courses:
- ELSK 0346 Improve Your Pronunciation Beginner Focus A
- ELSK 0347 Improve Your Pronunciation Beginner Focus B
- ELSK 0446 Improve Your Grammar Beginner Focus A
- ELSK 0447 Improve Your Grammar Beginner Focus B

These courses are for students at the LINC 3 and 4 level if they need additional time for the study of pronunciation and grammar. Many of the sounds and patterns in English do not exist in students' first languages, and they need to learn how to "hear" English before learning to produce it.

EAL Pathways teaches similar courses for pronunciation and grammar at the intermediate and advanced levels, but they do not teach many students at the beginner level. Therefore, LINC will be offering this level. Jan Theny, Department Head of LINC, worked with EAL Pathways, and the beginner classes are very similar in structure.

DISCUSSION:
Ms. Theny presented the proposal. She explained that these courses are not covered by the LINC contract, but that the courses will be tuition-reimbursable through the AUG funding, just like EAL Pathways courses.

After discussion, Curriculum Committee changed the subject code used from SETL (an older code used by ELSA prior to the LINC department) to ELSK (English Language Skills), which is the code used by the EAL Pathways intermediate and advanced level pronunciation and grammar courses. The Registrar's Office was consulted for new course numbers. Those changes have been made.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, four new courses: ELSK 0346, ELSK 0347, ELSK 0446 and ELSK 0447.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: August 22, 2019

Course Change Request

New Course Proposal

Date Submitted: 07/16/19 4:27 pm

Viewing: **ELSK 0346 : Pronunciation A - Beginner**

Last edit: 08/22/19 9:16 am

Changes proposed by: jtheny

Course Name:

   Improve Your Pronunciation Beginner Focus A

Effective Date:	January 2020
School/Centre:	Arts & Sciences
Department:	LINC (3350)

Contact(s)

In Workflow

1. **3350 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 07/16/19 4:49 pm Janet Theny (jtheny): Approved for 3350 Leader
2. 07/23/19 10:35 am Shirley Lew (slew): Approved for SAS Dean
3. 08/22/19 10:57 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Janet Theny	jtheny@vcc.ca	7266

Banner Course Name:	Pronunciation A - Beginner
Subject Code:	ELSK - English Language Skills
Course Number	0346
Year of Study	ESL Course
Credits:	0

Course Description:

Improve Your Pronunciation Beginner Focus A helps the student to become a good language learner and teaches ways to improve pronunciation, fluency, delivery and listening skills. Students will: make a learning journal; give oral presentations; understand the meaning in English sounds and practice real speech forms and features; they will begin to study sounds in English; practice stress, rhythm, intonation in English; contrast stress, rhythm, intonation sound system of English with learner language. Course delivery involves language and content appropriate to CLB levels 3 and 4.

Course Pre-Requisites (if applicable):

CLB 2 Listening
CLB 2 Speaking

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Use a variety of techniques and strategies to improve pronunciation, fluency, and delivery in beginner level English
CLO #2	Demonstrate improved beginner level listening and comprehension through study of sound features of authentic English speech with special attention to stress, rhythm, intonation.
CLO #3	Identify and produce elements of stress, rhythm, intonation sound system in beginner level English.

Instructional
Strategies:

Ongoing needs analysis and feedback; recorded speech sample contribution and analysis; pair, group and whole class discussion; use of audio lab; Moodle; case studies; videos, lectures, and demonstrations.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

60%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Portfolio	48	4 Oral Journal Entries and Transcriptions
Assignments	24	3 Recorded Oral Presentations with self analysis by rubric and transcriptions
Quizzes/Tests	15	Authentic Speech Analysis; Supra-Segmentals (stress, rhythm, intonation)
Participation	13	Active Class Involvement

Hours by Learning Environment Type

Lecture, Seminar, Online

40

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
1. Long and short vowels
2. Vowels + R
3. Consonants with long and short vowels
4. Variable sounds of some consonants
5. Relationship of sounds and spelling
6. Consonants; distinct speech sounds and gestures, i.e. voiced and voiceless, affricative etc.
7. Word endings present and past tense

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:

This course is aimed at students in the LINC 3 and 4 level classes. There are currently classes for students in the 5-7 range. Students sometimes need additional time for the study of pronunciation, especially at the beginner level. At the beginner level many of the sounds and patterns in English do not exist in their own language and they first need to learn how to 'hear' English and then learn how to produce it.

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

Consultations

Consulted Areas	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Met with Garth Manning and Francesco Barillaro on May 13th and June 3rd.
Registrar's Office	Courses were okayed by Denis Seremba on June 2nd, 2019
Faculty/Department	Faculty were informed and approved of the courses on May 1 and June 3, 2019
Department Support Staff	Support Staff have been informed and have given the okay
Other Department(s)	Consulted with Pathways/EAL Department Leaders numerous times. Nora Ready on December 2018, Ken McMorris April 2019, Carrie Leggat May 14, 2019 and group of EAL Department Leaders and Instructors on June 3, 2019.
Facilities	Jerry Guspie okayed courses on July 3rd, 2019.

Consulted Areas	Consultation Comments
Information Technology (IT)	Elmer Wansink was concerned that the audio lab in LINC is very old and should not have additional use. Also, he noted that there is no IT support on weekends during the summer. Our course would not be extensively using the audio lab, if they use it at all. Students will be expected to use their own devices, or classroom I-Pads for recording or accessing websites. Also, we would not be running the courses on weekends in the summer.
Finance	Finance was notified on June 27th but has not responded
Advising & Recruitment	Wendy LaFrance of Advising was notified on June 27th but has not responded
Assessment Centre	Patricia Mori of Assessments responded on July 12 with three questions regarding whether students could be both LINC and non LINC, (yes) What they would receive on completion of a course (a report card) and who would carry out assessments (CLBPT either VCC or Western, or ongoing assessments on report cards.)
Marketing & Communications	Amanda Hardy has okayed the courses AS OF June 28th
Library	Kristina Oldenburg responded on July 11 and okayed the courses from the library perspective. She offered to add copies of introductory pronunciation books and also to reserve books for the courses.
Marketing & Communications	Amanda Hardy of Marketing and Communications has approved the courses.
Safety & Security	Safety and Security were notified on June 27th but have not responded
Student Services	Student Success was notified on June 27th but has not responded.
Other	Met with Katie Land on Pearson Publishing on June 18th to discuss on-line text book for grammar class. Also met with Keith Dunsmuir in the bookstore about making the group purchase and selling codes to access on-line.

Consulted Areas	Consultation Comments
Other	Surveyed students on May 14th for interest in the courses and of the 132 students surveyed, 87% were interested.
Assessment Centre	July 12, Jane Wakabayashi Lee offered some suggestions (included) for the course topics.
Learning Centre	Emily Simpson said the courses look great. She asked three questions. 1. What textbooks would be used for the pronunciation course. Answer: We have not chosen a text yet, it is likely that instructors will select pages from various texts already owned by the LINC Department. When the curriculum is more developed, we will have a better idea on textbooks. 2. Will students at this level be up to using an online text? Including the digital literacy needed? Answer: Yes, we will take time model accessing and using the on-line text for students. We will teach the skills necessary. Also, the YMCA is planning to run digital literacy classes for our students. 3. What enrollment is anticipated and how many cohorts a year will run. Answer: Right now we want to run one IYG and one IYP in January 2020. After that, we would like to run one of each class per semester. If successful, we may want to run classes in the summer. Currently there would be 6 cohorts per year with 22 students in each class.

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Course Change Request

New Course Proposal

Date Submitted: 07/16/19 4:28 pm

Viewing: **ELSK 0347 : Pronunciation B - Beginner**

Last edit: 08/22/19 9:16 am

Changes proposed by: jtheny

Course Name:

　Improve Your Pronunciation Beginner Focus B

Effective Date:　　　April 2020

School/Centre:　　　Arts & Sciences

Department:　　　LINC (3350)

Contact(s)

In Workflow

1. 3350 Leader

2. SAS Dean

3. Curriculum Committee Chair

4. EDCO Chair

5. Records

6. Banner

Approval Path

1. 07/16/19 4:49 pm Janet Theny (jtheny): Approved for 3350 Leader
2. 07/23/19 10:36 am Shirley Lew (slew): Approved for SAS Dean
3. 08/22/19 10:57 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Janet Theny	jtheny@vcc.ca	7266

Banner Course Name:　　　Pronunciation B - Beginner

Subject Code:　　　ELSK - English Language Skills

Course Number　　　0347

Year of Study　　　ESL Course

Credits:　　　0

Course Description:

Improve Your Pronunciation Beginner Focus B helps the student to become a good language learner and teaches ways to improve pronunciation, fluency, delivery and listening skills. The student will make an oral journal; give oral presentations; learn about sound study and practice real speech forms and features such as consonants and vowels in English; contrasted with the learner language. Course delivery involves language and content appropriate to CLB levels 3 and 4.

Course Pre-Requisites (if applicable):

CLB 2 Listening

CLB 2 Speaking

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Use a variety of techniques and strategies to improve pronunciation, fluency, and delivery in beginner level English.
CLO #2	Demonstrate improved beginner level listening comprehension through analysis of phonological features of authentic English speech with special attention to segmentals (consonants and vowels).
CLO #3	Identify and produce elements of the segmental (consonants and vowels) sound system in beginner level English.

Instructional
Strategies:

Ongoing needs analysis and feedback; recorded speech sample contribution and analysis; pair, group and whole class discussion; use of; audio lab; Moodle; case studies; videos, lectures, demonstrations.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

60%

84

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Portfolio	48	4 Oral Journal Entries and Transcriptions
Assignments	24	3 Recorded Oral Presentations with self-analysis by rubric and/or transcriptions
Quizzes/Tests	15	Authentic Speech Analysis; Segmentals (consonants and vowels)
Participation	13	Active Involvement in Class

Hours by Learning Environment Type

Lecture, Seminar, Online

40

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
1. Consonants with long and short vowels 2. Variable sounds of some consonants 3. Relationship of sound and spelling 4. Syllables 5. Word Stress 6. Sentence Stress, stress and key words 7. Thought groups and intonation 8. Linking

Course Change Request

New Course Proposal

Date Submitted: 07/16/19 4:29 pm

Viewing: **ELSK 0446 : Grammar A - Beginner**

Last edit: 08/22/19 9:11 am

Changes proposed by: jtheny

Course Name:

   Improve Your Grammar Beginner Focus A

Effective Date:	January 2020
School/Centre:	Arts & Sciences
Department:	LINC (3350)

Contact(s)

Name	E-mail	Phone/Ext.
Jan Theny	jtheny@vcc.ca	7266

Banner Course Name:	Grammar A - Beginner
Subject Code:	ELSK - English Language Skills
Course Number	0446
Year of Study	ESL Course
Credits:	0

In Workflow

1. **3350 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 07/16/19 4:49 pm Janet Theny (jtheny): Approved for 3350 Leader
2. 07/23/19 10:37 am Shirley Lew (slew): Approved for SAS Dean
3. 08/22/19 10:57 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Course Description:

This course focuses on beginner level grammatical structures to improve students' spoken and written English. Key components of the course are the presentation and beginning of analysis of grammatical form, meaning and usage. Students are given opportunities for grammar practice and production.

Course Pre-Requisites (if applicable):

CLB 2 Listening

CLB 2 Speaking

CLB 2 Reading

CLB 2 Writing

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

          No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Use a variety of techniques and strategies to improve oral and written beginner level grammar.
CLO #2	Recognize Beginner grammatical structures, such as using the verb to be, using be and have, using present and present progressive, simple past, nouns and pronouns and count and non-count nouns

Instructional
Strategies:

Lecture, self-study, group work and ongoing feedback

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:
60%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity

Type	Percentage	Brief description of assessment activity
Assignments	35	Instructor and Self Analysis of Grammar on 4 Oral Samples
Assignments	35	Instructor and Self Analysis of Grammar on 4 Written Submissions
Quizzes/Tests	20	Quizzes
Participation	10	Active Class Involvement

Hours by Learning Environment Type

Lecture, Seminar, Online

40

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
1. Strategies and techniques specific to improvements in spoken and written beginner level grammar
2. Basic sentence patterns with the verb "be"
3. Frequency adverbs with "be"
4. Questions with what, who, where, when, why and what time
5. Nouns: singular and plural, count and non-count
6. Making comparisons

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.

These classes would run in the late afternoon, when other classes have either dismissed, or not started.

Supporting
documentation:

Reviewer
Comments

Key: 8652

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 07/16/19 4:30 pm

Viewing: ELSK 0447 : Grammar B - Beginner

Last edit: 08/22/19 9:11 am

Changes proposed by: jtheny

Course Name:

   Improve Your Grammar Beginner Focus B

Effective Date: April 2020

School/Centre: Arts & Sciences

Department: LINC (3350)

Contact(s)

In Workflow

1. **3350 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 07/16/19 4:49 pm Janet Theny (jtheny): Approved for 3350 Leader
2. 07/23/19 10:40 am Shirley Lew (slew): Approved for SAS Dean
3. 08/22/19 10:57 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Janet Theny	jtheny@vcc.ca	7266

Banner Course Name: Grammar B - Beginner

Subject Code: ELSK - English Language Skills

Course Number   0447

Year of Study   ESL Course

Credits: 0

Course Description:

This course focuses on beginner grammatical structures to improve students' spoken and written English. Key components of the course are the presentation and the beginning of analysis of grammatical form, meaning and usage. Students are given opportunities for grammar practice and production.

Course Pre-Requisites (if applicable):

CLB 2 Listening

CLB 2 Speaking

CLB 2 Reading

CLB 2 Writing

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Use a variety of techniques and strategies to improve oral and written beginner level grammar.
CLO #2	Recognize Beginner grammatical structures, such as expressing past time; the use of time clauses; present progressive vs past progressive, simple past vs past progressive; future time and making comparisons

Instructional Strategies:

Lecture, self-study, group work, and ongoing feedback

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory   Passing grade:

60%

Evaluation Plan:

Type	Percentage	Brief description of assessment activity

Type	Percentage	Brief description of assessment activity
Assignments	35	Instructor and Self Analysis of Grammar on 4 Oral Samples
Assignments	35	Instructor and Self Analysis of Grammar on 4 Written Submissions
Quizzes/Tests	20	Quizzes
Participation	10	Active Class Involvement

Hours by Learning Environment Type

Lecture, Seminar, Online

40

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
1. Strategies and techniques specific to improvements in spoken and written beginner level grammar
2. Expressing past time
3. Questions with what, who, where, when, why and what time
4. Regular and irregular verbs
5. Time clauses
6. The present, present progressive and the past progressive
7. Questions with present vs. present progressive
8. Simple past vs. past progressive
9. Expressing future time
10. Verb summary: present, past and future
11. Making comparisons

Rationale and Consultations

92

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

This course is aimed at students in the LINC 3 and 4 level classes. There are currently classes for students in the 5-7 range. Students sometimes need additional time for the study of grammar in oral and written English. Their classes provide some grammar but not enough for a student who does not have the background information or wants to focus more on grammar. The students were surveyed and of 132, 115 students said the would sign up for a grammar course

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Key: 8653

Preview Bridge

DECISION NOTE

PREPARED FOR: Education Council

DATE: September 10, 2019

ISSUE: Revisions to Fashion Merchandising Certificate and 8 courses

BACKGROUND:
The Fashion department is proposing significant revisions to the Fashion Merchandising Certificate program and its eight courses. Fashion is a fast-paced field, and the Merchandising Certificate has not been updated in many years. These are interim revisions; the program is scheduling for Renewal in a year and a half. Credits were revised down slightly to better align with the credit policy, but hours were not changed.

DISCUSSION:
Sarah Murray, Program Coordinator for Fashion, presented the proposal. The Committee asked if there were any transfer agreements in place; there are not, but this is something that will be reviewed during the program's renewal.

The Committee requested a few changes:
- The addition of computing skills to the Recommended Characteristics
- Removing high school graduation as a requirement but keeping Grade 12 English

Those changes have been made.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, the revisions to the Fashion Merchandising Certificate program and eight (8) courses.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee
DATE: July 4, 2019

Program Change Request

Date Submitted: 05/08/19 1:11 pm

Viewing: Fashion Merchandising ~~Associate~~ Certificate

Last approved: 12/18/17 8:37 am

Last edit: 07/29/19 2:30 pm

Changes proposed by: smurray

Program Name:

  Fashion Merchandising ~~Associate~~ Certificate

Credential Level: Certificate

Effective Date: **January 2020**

School/Centre: Continuing Studies

Department   Fashion Merchandising (6197)

Contact(s)

In Workflow

1. **6197 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**

Approval Path

1. 05/13/19 11:15 am Andrea Korens (akorens): Approved for 6197 Leader
2. 05/13/19 11:23 am Claire Sauve (csauve): Approved for Senior PC
3. 05/13/19 11:25 am gmcivor: Approved for CCS Dean
4. 05/13/19 3:08 pm Todd Rowlatt (trowlatt): Rollback to Senior PC for Curriculum Committee Chair
5. 05/23/19 10:21 am Claire Sauve (csauve): Rollback to 6197 Leader for Senior PC
6. 05/24/19 10:10 am Andrea Korens (akorens): Approved for 6197 Leader

95

7. 05/24/19 11:18 am
   Claire Sauve
   (csauve): Approved
   for Senior PC
8. 05/24/19 1:48 pm
   gmcivor: Approved
   for CCS Dean
9. 06/19/19 12:10 pm
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee Chair

History

1. Dec 18, 2017 by
   clmig-jwehrheim

Name	E-mail	Phone/Ext.
Sarah Murray	**smurray@vcc.ca**	**8668**
Andrea Korens	**akorens@vcc.ca**	**8661**

Program Content Guide

Goal

The Fashion Merchandising Certificate program is for those who want to ~~When you select a career in fashion merchandising, you~~ enter the ~~dynamic and~~ fast-paced **fashion industry, or take the next step in their fashion merchandising career.** ~~worlds of retail and wholesale marketing.~~ **The program provides an introduction to the business and operations of fashion with a mind to the future in an ever-evolving industry. Learning from industry-experienced instructors, students integrate theoretical knowledge and practical skills in business fundamentals and fashion theory.**

~~Merchandisers are "people-persons" who have an eye for colour, a flair for fashion, and an aptitude for management. On completion of the Fashion Merchandising Associate Certificate Program, graduates will be able to undertake different occupations. Examples include wholesale representatives, buyer, fashion consultant, promotional events coordinator, and retail manager.~~

Admission Requirements

Grade 12 English or equivalent.

~~Grade 12 or equivalent (waived for mature students), ability to speak, read and write English clearly and correctly.~~

Prior Learning Assessment & Recognition (PLAR)

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

~~No PLAR at this time~~

Program Duration & Maximum Time for Completion

Participants **must** ~~may take two courses per term and~~ complete the program **within three years.** ~~over one year.~~

Program Learning Outcomes

Upon completion of the program, students will be able to:
Navigate a variety of real-world business environments
Demonstrate familiarity with fashion merchandising industry standards
Communicate effectively among various stakeholders in diverse areas of the industry
Connect merchandise to the consumer
Identify and apply trends to target markets
Discover and define an aesthetic viewpoint

Instructional Strategies, Design, and Delivery Mode

~~This comprehensive core program is offered on a part-time evening basis.~~**The certificate program** ~~It~~ takes a multi-dimensional approach in educating students for careers in the fashion industry by combining studies in business fundamentals with fashion theory. Curriculum is delivered from both a theoretical and practical perspective, depending on subject **content.**

~~content.~~

Courses can be taken on their own, or can be used towards the completion of the Fashion Merchandising Certificate. Courses can be taken in any order.

~~Students will learn to project accurate forecasts for profits in sales and to utilize the varied techniques of visual merchandising that will attract the consumer.Please note that all courses may not be offered each term due to minimum enrollment requirements and the availability of instructors.Students are required to purchase texts and some supplies.Individuals registered in the program should be prepared to dedicate approximately three hours per week per course to their studies outside of class time.Each course averages 36 hours in length, usually in 3-hour blocks~~

Evaluation of Student Learning

Evaluation of learning progress is determined by individual instructors and includes theory examinations and assessment of practical assignments and group projects.

Students are required to have 80% attendance in order to pass a course.

Recommended Characteristics of Students

Imagination and creative talent

A good sense of colour and aesthetics

An identifiable personal style

Excellent time management and organizational skills

Good communication skills both written and verbal

Good computer skills and working knowledge of social media

The ability to work well with a wide variety of people

The ability to synthesize information and develop innovative ideas

~~Evaluation of learning progress is determined by individual instructors and includes theory examinations and assessment of practical assignments and group projects.Credential Upon successful completion of this program, and once an application for graduation has been submitted to the Registrar's Office, the graduate will receive a Vancouver Community College Fashion Merchandising Associate Certificate~~

Courses

Course List

Code	Title	Credits
FASH 1176	Merchandising Fashion	2.5
FASH 1408	Fashion Styling	2.5
FASH 1405	Fashion Marketing and Promotion	2.5
FASH 1401	Fashion Retail Management	2.5
FASH 1402	Fashion Buying	2.5
FASH 1204	Fashion Forecasting	2.5
FASH 2201	Textiles	2.5
FASH 1301	History of Fashion	2.5
Total Credits		20

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

Transcript of Achievement

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

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

Grading Standard

from letter grades as follows:

Transcript of Achievement

Grade	Percentage	Description	Grade Point Equivalency
A+	95-100		4.33
A	90-94		4.00
A-	85-89		3.67
B+	80-84		3.33
B	75-79		3.00
B-	70-74		2.67
C+	65-69		2.33
C	60-64		2.00
C-	55-59		1.67
D	50-54	Minimum Pass	1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory—student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory—student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A

Course Standings

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

Transcript of Achievement

Grade	Percentage	Description	Grade Point Equivalency
A+	90-100		4.33
A	85-89		4.00
A-	80-84		3.67
B+	76-79		3.33
B	72-75		3.00
B-	68-71		2.67
C+	64-67		2.33
C	60-63		2.00
C-	55-59		1.67

Grade Percentage Description Grade Point Equivalency

C	55-59		1.99
D	50-54	Minimum Passing Grade	1.00
F	0-49		0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credits	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

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.

  Fashion is a fast paced, ever-evolving industry; the merchandising program required a reassessment after its original creation to match the current needs of the industry and our students.

Are there any expected costs to this proposal.

  No.

Consultations

Consultated Area	Consultation Comments
Faculty/Department	Worked in conjunction with instructors to develop the blueprints for the courses.

100

Consultated Area	Consultation Comments
PAC/CEG	Consulted with a variety of stakeholders in the industry to compose current and appropriate program goals and outcomes, and course descriptions, outcomes and assessments.
Indigenous Education & Community Engagement (IECE)	Consulted with Tami Pierce on ways to Indigenize the fashion merchandising content.
Registrar's Office	Discussed course credit ratio and impact of changing the credits. Although the course hours are not changing, the credits will be recalculated to 2.5 (rather than 3). A new subject code, FMER will be used to distinguihs the Merchandising course from the Fashion Design and Production program (FSHN) and the Fashion non-credit courses (FASH)

Additional Information

Provide any additional information if necessary.

Supporting

documentation:

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

This program is for:

Marketing Description

Learn business fundamentals and fashion theory for a career as a buyer, fashion consultant, wholesale representative, or retail manager.

What you will learn

Fashion forecasting

Colours, fabrics, styles, trends

Fashion sales promotion

Public relations and advertising

Events promotion

Market research and planning

Consumer demand and behaviour

Business fundamentals

Professional presentations

Fashion displays and visual merchandising

Retail structure and planning

Store location and layout

Fashion styling

Mass production concepts

Fashion history and theory

Designers and influencers

Retail buying and pricing

Planning and projecting

Mathematical equations

Textile laws and regulations

Effective communication

What to expect

One year of part-time evening classes

Theory examinations

Practical assignments

Group work

Reviewer
Comments

Todd Rowlatt (trowlatt) (05/13/19 3:08 pm): Rollback: additional consultation needed on credits

Claire Sauve (csauve) (05/23/19 10:21 am): Rollback: edits as discussed

Key: 43

Course Change Request

Date Submitted: 05/08/19 1:15 pm

Viewing: **FASH 1176 : Merchandising Fashion**

Last edit: 06/03/19 4:33 pm

Changes proposed by: smurray

Programs
referencing this
course

43: Fashion Merchandising Certificate

Course Name:

Merchandising Fashion

Effective Date: January 2020

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Fashion Merchandising (6197)

Contact(s)

In Workflow

1. **6197 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

Approval Path

1. 05/13/19 11:15 am Andrea Korens (akorens): Approved for 6197 Leader
2. 05/13/19 11:23 am Claire Sauve (csauve): Approved for Senior PC
3. 05/13/19 11:26 am gmcivor: Approved for CCS Dean
4. 05/13/19 3:09 pm Todd Rowlatt (trowlatt): Rollback to Senior PC for Curriculum Committee Chair
5. 05/23/19 10:21 am Claire Sauve (csauve): Rollback to 6197 Leader for Senior PC
6. 05/24/19 9:46 am Andrea Korens

   (akorens): Approved
   for 6197 Leader
7. 05/24/19 11:19 am
   Claire Sauve
   (csauve): Approved
   for Senior PC
8. 05/24/19 1:51 pm
   gmcivor: Approved
   for CCS Dean
9. 06/19/19 12:10 pm
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee Chair

Name	E-mail	Phone/Ext.
Sarah Murray	**smurray@vcc.ca**	**8668**
Andrea Korens	**akorens@vcc.ca**	**8661**

Banner Course   Merchandising Fashion
Name:

Subject Code: FASH - Fashion

Course Number   1176

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

Credits: **2.5** ~~3~~

Course Description:

~~From initial concept to consumer demand, students will explore the merchandising process.Topics include:trends, top designers, social influences on fashion, the necessity of higher-priced apparel, and the timing of fashion.~~**The purpose of this course is to provide** ~~This course is ideal for those who are looking for~~ a **broad introduction to** ~~career in the field of~~ fashion merchandising ~~(design, manufacturing,~~ and **an overview of the process from product creation to sale.** ~~retail) or for those who want to advance their careers in the fashion industry.~~ **Students will explore** ~~trends, top designers, social influences on fashion,~~ **the intersections** ~~necessity~~ **of merchandising with product development, wholesale, retail** ~~higher-priced apparel,~~ **and e-commerce.** ~~the timing of fashion.~~

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	Present merchandise in a variety of retail environments including brick-and-mortar and e-commerce
CLO #2	Demonstrate a big-picture understanding of the fashion industry, including how products are developed, marketed, and sold
CLO #3	Engage in the product development process from the merchandising perspective
CLO #4	Identify and discuss target markets

Instructional
Strategies:

Instructors will employ a variety of instructional strategies such as lecture, discussion, case studies, etc.

Evaluation and Grading

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

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	35	Visual merchandising project
Assignments	25	A variety of minor assignments

Type	Percentage	Brief description of assessment activity
Assignments	15	Fashion diary assignment
Assignments	15	Research assignment
Participation	10	Participation/Professionalism

Hours by Learning Environment Type

Lecture, Seminar, Online

36

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Fashion calendar, capitals, and designers
The role of the fashion merchandiser
Apparel production process
Product development methods and strategies
Product delivery calendar
Target markets and consumer behaviour, motivations, and values
Sizing and merchandise categories
Visual presentation methods
Visual merchandising plan
Sales and promotional calendar
Sales markdown strategies
Online merchandising concepts
Sustainability in relation to merchandising

Course Change Request

Date Submitted: 06/03/19 4:59 pm

Viewing: **FASH 1204 : Fashion Forecasting**

Last approved: 05/31/19 4:10 am

Last edit: 06/03/19 4:59 pm

Changes proposed by: trowlatt

Programs
referencing this
course
  43: Fashion Merchandising Certificate

Course Name:

Fashion Forecasting

Effective Date: January 2020

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Fashion Merchandising (6197)

Contact(s)

In Workflow

1. **6197 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

Approval Path

1. 06/04/19 12:13 pm Andrea Korens (akorens): Approved for 6197 Leader
2. 06/04/19 1:00 pm Claire Sauve (csauve): Approved for Senior PC
3. 06/05/19 9:19 am Todd Rowlatt (trowlatt): Approved for CCS Dean
4. 06/19/19 12:10 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. May 31, 2019 by Todd Rowlatt (trowlatt)

Name	**E-mail**	**Phone/Ext.**
Sarah Murray	**smurray@vcc.ca**	**8668**
Andrea Korens	**akorens@vcc.ca**	**8661**

Banner Course Name: Fashion Forecasting

Subject Code: FASH - Fashion

Course Number   1204

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

Credits: **2.5** ~~3~~

Course Description:

This course supports students in cultivating observational skills with a critical eye. Students will apply awareness ~~This course provides a general overview~~ of ~~the job of the~~ fashion ~~forecaster~~ and **society to foresee trends.** ~~the fashion forecasting process. How to differentiate between a trend and a fad, how to predict new fashion colours, popular fabrics, new styles, and upcoming trends.This is an important and essential course for the fashion designer, merchandiser, retailer, and the consumer.The structure of this class will consist of lectures, group discussions, projects, guest speakers, and presentations.All members of the class are expected to participate on a regular basis.~~

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	**Apply the forecasting process**
CLO #2	**Describe and differentiate between fashion cycles**

	Upon successful completion of this course, students will be able to:
CLO #3	Observe current trends in fashion and other industries and how they impact fashion
CLO #4	Apply presentation skills
CLO #5	Engage in real-world research for use in forecasting

Instructional

Strategies:

Instructors will employ a variety of instructional strategies such as lecture, discussion, and field trips.

Evaluation and Grading

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

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Fashion forecast
Project	20	Forecasting process
Assignments	20	Observations
Assignments	10	Colour forecasting
Assignments	10	A variety of minor assignments (2-3)
Participation	10	Participation/Professionalism

Hours by Learning Environment Type

Lecture, Seminar, Online

36

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Trend life cycles
Trend movement and adoption
Colour theory and cycles
Colour trends
Forecasting process
Research methods
Trend observation
Trend identification
Lifestyle trends
Cultural and historical influences on trends
Cultural lens and trends

4/5

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

Fashion Merchandising Certificate

Provide a rationale
for this proposal:

Are there any

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Course Change Request

Date Submitted: 05/08/19 1:15 pm

Viewing: **FASH 1301 : History of ~~Of~~ Fashion**

Last edit: 06/03/19 4:34 pm

Changes proposed by: smurray

Programs
referencing this
course

[43: Fashion Merchandising Certificate](#)

Course Name:

History of Fashion

Effective Date: January 2020

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Fashion Merchandising (6197)

Contact(s)

In Workflow

1. 6197 Leader
2. Senior PC
3. CCS Dean
4. Curriculum
   Committee Chair
5. EDCO Chair
6. CS Associate
   Registrar
7. Banner

Approval Path

1. 05/13/19 11:15 am
   Andrea Korens
   (akorens): Approved
   for 6197 Leader
2. 05/13/19 11:25 am
   Claire Sauve
   (csauve): Approved
   for Senior PC
3. 05/13/19 12:05 pm
   gmcivor: Approved
   for CCS Dean
4. 05/13/19 3:09 pm
   Todd Rowlatt
   (trowlatt): Rollback
   to Senior PC for
   Curriculum
   Committee Chair
5. 05/23/19 10:22 am
   Claire Sauve
   (csauve): Rollback
   to 6197 Leader for
   Senior PC
6. 05/24/19 10:00 am
   Andrea Korens

(akorens): Approved
   for 6197 Leader
7. 05/24/19 11:21 am
   Claire Sauve
   (csauve): Approved
   for Senior PC
8. 05/24/19 2:10 pm
   gmcivor: Approved
   for CCS Dean
9. 06/19/19 12:10 pm
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee Chair

Name	E-mail	Phone/Ext.
Sarah Murray	**smurray@vcc.ca**	**8668**
Andrea Korens	**akorens@vcc.ca**	**8661**

Banner Course
Name: History **of** ~~Of~~ Fashion

Subject Code: FASH - Fashion

Course Number   1301

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

Credits: **2.5** ~~3~~

Course Description:

In this course, students critically explore the influence ~~Gain an understanding~~ of **world events, politics, technology, culture and other factors on fashion.** ~~the development of fashion by exploring the evolution of western fashion from early Europe to the 20th century.~~ **Students explore western fashion through the ages and consider today's fashion through a historical lens.** ~~The course promotes research and provides design inspiration for students, who will exhibit their personal interests through the completion of an individual design project or reproduction garment.~~

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	Discuss western fashion in the context of various historical periods, considering the influence of world events and available technology
CLO #2	Discuss variations in clothing and fashion in different cultural contexts
CLO #3	Develop an awareness of cultural and historical influences in fashion
CLO #4	Critically examine narrative of fashion in relation to culture and status
CLO #5	Draw inspiration from fashion history
CLO #6	Accurately apply the language of fashion

Instructional
Strategies:

Instructors will employ a variety of instructional strategies such as lecture, demonstrations, discussion, observation, guest speakers, etc.

Evaluation and Grading

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

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Research project
Assignments	25	A variety of minor assignments
Quizzes/Tests	20	
Other	15	Weekly reflective journal

Type	Percentage	Brief description of assessment activity
Participation	10	Participation/Professionalism

Hours by Learning Environment Type

Lecture, Seminar, Online

36

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Pre-19th century era clothing
19th century era clothing
20th century era clothing
Technology's impact on fashion
Trade and warfare's impact on clothing development
World events' impact on the production and distribution of clothing
Internet and social media's impact on fashion
Fashion marketing versus clothing necessity
Culture appropriation
Folklore and Indigenous fashion
Cultural symbolism, context and significance

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?

114

Course Change Request

Date Submitted: 06/03/19 4:44 pm

Viewing: **FASH 1401 : Fashion Retail Management**

Last approved: 05/31/19 4:10 am

Last edit: 06/03/19 4:44 pm

Changes proposed by: trowlatt

> Programs
> referencing this
> course
>
> 43: Fashion Merchandising Certificate

Course Name:

Fashion Retail Management

Effective Date: January 2020

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Fashion Merchandising (6197)

Contact(s)

In Workflow

1. **6197 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

Approval Path

1. 06/04/19 12:13 pm Andrea Korens (akorens): Approved for 6197 Leader
2. 06/04/19 1:00 pm Claire Sauve (csauve): Approved for Senior PC
3. 06/05/19 9:19 am Todd Rowlatt (trowlatt): Approved for CCS Dean
4. 06/19/19 12:10 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. May 31, 2019 by Todd Rowlatt (trowlatt)

Name	E-mail	Phone/Ext.
Sarah Murray	**smurray@vcc.ca**	**8668**
Andrea Korens	**akorens@vcc.ca**	**8661**

Banner Course
Name: Fashion Retail Management

Subject Code: FASH - Fashion

Course Number   1401

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

Credits: **2.5** ~~3~~

Course Description:

In this course, students are introduced to the current retail landscape and the components of a successful retail business. Students learn the individual elements of launching a store, considering a variety of retail environments. ~~Focusing directly on the strategic issues facing Canadian fashion retailers, this course covers the challenges faced by retailers, , describe alternate ways to classify the retail structure, outline steps involved in strategic retail planning, explain the strategic dimensions of the location decision, and determine store layout and merchandise presentation.~~

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	**Develop a plan and layout for an online store**
CLO #2	**Develop a plan and layout for a brick-and-mortar store**
CLO #3	**Analyze an existing store's visual merchandising and store design**

	Upon successful completion of this course, students will be able to:
CLO #4	Apply strategies for managing customer relationships
CLO #5	Apply strategies for employee management
CLO #6	Discuss strategies to maintain a competitive advantage in a retail environment

Instructional

Strategies:

Instructors will employ a variety of instructional strategies such as lecture, discussion, case studies, guest speakers, and demonstration.

Evaluation and Grading

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

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	Develop a concept for a brick-and-mortar store
Assignments	25	Minor assignments including group projects and case studies
Project	20	Design an online store
Assignments	15	Analyzing visual display and merchandising
Participation	10	Participation/Professionalism

Hours by Learning Environment Type

Lecture, Seminar, Online

36

Lab, Clinical, Shop, Kitchen,

Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Customer relationship management
Store design and layout (online and brick-and-mortar)
Components to opening a store
Pricing
POS systems, inventory and logistics
E-commerce and omni-channel
Human resource management
Locations
Retail strategies and selling techniques
Traditional modes of exchange/trade
Customer buying behaviour
Sustainability in relation to store operations

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

Fashion Merchandising Certificate

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Course Change Request

Date Submitted: 06/03/19 4:42 pm

Viewing: **FASH 1402 : Fashion ~~Retail~~ Buying**

Last approved: 05/31/19 4:10 am

Last edit: 06/03/19 4:41 pm

Changes proposed by: trowlatt

Programs
referencing this
course
   43: Fashion Merchandising Certificate

Course Name:
Fashion Buying

Effective Date: January 2020

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Fashion Merchandising (6197)

Contact(s)

In Workflow

1. 6197 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Approval Path

1. 06/04/19 12:15 pm Andrea Korens (akorens): Approved for 6197 Leader
2. 06/04/19 1:01 pm Claire Sauve (csauve): Approved for Senior PC
3. 06/05/19 9:19 am Todd Rowlatt (trowlatt): Approved for CCS Dean
4. 06/19/19 12:10 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. May 31, 2019 by Todd Rowlatt (trowlatt)

Name	E-mail	Phone/Ext.
Sarah Murray	smurray@vcc.ca	8668
Andrea Korens	akorens@vcc.ca	8661

Banner Course Name: **Fashion** ~~Retail~~ Buying

Subject Code: FASH - Fashion

Course Number 1402

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

Credits: **2.5** ~~3~~

Course Description:

In this course, students learn ~~Learn~~ to effectively manage the planning and buying of appropriate merchandise for a **fashion** retail **business.** ~~department or boutique.~~ This course emphasizes the ~~coordination of the buyer's varied responsibilities,~~ buying terminology, ~~mathematical equations for~~ retail **buying math,** ~~buying,~~ plan **projections,** ~~projections and~~ stock planning, and domestic and foreign resources.

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	Apply buying terminology
CLO #2	Communicate rationale for buying decisions
CLO #3	Identify appropriate merchandise as it relates to the retailers' target market
CLO #4	Recognize consumer purchase patterns that influence retail buying

Upon successful completion of this course, students will be able to:	
CLO #5	Execute a six-month merchandising plan
CLO #6	Navigate the various elements of the fashion calendar

Instructional

Strategies:

Instructors will employ a variety of instructional strategies such as lecture, case studies, field trips, guest speakers, and discussion.

Evaluation and Grading

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

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	30	6 month merchandising plan project
Assignments	30	A variety of small assignments including a fashion calendar
Assignments	15	Minor merchandising plan assignments
Quizzes/Tests	15	
Participation	10	Participation/Professionalism

Hours by Learning Environment Type

Lecture, Seminar, Online

36

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Communication with buyers and vendors
Relating product knowledge to a target market
Budgeting and logistics
Sales projections and inventory levels
Analyzing seasonal calendars
Selecting appropriate merchandise assortment
Identifying fashion trends
Negotiating contract details and terms and conditions
Buyer's role in the retail hierarchy
Analyzing data
Executing research techniques
Considering sustainability

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

Fashion Merchandising Certificate

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Key: 3286

Preview Bridge

Course Change Request

Date Submitted: 05/08/19 1:14 pm

Viewing: **FASH 1405 : Fashion Marketing & Promotion**

Last edit: 06/03/19 4:34 pm

Changes proposed by: smurray

Programs
referencing this
course
   [43: Fashion Merchandising Certificate](#)

Course Name:

   Fashion Marketing and Promotion

Effective Date: January 2020

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Fashion Merchandising (6197)

Contact(s)

In Workflow

1. **6197 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

Approval Path

1. 05/13/19 11:15 am Andrea Korens (akorens): Approved for 6197 Leader
2. 05/13/19 11:24 am Claire Sauve (csauve): Approved for Senior PC
3. 05/13/19 11:27 am gmcivor: Approved for CCS Dean
4. 05/13/19 3:09 pm Todd Rowlatt (trowlatt): Rollback to Senior PC for Curriculum Committee Chair
5. 05/23/19 10:23 am Claire Sauve (csauve): Rollback to 6197 Leader for Senior PC
6. 05/24/19 9:55 am Andrea Korens

123

(akorens): Approved for 6197 Leader

7. 05/24/19 11:19 am Claire Sauve (csauve): Approved for Senior PC

8. 05/24/19 2:07 pm gmcivor: Approved for CCS Dean

9. 06/19/19 12:10 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Sarah Murray	**smurray@vcc.ca**	**8668**
Andrea Korens	**akorens@vcc.ca**	**8661**

Banner Course Name: Fashion Marketing & Promotion

Subject Code: FASH - Fashion

Course Number 1405

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

Credits: **2.5** ~~3~~

Course Description:

Marketing is ~~A study of~~ the **means of communication between** ~~theory and practical application of fashion sales promotion, public relations, special event promotion, and other activities used to influence~~ the **fashion brand and the consumer.** ~~sale of merchandise, services, and concepts.~~ **In this course, students will learn the theory and practical applications of influencing the sale of merchandise.** ~~Market planning, environmental influences, research, information systems, and consumer behaviour are examined in the context of the ever-changing fashion industry.Emphasis is on the creative organization of professional-quality presentations including evaluating, writing, and editing of copy for advertising and promotion, display presentation, internal communications, and direct mail for a variety of market levels.~~

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	Apply a variety of marketing techniques to a fashion context
CLO #2	Research a target market
CLO #3	Develop a marketing plan
CLO #4	Discuss strategies to develop a competitive advantage
CLO #5	Apply presentation skills to communicate marketing strategies to stakeholders

Instructional
Strategies:

Instructors will employ a variety of instructional strategies such as lecture, discussion, guest speakers, case studies, simulation, etc.

Evaluation and Grading

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

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity

Type	Percentage	Brief description of assessment activity
Assignments	30	A variety of assignments such as competitive analysis, target market, online marketing, event planning, and media relations
Project	30	Marketing plan and presentation
Assignments	20	A variety of minor assignments such as branding, sales promotion, and advertising
Other	10	Client interaction assessment
Participation	10	Participation/professionalism

Hours by Learning Environment Type

Lecture, Seminar, Online

36

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Principles of fashion marketing
Target markets
Competitive advantage
Ethical issues of consumerism
Branding
Media relations and advertising
Online and social media marketing techniques

Course Topics:
Events
Sales promotion
Alternative marketing strategies
Retail buyer marketing strategies
Budgeting and timelines

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

Fashion Merchandising Certificate

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Todd Rowlatt (trowlatt) (05/13/19 3:09 pm): Rollback: additional consultation needed on credits

Claire Sauve (csauve) (05/23/19 10:23 am): Rollback: edits as discussed

Key: 3289

Preview Bridge

Course Change Request

Date Submitted: 06/03/19 4:39 pm

Viewing: **FASH 1408 : Fashion Styling**

Last approved: 05/31/19 4:10 am

Last edit: 06/03/19 4:39 pm

Changes proposed by: trowlatt

Programs
referencing this
course
  43: Fashion Merchandising Certificate

Course Name:
  Fashion Styling

Effective Date: January 2020

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Fashion Merchandising (6197)

Contact(s)

In Workflow

1. 6197 Leader
2. Senior PC
3. CCS Dean
4. Curriculum
   Committee Chair
5. EDCO Chair
6. CS Associate
   Registrar
7. Banner

Approval Path

1. 06/04/19 12:14 pm
   Andrea Korens
   (akorens): Approved
   for 6197 Leader
2. 06/04/19 1:01 pm
   Claire Sauve
   (csauve): Approved
   for Senior PC
3. 06/05/19 9:19 am
   Todd Rowlatt
   (trowlatt): Approved
   for CCS Dean
4. 06/19/19 12:10 pm
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee Chair

History

1. May 31, 2019 by
   Todd Rowlatt
   (trowlatt)

Name	E-mail	Phone/Ext.
Sarah Murray	**smurray@vcc.ca**	**8668**
Andrea Korens	**akorens@vcc.ca**	**8661**

Banner Course
Name: Fashion Styling

Subject Code: FASH - Fashion

Course Number   1408

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

Credits: **2.5** ~~3~~

Course Description:

In ~~The purpose of~~ this **course, students will learn and apply** ~~course is to develop students' skills in~~ the **practical and creative skills, as well as the operational elements, used in the styling profession.** ~~analysis and evaluation of fashion merchandise. The course builds upon the knowledge of textiles and introduces new concepts in mass production environments.The course is designed to provide students with the skills necessary to perform effectively as retail marketers and buyers or fashion product managers in a manufacturing/marketing environment.~~

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	**Explain the role of a stylist as part of the creative team**
CLO #2	**Style a model for a photo shoot**
CLO #3	**Edit clothing for the purpose of storytelling**

	Upon successful completion of this course, students will be able to:
CLO #4	**Apply professionalism as a stylist**
CLO #5	**Curate a wardrobe for a client**
CLO #6	**Use styling techniques in a variety of settings**

Instructional

Strategies:

Instructors will employ a variety of instructional strategies such as lecture, facilitated group discussion, guest speakers, demonstration and simulation.

Evaluation and Grading

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

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	**30**	**Photoshoot project**
Project	**20**	**Capsule personal shopper project**
Project	**10**	**Mini amateur photoshoot project**
Assignments	**10**	**Branding and business plan assignment**
Assignments	**10**	**Styling for a commercial venture**
Assignments	**10**	**Storytelling/journal assignment**
Participation	**10**	**Participation/professionalism**

Hours by Learning Environment Type

Lecture, Seminar, Online

        36

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Portfolio development **Professional branding and promotions** **Business communications** **Communicating a vision and mood boards** **Creative team responsibilities** **The stylist kit** **Client interactions** **Wardrobe proposals** **Styling techniques and visual storytelling** **Sourcing and care of garments** **Writing clothing credits** **Personal ethics**

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

Fashion Merchandising Certificate

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Course Change Request

Date Submitted: 06/03/19 4:37 pm

Viewing: **FASH 2201 : Textiles**

Last approved: 05/31/19 4:10 am

Last edit: 06/03/19 4:37 pm

Changes proposed by: trowlatt

Programs
referencing this
course
  43: Fashion Merchandising Certificate

Course Name:

Textiles

Effective Date: January 2020

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Fashion Merchandising (6197)

Contact(s)

In Workflow

1. **6197 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

Approval Path

1. 06/04/19 12:12 pm Andrea Korens (akorens): Approved for 6197 Leader
2. 06/04/19 1:01 pm Claire Sauve (csauve): Approved for Senior PC
3. 06/05/19 9:19 am Todd Rowlatt (trowlatt): Approved for CCS Dean
4. 06/19/19 12:10 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. May 31, 2019 by Todd Rowlatt (trowlatt)

Name	E-mail	Phone/Ext.
Sarah Murray	**smurray@vcc.ca**	**8668**
Andrea Korens	**akorens@vcc.ca**	**8661**

Banner Course Name: Textiles

Subject Code: FASH - Fashion

Course Number   2201

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

Credits: **2.5** ~~3~~

Course Description:

~~Details the selection of suitable fabrics for specific designs and for the production of realistic designs for specific fabrics.~~**The purpose** ~~Students study the development, characteristics, use, and care~~ of **this course is to introduce students to components, properties, production, application, and care of a variety of apparel** ~~natural and man-made fibres and~~ **fabrics. Students apply and demonstrate their understanding of these concepts through practical applications. The course will also examine innovations and ethical issues in the textile industry.** ~~Textile laws and regulations are covered.~~

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	**Describe textile production from fibre to finished fabric**
CLO #2	**Discuss the properties of various fibres and fabrics**

	Upon successful completion of this course, students will be able to:
CLO #3	Apply fabric knowledge to the product development process
CLO #4	Discuss applications of textile laws and regulations
CLO #5	Discuss ethical and environmental issues in the industry
CLO #6	Demonstrate an appreciation of the cultural significance of textiles

Instructional

Strategies:

Instructors will employ a variety of instructional strategies such as lecture, discussion, and demonstrations.

Evaluation and Grading

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

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35	Fibre and fabric identification (5-10 assignments)
Assignments	25	Reflections on ethical & cultural issues (2-3 assignments)
Assignments	10	Product development assignment
Quizzes/Tests	10	5-10 quizzes
Assignments	5	Textile terminology assignment
Assignments	5	Labeling assignment
Assignments	10	Participation/Professionalism

Hours by Learning Environment Type

Lecture, Seminar, Online

36

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Textile manufacturing process
Fibre sources, collection and manufacturing
Fibre properties
Fabric structures
Fabric properties and production methods
Fabric dyeing and printing
Fabric aesthetic and performance
Fabric technologies
Product development process
Fabric regulations and care
Sustainability
Textiles and cultural identities

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
Fashion Merchandising Certificate

Provide a rationale
for this proposal:

DECISION NOTE

PREPARED FOR: Education Council

DATE: September 10, 2019

ISSUE: Revisions to Makeup Artistry Certificate and 8 courses

BACKGROUND:
The Makeup department is proposing revisions to the Makeup Artistry Certificate and all eight courses in the program. The revisions update a program launched in 2010 that has not seen much development since then. A needs assessment was recently completed that included a student survey and discussions with the Program Advisory Committee. The revisions proposed make the program consistent with current industry practice. The biggest change was an increase in hours, a need students had identified to allow more time for practice.

This program is scheduled for a full renewal in 2020/21. Its current design is not in alignment with the Credentials policy. The program only requires 11 credits to graduate, much less than the 18 credit minimum in our policy. The department is very aware and will fix the issue in the renewal, but needs to update the program immediately to improve the student experience.

DISCUSSION:
Justin Ewart, Program Coordinator for Makeup, presented the proposal. The Committee understood the department's desire to make changes prior to the renewal, and believes it is a reasonable approach.

The Committee asked for a few changes:
- Remove a grade for attendance from all courses. An 80% attendance requirement is already in the PCG. The 10% attendance grade will be redistributed to other assessments.
- Identify an evaluation plan for the portfolio elements of MKUP 1104

The Committee also discussed whether the minimum age of 18 was needed. Mr. Ewart thought it was an important element to ensure students have the maturity to work with people's bodies. He is also exploring a future bodypainting course that would include full-body makeup application. The Committee agreed with this rationale.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, the revisions to the Makeup Artistry Certificate program and eight (8) courses.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee
DATE: July 4, 2019

Program Change Request

Date Submitted: 05/27/19 2:58 pm

Viewing: **Makeup Artistry Certificate**

Last approved: 12/20/17 6:09 am

Last edit: 08/06/19 3:59 pm

Changes proposed by: csauve

Program Name:

  Makeup Artistry Certificate

Credential Level:	Certificate
Effective Date:	**January 2020**
School/Centre:	Continuing Studies
Department	Makeup Artistry (6198)

Contact(s)

In Workflow

1. 6198 Leader

2. Senior PC

3. CCS Dean

4. Curriculum Committee Chair

5. EDCO Chair

Approval Path

1. 05/27/19 3:32 pm Justin Ewart (jewart): Approved for 6198 Leader
2. 05/27/19 3:37 pm Claire Sauve (csauve): Approved for Senior PC
3. 05/28/19 8:36 am gmcivor: Approved for CCS Dean
4. 08/06/19 3:59 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Dec 20, 2017 by clmig-jwehrheim

Name	E-mail	Phone/Ext.
Justin Ewart	**jewart@vcc.ca**	**8417**

Program Content Guide

Goal

The Makeup Artistry Certificate is designed for individuals planning to enter the **makeup industry.** ~~makeup, film, photography, theatre, fashion, and bridal industries.~~ Taught by industry experts, the program emphasizes the development of technical and professional skills with the goal of fostering individual growth and creativity. Students who complete this program will develop the skills, confidence, and experience required to provide makeup artistry services and conduct business in all **beauty and retail** areas of the **field .** ~~field.~~
Offered part-time on evenings and weekends, this program allows students to work and maintain other commitments while achieving fundamental makeup training.

Admission Requirements

~~ABE Intermediate or~~
Grade 10 **English or** equivalent
Applicants should be 18 years of age or older and be a graduate of secondary school or equivalent.
Applicants who do not meet the program admission requirements may be admitted following a successful interview with the Department leader or representative.

Prior Learning Assessment & Recognition (PLAR)

PLAR is available for some courses and will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, portfolio, demonstration, interview, or external evaluation.

Program Duration & Maximum Time for Completion

Part-time for **one** ~~a year and a half~~ to two years. **Maximum time for completion is three years.**

Program Learning Outcomes

Upon successful completion of ~~After completing~~ the program, **students** ~~the student~~ will **be able** ~~have developed the ability~~ to:

Perform appropriate ~~Select compatible products for all~~ skin **type profiling** ~~types~~ and **apply compatible products for all skin types and** needs.

Use **selective makeup** ~~basic~~ tools ~~(including the airbrush)~~ to apply various **makeup** ~~makeup~~ styles based on client needs.

Identify **and replicate** the characteristics of makeup styles of various historical periods.

Implement the **corrective** ~~correct~~ techniques for ~~contouring~~ various face shapes to improve balance and proportion.

Use the colour wheel to select a colour palette that complements the subject.

Conduct makeup consultations and draw face charts detailing makeup selection, colours, and product placement for a variety looks.

Apply eye makeup styles appropriate to each client's eye shape.

Create makeup design for **seasonal trends and** specialty areas such as **bridal and events,** fashion shows, **editorial shoots, and character makeup.** ~~theatrical characters, and special effects.~~

Produce and maintain a resume and photo portfolio of makeup artistry skills for the cosmetic and makeup artist industries.

Identify and implement appropriate and successful sales strategies for cosmetic services and products.

Understand the various roles and responsibilities **of a** ~~in the cosmetic and~~ makeup **artist.** ~~artist industries.~~

Instructional Strategies, Design, and Delivery Mode

The Makeup Artistry Certificate curriculum is designed to provide students with practical and experiential learning through theory and hands-on application.

Courses are delivered through a combination of instructional activities including but not limited to, lectures, group activities, demonstrations, practice applications and photo-shoots.

~~Program participants should expect a mix of activities including:Lectures/in-class theory Group activities Applying makeup on classmates Individual and group projects In-class quizzes and tests~~

Evaluation of Student Learning

Student learning ~~Evaluation of the course~~ is **evaluated in** ~~determined by the instructor and may include~~ a **variety of ways including but not limited to,** ~~combination of practical~~ assignments, **participation, quizzes and tests,** ~~projects,~~ and **practical** ~~theory and/or practical~~ exams.

80% attendance is mandatory to successfully complete each course.

Students must achieve **a minimum** ~~an overall passing~~ grade of **B- (68%) to successfully complete each course.** ~~70%.~~

~~Breakdown of the final grade:Assignments 20% Performance Demo 10% Tests 20% Participation 10% Final Project 30% Attendance 10%~~

Recommended Characteristics of Students

Sincere interest in administering personal services

~~Able to integrate the skills learned across makeup artistry disciplinesAbility to administer personal service to clientsWillingness and ability to reflect on their own practiceAble to move from concept development (idea/vision) to implementation (applying idea/vision to model)Effectively analyze and critique the practice and theory of makeup artistryAbility to conduct research and apply findings to specific projects~~**Interpersonal** ~~Effective oral~~ and ~~written~~ communication skills **required for providing customer service**

Good hand-eye coordination

Manual dexterity and creative ability

Normal colour vision and an eye for colour

Good depth perception ~~Willingness~~ and ability to perceive line and form ~~reflect on their own practice~~

Ability to stand for long periods of time ~~conduct research and apply findings to specific projects~~

Self-motivated and responsible

Basic writing skills

Interest in makeup, art, fashion, creativity or design

~~Strong presentation skills Comfortable planning and working independently Able to adapt to changing situations and formulate contingency plans~~

Courses

~~Plan of Study Grid~~

~~Term One~~		~~Credits~~
~~MKUP 1101~~	~~Makeup Artistry Fundamentals 1,2~~	~~1~~
~~-~~	~~Credits~~	~~0~~
~~Term Two~~		
~~MKUP 1102~~	~~Bridal and Event Makeup 2~~	~~1~~
~~-~~	~~Credits~~	~~0~~
~~Term Three~~		
~~MKUP 1103~~	~~Fashion and Photography Makeup 2~~	~~1~~

~~MKUP 1104   Career and Freelance Development~~   ~~0.5~~

~~Elective Courses: A minimum of one elective course is required. Students have the option of completing all~~ -
~~three. *~~

~~MKUP 1105   Airbrush Makeup 3~~   ~~1~~

~~MKUP 1106   Character Makeup 4~~   ~~1~~

~~MKUP 1107   Introduction Film and Television Makeup 4~~   ~~1~~

~~-   Credits~~   ~~0~~

~~-   Total Credits~~   ~~0~~

Course List

Code	Title	Credits
MKUP 1101	**Makeup Artistry Fundamentals 1,2**	**2**
MKUP 1102	**Bridal and Event Makeup 2**	**2**
MKUP 1103	**Fashion and Photography Makeup 2**	**2**
MKUP 1104	**Career and Freelance Development**	**1**
Two of the following electives:		**4**
MKUP 1105	**Airbrush Makeup 1,2**	
MKUP 1106	**Character Makeup 1,2**	
MKUP 1107	**Introduction Film and Television Makeup 1,2**	
MKUP 1109	**Hairstyling for Makeup Artists 1,2**	
Total Credits		11

~~*Students who have taken the four core courses previously and wish to receive a certificate are required to complete one or all of the elective courses.~~

1Requirement: Makeup kit must be purchased for the first day of class.

2 Additional supplies may be required for class. Approximate cost is between $50-$100.

~~3 Requirement: A kit, including compressor and airbrush, must be purchased for the first day of class. Students have the option of adding makeup palettes and colour mix for an additional cost. Additional supplies approximate cost $50-$100.~~

~~4 Requirement: A course kit must be purchased for the first day of class. Additional supplies approximate cost $50-$100.~~

The scheduling of classes and number of hours of instruction delivered will be affected by the occurrence of statutory holidays and other events as deemed necessary by the College.

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

Transcript of Achievement

The evaluation of learning outcomes for each student is prepared by the instructor and reported to **Continuing Studies** ~~the Student Records Department~~ at the completion of **semesters.** ~~semesters. The transcript typically shows a letter grade for each course.~~

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

Grading Standard

Grading Standard

Transcript of Achievement

Grade	Percentage	Description	Grade Point Equivalency
A+	90-100		4.33
A	85-90		4.00
A-	80-84		3.67
B+	76-79		3.33
B	72-75		3.00
B-	68-71	Minimum Pass	2.67
C+	64-67		2.33
C	60-63		2.00
C-	55-59		1.67
D	50-54		1.00
F	0-49		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 Makeup Artistry a program was developed in 2007 as a series of non-credit courses. The Makeup
Artistry Certificate program was launched in 2010, and while the Makeup industry has changed
considerably, the program has remained largely unchanged since then.

The department received received CD funding to review and revise the curriculum in 2018/19. A needs
analysis was completed throughout 2018 and recommendations were put forward for short-term and long-
term consideration.

In the short term, the recommendations are primarily around revisions to curriculum: update all courses,
lengthen all courses, replace Theatrical Makeup with Character Makeup, increase required electives to two,
make Character Makeup a prerequisite for Film and TV Makeup, and create additional elective courses.
These curriculum changes come as a result of the recommendations.

Due to the changes, there is now an increase in the number of hours and corresponding credits. However,
the total number of credits does not comply with the policy C.1.3 Granting of Credentials.

This program is scheduled for Program Renewal in 2020/21, as per policy C.3.2 Program Review and
Renewal. Continuing Studies is reluctant to make any changes to the credential level at this time as it would
have a negative impact on recruitment in the local market and on continuity for existing students. (It is
noteworthy that there is much competition in this training space, as there are 8 private institutions in
Vancouver offering makeup training programs. VCC is the only public institution offering such training.)

Are there any
expected costs to
this proposal.

Consultations

Consultated Area	Consultation Comments
Facilities	The courses currently run in the evenings in the Salon and Spa. A meeting is scheduled between CS, the Makeup department and the meeting with the Hair and Esthetics Department and the School of Trades to discuss room use going forward.
Finance	The course hours have increased; CS is working in consultation with Finance on updated costing.

Consultated Area	Consultation Comments
Marketing & Communications	The CS Marketing Liaison and the department are working with Marketing on a plan to emphasize the revised program in the upcoming CS catalogue.
Centre for Teaching, Learning, and Research (CTLR)	The revisions have been sent to an IA for feedback.
Registrar's Office	Consultations have taken place with the CS registrar and the RO regarding credit changes and course numbers. Since this is a revision and not a full redesign, it is suggested to use the existing course numbers.
Faculty/Department	The department solicited feedback from program instructors regarding courses and program. Through questionnaires, and review of the current curriculum. Consistent feedback from the instructors was that the courses were not long enough to teach the existing course content, and there was not enough time for students to practice. Instructor feedback has been incorporated into the curriculum.
PAC/CEG	The PAC was consulted via focus groups / course review meetings. The PAC suggested changes in outcomes, topics, and course content to reflect current industry. Those feedback has been incorporated.

Additional Information

Provide any additional information if necessary.

Supporting

documentation:

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

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This program is for:

Marketing Description

Develop top makeup artistry skills while building a portfolio for the professional film, photography, theatre, fashion, and bridal industries.

What you will learn

What to expect

Reviewer
Comments

Key: 63

Course Change Request

Date Submitted: 05/27/19 2:58 pm

Viewing: **MKUP 1101 : Makeup Artistry Fundamentals**

Last edit: 08/06/19 3:55 pm

Changes proposed by: csauve

Programs
referencing this
course

63: Makeup Artistry Certificate

Course Name:

Makeup Artistry Fundamentals

Effective Date: January 2020

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Makeup Artistry (6198)

Contact(s)

In Workflow

1. 6198 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Approval Path

1. 05/27/19 3:32 pm Justin Ewart (jewart): Approved for 6198 Leader
2. 05/27/19 3:37 pm Claire Sauve (csauve): Approved for Senior PC
3. 05/28/19 8:37 am gmcivor: Approved for CCS Dean
4. 08/06/19 3:59 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Justin Ewart	**jewart@vcc.ca**	**8417**

Banner Course   Makeup Artistry Fundamentals
Name:

Subject Code:	MKUP - Make Up Artistry
Course Number	1101
Year of Study	**1st Year Post-secondary**
Credits:	**2** ~~1~~

Course Description:

This course prepares students ~~Learn~~ to apply basic daytime makeup. ~~Skills developed include:~~**Students will learn how** ~~using the color wheel~~ to identify undertones **using the colour wheel,** ~~and~~ select suitable makeup for every **complexion, determine** ~~complexion; identifying historical makeup styles; determining~~ various face and eye shapes and **use makeup** ~~using makeup~~ to reshape and contour features **accordingly, and select** ~~accordingly; recognizing skin types and selecting~~ appropriate products for daily cleansing and daytime makeup wear. ~~Requirement:Makeup kit (prices are subject to change without prior notice) must be purchased prior to start date for $800 (credit card only).~~

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

           Yes

Details of PLAR:

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, portfolio, demonstration, interview, or external evaluation. ~~Interview~~

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Select **appropriate** ~~compatible~~ products **and tools** for **makeup applications for** all skin types **and** ~~and~~ needs
CLO #2	Identify the characteristics of various historical decades and styles of make-up
CLO #3	Implement **corrective makeup techniques for** ~~the correct method of contouring~~ various face shapes to improve balance and proportion

	Upon successful completion of this course, students will be able to:
CLO #4	Select a **colour** ~~color~~ palette that compliments individuals using the **colour** ~~color~~ wheel
CLO #5	**Demonstrate safe hygiene practices while working with products and clients**
CLO #6	**Apply appropriate basic makeup suitable to various clients**
CLO #7	**Recognize and identify basic bone and muscle structure of the face**

Instructional

Strategies:

A variety of instructional strategies are used including lectures/in-class theory, group activities, applying makeup on classmates, individual assignment, in-class quizzes/tests and practical exams.

Evaluation and Grading

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

B- (68%) ~~66%~~

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	**20** ~~10~~	**A variety of assignments: research of facial anatomy, face charts, colour wheels**
Lab Work	**20** ~~30~~	**Daily makeup applications**
Exam ~~Project~~	**30** ~~20~~	**Final practical application (in-class practical exam)**
Quizzes/Tests ~~Other~~	**15** ~~10~~	**Written test(s)**
Participation ~~Quizzes/Tests~~	**15** ~~20~~	**Active participation based on a rubric**
~~Participation~~	~~10~~	

Hours by Learning Environment Type

Lecture, Seminar, Online

                 18 ~~30~~

Lab, Clinical, Shop, Kitchen,

Studio, Simulation

18

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Hygiene and safety
Product Knowledge
Colour ~~Color~~ Theory
History of Makeup
Skin analysis
Foundation selection
Face shapes
Eye shapes
Basic facial anatomy

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
Makeup Artistry PCG

Additional Information

Provide any additional information if necessary.

Course Change Request

Date Submitted: 05/27/19 2:58 pm

Viewing: **MKUP 1102 : Bridal** ~~Evening~~ **and Event** ~~Bridal~~ **Makeup**

Last edit: 08/06/19 3:55 pm

Changes proposed by: csauve

Programs
referencing this
course
   63: Makeup Artistry Certificate

Course Name:

Bridal and Event Makeup

Effective Date: January 2020

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Makeup Artistry (6198)

Contact(s)

Name	E-mail	Phone/Ext.
Justin Ewart	**jewart@vcc.ca**	**8417**

Banner Course
Name: **Bridal** ~~Evening~~ **and Event** ~~Bridal~~ **Makeup**

In Workflow

1. **6198 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

Approval Path

1. 05/27/19 3:32 pm Justin Ewart (jewart): Approved for 6198 Leader
2. 05/27/19 3:37 pm Claire Sauve (csauve): Approved for Senior PC
3. 05/28/19 8:39 am gmcivor: Approved for CCS Dean
4. 08/06/19 3:59 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

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Subject Code:	MKUP - Make Up Artistry
Course Number	1102

Year of Study	**1st Year Post-secondary**
Credits:	**2** ~~1~~

Course Description:

This course prepares students to apply various types of makeup in bridal and event settings, using current trends. Students will gain confidence in their ability to conduct ~~Develops advanced~~ makeup **consultations with clients** ~~skills including application of bridal/evening~~ and **create** ~~men's makeup; conducting a makeup consultation and drawing~~ face charts detailing product and **colour selection.** ~~color selection; and using basic hair styling techniques (ie. curl, comb-outs, and applying select products).Prerequisite:Makeup Artistry Fundamentals (MKUP 1101).~~

Course Pre-Requisites (if applicable):

MKUP 1101

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, portfolio, demonstration, interview, or external evaluation. ~~Interview~~

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Apply various **bridal** ~~evening~~ and **event** ~~bridal~~ make-up styles,using basic tools to suit client needs
CLO #2	**Conduct a bridal or event makeup consultation** ~~Conduct an evening or bridal makeup consultations and draw face charts detailing makeup selection, colors and product placement, for various evening and bridal looks~~
CLO #3	**Create** ~~Draw a~~ face **charts** ~~chart,~~ detailing makeup selection, **colours** ~~colors~~ and product placement, for **various looks** ~~a classic bridal or evening look and apply on a model~~

	Upon successful completion of this course, students will be able to:
CLO #4	**Apply makeup aligned with current bridal trends** ~~Implement basic evening and bridal hair styling techniques to suit client needs e.g.curl, comb out and apply select products~~
CLO #5	**Demonstrate appropriate professional etiquette**

Instructional

Strategies:

A variety of instructional strategies are used including lectures/in-class theory, group activities, applying makeup on classmates, individual assignment, in-class quizzes/tests and practical exams.

Evaluation and Grading

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

B- (68%) ~~66%~~

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	**20** ~~10~~	**A variety of assignments on bridal and events looks and trends**
Exam ~~Lab Work~~	30	**Final practical applications (in-class practical exam)**
Quizzes/Tests	**15** ~~20~~	**Written test(s)**
Lab Work ~~Project~~	20	**Daily makeup applications**
~~Other~~	~~10~~	
Participation	**15** ~~10~~	**Active participation based on a rubric**

Hours by Learning Environment Type

Lecture, Seminar, Online

18 ~~30~~

Lab, Clinical, Shop, Kitchen,

Studio, Simulation

18

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Product knowledge for bridal and event makeup ~~Natural vs.Neutral makeup~~
Body makeup and shimmers ~~Makeup for men~~
Bridal makeup **styles**
Current and cultural trends for bridal makeup
Event ~~Evening~~ makeup **styles**
Professional etiquette ~~Basic hair styling techniques~~

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

Makeup Artistry PCG

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Key: 5910

Course Change Request

Date Submitted: 05/27/19 2:59 pm

Viewing: **MKUP 1103 : Fashion and Photography Makeup**

Last edit: 08/06/19 3:56 pm

Changes proposed by: csauve

> Programs
> referencing this
> course
>   63: Makeup Artistry Certificate

Course Name:

Fashion and Photography Makeup

Effective Date: January 2020

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Makeup Artistry (6198)

Contact(s)

Name	E-mail	Phone/Ext.
Justin Ewart	**jewart@vcc.ca**	**8417**

Banner Course   Fashion and Photography Makeup
Name:

In Workflow

1. **6198 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

Approval Path

1. 05/27/19 3:32 pm Justin Ewart (jewart): Approved for 6198 Leader
2. 05/27/19 3:38 pm Claire Sauve (csauve): Approved for Senior PC
3. 05/28/19 8:44 am gmcivor: Approved for CCS Dean
4. 08/06/19 3:59 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Subject Code:	MKUP - Make Up Artistry
Course Number	1103
Year of Study	**1st Year Post-secondary**
Credits:	**2** ~~1~~

Course Description:

With a focus on iconic ~~Exploration of advanced~~ makeup **through the decades** ~~application techniques~~ and **current fashion trends, this course prepares students** ~~design concepts~~ for **makeup application techniques for** runway **fashion shows** ~~fashion shows, photo shoots,~~ and **editorial photo shoots.** ~~special events.~~ Students learn the **effects of lighting on** ~~difference between~~ makeup **in both colour** ~~for hi-definition~~ and **black-and-white,** ~~traditional film shoots~~ and **they learn** ~~are taught~~ to **conceptualize** ~~re-create looks from the various decades, apply drag makeup,~~ and **design creative, iconic,** ~~create makeup styles that are unusual, over the top,~~ and **print-ready makeup looks.** ~~print worthy. Airbrush techniques are introduced via an instructor demonstration.Prerequisites:Makeup Artistry Fundamentals (MKUP 1101) and Evening and Bridal Makeup (MKUP 1102).~~

Course Pre-Requisites (if applicable):

MKUP 1102

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, portfolio, demonstration, interview, or external evaluation. ~~Interview~~

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Apply various make-up styles ~~using basic tools~~ to meet requirements of a fashion **and** ~~and/or~~ photography **client and assignments.** ~~client/ assignment~~
	~~Create a makeup design for various specialty areas e.g.fashion show, theatrical characters, and special effects.~~

	Upon successful completion of this course, students will be able to:
CLO #2	**Describe the roles of and relationships among makeup artist, models, stylist, photographer and creative directors.**
CLO #3	**Demonstrate a basic understanding of light and its effects on makeup.**
CLO #4	**Recreate iconic makeup and fashion looks through the decades.** ~~Apply decade,drag and creative makeup~~
CLO #5	**Conceptualize and design creative makeup looks for runway and editorial photo shoots.**

Instructional

Strategies:

A variety of instructional strategies are used including lectures/in-class theory, group activities, applying makeup on classmates, individual assignment, in-class quizzes/tests and practical exams.

Evaluation and Grading

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

B- (68%) ~~66%~~

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	**20** ~~10~~	**A variety of assignments: creating face charts, photo reference book, designer collection.**
Exam ~~Lab Work~~	30	**Practical application: in-class practical exam(s).**
Quizzes/Tests	**15** ~~20~~	**Written test(s)**
Lab Work ~~Project~~	20	**Daily makeup application**
~~Other~~	~~10~~	
Participation	**15** ~~10~~	**Active participation based on a rubric**

Hours by Learning Environment Type

Lecture, Seminar, Online

18 ~~30~~

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

18

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Basics of fashion runway makeup ~~Fashion show makeup~~
Basic of photography makeup for black-and-white and colour ~~Makeup for fashion photography~~
Effects of lighting
Type of photo shoots
Set etiquette
Fashion show and photography design
Iconic decades makeup ~~Decade makeup 1970's to 1980's~~
~~Drag makeup~~
Avant-garde and creative makeup ~~Creative makeup~~
~~Decade makeup 1920's to 1940's~~
~~Decade makeup 1950's to 1960's~~

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

Makeup Artist PCG

Additional Information

Course Change Request

Date Submitted: 05/27/19 2:59 pm

Viewing: **MKUP 1104 : ~~Freelance & ~~Career and Freelance ~~Development~~**

Last edit: 08/06/19 3:54 pm

Changes proposed by: csauve

Programs
referencing this
course
   63: Makeup Artistry Certificate

Course Name:

Career and Freelance Development

Effective Date: January 2020

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Makeup Artistry (6198)

Contact(s)

In Workflow

1. **6198 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

Approval Path

1. 05/27/19 3:32 pm Justin Ewart (jewart): Approved for 6198 Leader
2. 05/27/19 3:38 pm Claire Sauve (csauve): Approved for Senior PC
3. 05/28/19 8:47 am gmcivor: Rollback to Senior PC for CCS Dean
4. 05/28/19 9:24 am Claire Sauve (csauve): Approved for Senior PC
5. 05/28/19 9:30 am gmcivor: Approved for CCS Dean
6. 08/06/19 3:59 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	**E-mail**	**Phone/Ext.**
Justin Ewart	jewart@vcc.ca	8417

Banner Course
Name:

~~Freelance &~~ Career **and Freelance**
~~Development~~

Subject Code: MKUP - Make Up Artistry

Course Number   1104

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

Credits: **1** ~~.5~~

Course Description:

This course prepares ~~Prepares~~ students **to seek** ~~for entry-level~~ employment as **a** ~~sales associates, beauty advisors, cosmetic counter managers, or~~ freelance **and retail** makeup **artist.** ~~artists.~~ Students **explore topics related to the makeup profession, including** ~~learn~~ customer service and communication skills, **product knowledge** ~~develop an understanding of the cycle~~ and **care,** ~~psychology of successful selling, and prepare a professional-quality~~ resume and portfolio **development, bridal contracts and price listing,** ~~to showcase their makeup artistry~~ and **brand awareness.** ~~sales talents.~~

Course Pre-Requisites (if applicable):

MKUP 1102

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

            Yes

Details of PLAR:

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, portfolio, demonstration, interview, or external evaluation. ~~Interview~~

Course Learning
Outcomes (CLO):

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

	Upon successful completion of this course, students will be able to:
CLO #1	Demonstrate effective communication skills in customer service
CLO #2	Produce a professional resume and cover letter
CLO #3	Prepare ~~Produce~~ a ~~professional~~ presentation portfolio to showcase skills to the makeup industry (cosmetic retailing, evening and bridal, ~~film~~ and ~~TV, theatrical and~~ freelance)
CLO #4	Exhibit appropriate and successful sales strategies to sell cosmetic services and products
CLO #5	Discuss uses of social media and websites in promotion of makeup artists
CLO #6	Apply brand awareness to self promotion, advertising, and business aspects of freelancing

Instructional
Strategies:

A variety of instructional strategies are used including lectures/in-class theory, group activities, individual assignments, and presentations.

Evaluation and Grading

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

B- (68%) ~~66%~~

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20 ~~10~~	Research project (brand research or mystery shop)
Assignments ~~Portfolio~~	20 ~~10~~	In-class assignments, role plays, and presentations
Project ~~Lab Work~~	50 ~~30~~	Branding assignment (resume, contracts, business card, portfolio, etc.)
~~Project~~	~~30~~	
Participation	10 ~~30~~	Active participation based on a rubric

Hours by Learning Environment Type

Lecture, Seminar, Online

15 ~~8~~

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
~~Create a makeup resume~~
Understanding and communicating with customers
Product knowledge and care
Intro to ~~Networking and~~ social media
~~Cycle of selling~~
Resume ~~Image selection~~ and portfolio development
~~Marketing~~
Brand development and awareness
Bridal contracts and price listing

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

Makeup Artistry PCG

Additional Information

Course Change Request

Date Submitted: 05/27/19 3:00 pm

Viewing: **MKUP 1105 : Airbrush Makeup**

Last edit: 08/06/19 3:56 pm

Changes proposed by: csauve

Programs
referencing this
course

   [63: Makeup Artistry Certificate](#)

Course Name:

   Airbrush Makeup

Effective Date: January 2020

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Makeup Artistry (6198)

Contact(s)

In Workflow

1. **6198 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

Approval Path

1. 05/27/19 3:32 pm Justin Ewart (jewart): Approved for 6198 Leader
2. 05/27/19 3:38 pm Claire Sauve (csauve): Approved for Senior PC
3. 05/28/19 8:48 am gmcivor: Approved for CCS Dean
4. 08/06/19 3:59 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Justin Ewart	**jewart@vcc.ca**	**8417**

Banner Course   Airbrush Makeup
Name:

Subject Code: MKUP - Make Up Artistry

Course Number   1105

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

Credits: **2** ~~1~~

Course Description:

~~An ideal course for those already in the makeup industry.~~**This course is designed to give students an introduction to** ~~Explores~~ the **airbrush, with** ~~technical aspects of the airbrush and~~ its **mechanical workings and** practical use in a professional makeup environment. Students **will** ~~learn to~~ implement a wide range of looks and techniques such as a classic day look, evening, bridal, and high fashion. ~~Requirement:A kit, including compressor and airbrush, must be purchased prior to start date for $390.32 (credit card only).The price of the kit is subject to change with prior notice.Prerequisites:Makeup Artistry Fundamentals (MKUP 1101), Evening and Bridal Makeup (MKUP 1102), and Fashion and Photography Makeup (MKUP 1103).~~

Course Pre-Requisites (if applicable):

MKUP 1103
MKUP 1104 taken before or concurrently
or approval by department leader.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
                          Yes

Details of PLAR:

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, portfolio, demonstration, interview, or external evaluation.
~~Interview~~

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
	~~Select compatible products for all skin types for use with an airbrush~~
CLO #1	**Recognize the mechanical components of an airbrush**
CLO #2	**Apply proper assembly and maintenance techniques for airbrush**

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	Upon successful completion of this course, students will be able to:
CLO #3	**Safely apply makeup using an airbrush**
CLO #4	**Select and apply various products for use with an airbrush** ~~Use an airbrush to apply make-up stylesbased to meet a client needs~~
CLO #5	**Use an airbrush to apply make-up styles based on client needs including foundation, eye shadow, blush, and brows**
CLO #6	Create ~~the~~ makeup design for various specialty areas **such as bridal, editorial shoots and fashion show** ~~e.g. fashion show, theatrical characters, and special effects~~
	~~Design the makeup for a creative editorial shoot using an airbrush~~

Instructional

Strategies:

A variety of instructional strategies are used including lectures/in-class theory, group activities, applying makeup on classmates, individual assignment, in-class quizzes/tests and practical exams.

Evaluation and Grading

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

B- (68%) ~~66%~~

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	**20** ~~10~~	**A variety of assignments: shading, colour wheel, lines and dots, bridal makeup, face charts, and fantasy fashion makeup**
Exam ~~Lab Work~~	30	**Practical application: in-class practical exam(s)**
Quizzes/Tests	20	**Written test(s)**
Lab Work ~~Project~~	**15** ~~20~~	**Daily makeup application (performance demo)**
~~Other~~	~~10~~	
Participation	**15** ~~10~~	**Active participation based on a rubric**

Hours by Learning Environment Type

Lecture, Seminar, Online

18 ~~30~~

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

18

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
~~Create a makeup resume~~
~~Image selection and portfolio development~~
~~Marketing~~
~~Networking and social media~~
~~Cycle of selling~~
Airbrush characteristics
Airbrush mechanics, tools, compressor
Health and safety considerations
Proper maintenance and troubleshooting
How to use an airbrush
Foundation application
Eyes and brows makeup application
Bridal and event makeup application
Fashion makeup application

Rationale and Consultations

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

Course Change Request

Date Submitted: 05/27/19 3:00 pm

Viewing: **MKUP 1106 : Character** ~~Theatrical~~ **Makeup**

Last edit: 08/06/19 3:57 pm

Changes proposed by: csauve

Programs
referencing this
course

   63: Makeup Artistry Certificate

In Workflow

1. **6198 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

Approval Path

1. 05/27/19 3:32 pm Justin Ewart (jewart): Approved for 6198 Leader
2. 05/27/19 3:38 pm Claire Sauve (csauve): Approved for Senior PC
3. 05/28/19 8:50 am gmcivor: Approved for CCS Dean
4. 08/06/19 4:00 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Course Name:

   Character Makeup

Effective Date: January 2020

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Makeup Artistry (6198)

Contact(s)

Name	E-mail	Phone/Ext.
Justin Ewart	**jewart@vcc.ca**	**8417**

Banner Course Name: **Character** ~~Theatrical~~ Makeup

Subject Code: MKUP - Make Up Artistry

Course Number   1106

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

Credits: **2** ~~1~~

Course Description:

This course introduces students to ~~Examines character makeup design and the influence of~~ script **analysis, character development and design productions.** ~~analysis and preparation, character development, and lighting.~~ Students **will attain skills** ~~learn to create~~ and **techniques to design and** apply **a variety of character makeup.** ~~makeup for: clown and fantasy, old age, facial hair application, and F/X makeup such as burns, scrapes, and knife wounds.Requirement:A course kit must be purchased on the first day of class for $250 (credit card only).The price of the kit is subject to change without prior notice.Prerequisites:Makeup Artistry Fundamentals (MKUP 1101), Evening and Bridal Makeup (MKUP 1102), and Fashion and Photography Makeup (MKUP 1103).~~

Course Pre-Requisites (if applicable):

MKUP 1103
MKUP 1104 taken before or concurrently
or approval by department leader

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

                Yes

Details of PLAR:

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, portfolio, demonstration, interview, or external evaluation. ~~Interview~~

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Create a character makeup design to meet character analysis
CLO #2	**Discuss the process of script analysis for makeup**

	Upon successful completion of this course, students will be able to:
CLO #3	**Demonstrate basic knowledge of facial anatomy for character development**
CLO #4	Apply various ~~theatrical~~ make-up styles **such as skull makeup, drag and aging** ~~(old age, fantasy, clown makeup etc.)~~ to meet requirements of **stage or film production** ~~an onstage production/client needs~~
CLO #5	**Recognize how lighting can enhance makeup**

Instructional

Strategies:

A variety of instructional strategies are used including lectures/in-class theory, group activities, applying makeup on classmates, individual assignment, character research, and practical exams.

Evaluation and Grading

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

B-(68%) ~~66%~~

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	**20** ~~10~~	**A variety of assignments: face charting, reference book, character development**
Exam ~~Lab Work~~	30	**Practical application: in-class practical exam(s)**
Project	20	**Character design book**
Lab Work ~~Other~~	**15** ~~10~~	**Daily makeup application (performance demo)**
~~Quizzes/Tests~~	~~20~~	
Participation	**15** ~~10~~	

Hours by Learning Environment Type

Lecture, Seminar, Online

18 ~~30~~

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

18

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Skull and anatomy makeup ~~Light and Production~~
Script analysis and prep
Character Analysis ~~Clown makeup~~
Character makeup ~~Fantasy Makeup~~
Body ~~Old Age~~ makeup
Character development ~~Facial hair application~~
~~Casualty and spacial F/X makeup~~

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

Makeup Artistry PCG

Provide a rationale
for this proposal:

Are there any

Additional Information

Course Change Request

Date Submitted: 05/27/19 3:01 pm

Viewing: **MKUP 1107 : Intro to ~~Makeup for~~ Film and TV Makeup ~~Television~~**

Last edit: 08/06/19 3:57 pm

Changes proposed by: csauve

Programs
referencing this
course
  63: Makeup Artistry Certificate

Course Name:

Introduction Film and Television Makeup

Effective Date: January 2020

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Makeup Artistry (6198)

Contact(s)

In Workflow

1. 6198 Leader
2. Senior PC
3. CCS Dean
4. Curriculum Committee Chair
5. EDCO Chair
6. CS Associate Registrar
7. Banner

Approval Path

1. 05/27/19 3:33 pm Justin Ewart (jewart): Approved for 6198 Leader
2. 05/28/19 9:24 am Claire Sauve (csauve): Approved for Senior PC
3. 05/28/19 9:34 am gmcivor: Approved for CCS Dean
4. 08/06/19 4:00 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Justin Ewart	**jewart@vcc.ca**	**8417**

Banner Course
Name: **Intro to** ~~Makeup for~~ **Film and TV Makeup** ~~Television~~

Subject Code: MKUP - Make Up Artistry

Course Number   1107

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

Credits: **2** ~~1~~

Course Description:

This course prepares students with ~~Provides general~~ background knowledge **of** ~~about~~ the film **industry along with** ~~industry, including~~ technical information about lighting, script analysis, **continuity,** and **roles and responsibilities of a makeup artist.** ~~continuity.~~ **Students will apply various makeup products using techniques suitable for film and television.** ~~Students are introduced to the roles and responsibilities on a film/TV set and learn which makeup products are best suited for different filming formats.Requirement:A course kit must be purchased prior to start date for $320 (credit card only).The price of the kit is subject to change without prior notice.Prerequisites:Makeup Artistry Fundamentals (MKUP 1101), Evening and Bridal Makeup (MKUP 1102), and Fashion and Photography Makeup (MKUP 1103).~~

Course Pre-Requisites (if applicable):

MKUP 1106

MKUP 1104 taken before or concurrently

or approval by department leader

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

                    Yes

Details of PLAR:

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, portfolio, demonstration, interview, or external evaluation. ~~Interview~~

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
	~~Select makeup to meet the requirements of medium e.g.lighting, film formulas, in studio, on location etc.~~
CLO #1	**Create a character breakdown through script analysis**

	Upon successful completion of this course, students will be able to:
CLO #2	**Identify and interpret components of paperwork commonly used in the film industry such as call sheets**
CLO #3	**Describe roles and responsibilities of a makeup artists in film and television**
CLO #4	**Describe commonly used set terminology lingo and proper set etiquette**
CLO #5	Apply **basic** makeup for film and **production** ~~TV actor/news anchors, in timely and professional fashion~~
CLO #6	**Apply character makeup such as bald cap application and latex aging**

Instructional Strategies:

A variety of instructional strategies are used including lectures/in-class theory, group activities, applying makeup on classmates, individual assignment, in-class quizzes/tests and practical exams.

Evaluation and Grading

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

B- (68%) ~~66%~~

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	**20** ~~10~~	**A variety of assignments: call sheet breakdown, character binder, script breakdown**
Exam ~~Lab Work~~	30	**Practical application: in-class practical exam(s)**
Quizzes/Tests	20	**Written test(s)**
Lab Work ~~Project~~	**15** ~~20~~	**Daily makeup application (performance demos)**
~~Other~~	~~10~~	
Participation	**15** ~~10~~	**Active participation based on a rubric**

Hours by Learning Environment Type

Lecture, Seminar, Online

18 ~~30~~

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

18

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
~~Studio departments & roles~~
Roles and responsibilities of Makeup Artists
Continuity
~~Characher look-a-like~~
Call sheets
Film crew job descriptions
Film hierarchy
Set terminology and etiquette
Script analysis **and character breakdown**
Continuity
Lighting and film formats
Camera-ready makeup
Product knowledge
Latex aging and bald caps

Rationale and Consultations

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

Yes

Course Change Request

Date Submitted: 05/27/19 3:01 pm

Viewing: **MKUP 1109 : Hairstyling for Makeup Artist**

Last edit: 08/06/19 3:58 pm

Changes proposed by: csauve

Programs
referencing this
course
   63: Makeup Artistry Certificate

Course Name:

   Hairstyling for Makeup Artists

Effective Date: January 2020

School/Centre: Continuing Studies

Is this a non-credit course?   No

Department: Makeup Artistry (6198)

Contact(s)

Name	E-mail	Phone/Ext.
Justin Ewart	**jewart@vcc.ca**	**8417**

Banner Course   Hairstyling for Makeup Artist
Name:

In Workflow

1. **6198 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

Approval Path

1. 05/27/19 3:33 pm Justin Ewart (jewart): Approved for 6198 Leader
2. 05/28/19 9:24 am Claire Sauve (csauve): Approved for Senior PC
3. 05/28/19 9:36 am gmcivor: Approved for CCS Dean
4. 08/06/19 4:00 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Subject Code:	MKUP - Make Up Artistry
Course Number	1109
Year of Study	**1st Year Post-secondary**
Credits:	**2** ~~0~~

Course Description:

This course **is designed** ~~covers the fundamentals of hairstyling~~ for **makeup students** ~~bridal looks, special events,~~ and **artists.** ~~photoshoots.~~ **The course introduces hairstyling for bridal looks, special events, and photoshoots.** Students will learn about and work with a variety of products and tools used in hairstyling. They will be introduced to a range of skills from straightening to **up-dos** ~~updos~~ and will be able to create a range of hair styles to meet their clients' needs.

~~Prerequisite:Grade 10 English or equivalent.(30 hours) Required:a non-refundable hairstyling kit which must be purchased prior to start date.Additional supplies will be needed and a shopping list will provided on the first day of class.Registration cut-off date is two weeks prior to start date.~~ This course does not teach haircutting techniques or colouring techniques.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes ~~No~~

Details of PLAR:

PLAR will be assessed by the Department according to standardized practice and using one or more of the following components: challenge exam, portfolio, demonstration, interview, or external evaluation.

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	**Identify current trends in hairstyling for bridal and event looks**
CLO #2	**Identify a variety of product and tools used for hairstyling**
CLO #3	**Design hairstyles to complement a client's style and face shape**

	Upon successful completion of this course, students will be able to:
CLO #4	Execute hairstyles to complete styled looks for bridal, special events and editorial settings

Instructional

Strategies:

A variety of instructional strategies are used including lectures/in-class theory, group activities, applying makeup on classmates, individual assignment, in-class quizzes/tests and practical exams.

Evaluation and Grading

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

~~Satisfactory/Unsatisfactory~~   **B- (68%)**

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	A variety of assignments: current trends and period styles, reference book, product assignment
Exam	30	Practical application: in-class practical exam(s)
Quizzes/Tests	15	Written test(s)
Lab Work	20	Daily hairstyling application (performance demo)
Participation	15	Active participation based on a rubric

Hours by Learning Environment Type

Lecture, Seminar, Online

18 ~~0~~

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

18 ~~30~~

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Safety and sanitization
Product and tools
Preparation and hair design
Current and period hairstyle trends
Finger waves techniques
Styling for men
Styling with brushes and blow dryers
Styling with irons
Styling with hair extensions and hair pieces
Bridal business and etiquette

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

Makeup Artistry PCG

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Key: 5917

DECISION NOTE

PREPARED FOR: Education Council

DATE: September 10, 2019

ISSUE: Small revisions to Music Diploma and courses

BACKGROUND:

The Music Department is proposing changes to the Music Diploma and additional Music Preparatory courses, 41 courses in all. The changes are relatively minor revisions. A number of errors are corrected from the large curriculum revisions of 2018. There are adjustments to hours to fit better into the Term structure, and to more properly reflect the type of hours they are. The program also reduced the number of credits to maintain full-time status to 9 credits from 11 credits, to match current practice established by the Registrar's Office.

DISCUSSION:

Laurence Mollerup, Department Head of Music, presented the proposal. Curriculum Committee asked for a change to the Effective Date to January 2020 to give time for implementation. Several additional changes were requested to better explain assignments and to remove attendance as an assessment for several courses. All requested changes have been made.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the revisions to the Music Diploma program content guide and 41 course outlines for Preparatory Music and Music Diploma courses.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: August 22, 2019

Program Change Request

Date Submitted: 07/11/19 4:00 pm

Viewing: **Music Diploma**

Last approved: 05/15/18 2:02 pm

Last edit: 08/22/19 9:23 am

Changes proposed by: lmollerup

Program Name:
   Music Diploma

Credential Level: Diploma

Effective Date: **January 2020** ~~September 2018~~

School/Centre: Arts & Sciences

Department   Music Degree (4206)

Contact(s)

In Workflow

1. **4206 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**

Approval Path

1. 07/12/19 11:31 am Laurence Mollerup (lmollerup): Approved for 4206 Leader
2. 07/23/19 10:07 am Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:02 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Dec 20, 2017 by clmig-jwehrheim
2. May 15, 2018 by Carlie Deans (cdeans)

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

Program Content Guide

Goal

The Music Diploma program is designed to prepare graduates to work as music professionals in emerging music and music-related professions. Graduates of the program may find employment in non-profit music and arts organizations or private music production facilities, or they may also become self-employed, entrepreneurial artists and teachers.

Admission Requirements

ACADEMIC REQUIREMENTS

Grade 12 graduation, GED or equivalent

Note: Applicants who have not graduated from high school may still be considered, with permission from the Music Department Leader.

2. English 12 or Communications 12 with a pass, or equivalent

All applicants to the Music Diploma program must submit a music application form. The form and further application information is found through www.vcc.ca/music.

MUSIC REQUIREMENTS

1. Audition requirements differ for each instrument. For specific audition requirements, see http://www.vcc.ca/media/vancouver-community-college/content-assets/documents/programs/music-audition-requirements-diploma.pdf

2. Entrance auditions and musicianship examinations are held from February through May. Applicants for admission to the Music Diploma program will write a diagnostic examination in theory and are tested on aural perception and rhythmic skills. Minimum standards are equivalent to Preparatory Music Theory 1 & 2 (MUSC 1013 and MUSC 1033), and Preparatory Musicianship 1 & 2 (MUSC 1011 and MUSC 1031). Students who are accepted at the audition but who require upgrading of theory and musicianship may register concurrently in the recommended preparatory courses (MUSC 1011, 1013, MUSC 1031 and MUSC 1033). Students may also register for the other preparatory-level courses (MUSC 1010, 1030, 1054, 1064) and the following diploma-level courses: MUSC 1305, MUSC 1319, and MUSC 2490 (instructor permission and available space required. Students will be wait-listed until available space and instructor permission are confirmed).

ENGLISH LANGUAGE PROFICIENCY REQUIREMENTS

English language proficiency at an English 12 level, or equivalent

Please note all English assessments must have been written in the previous calendar year, with the exception of English 12 taken in Canada.

ADDITIONAL INFORMATION

The Music Department is located at the Broadway Campus on the 3rd floor. Applications, along with transcripts and all supporting documents, will be accepted by VCC between November 1st and April 1st. An entrance audition or interview will be scheduled once all required documents are received. Applications received after April 1st will be considered subject to space availability.

Prior Learning Assessment & Recognition (PLAR)

Generally, each course for which the student is requesting PLAR will require the following:
Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of the VCC course in question.
  2. A successful interview with the Music Department Leader and one other regularized music faculty member.

Program Duration & Maximum Time for Completion

The Music Diploma is a two-year, **four-term** ~~four term~~ program. Maximum time for completion is five years. The average course load is 15.0 credits per semester. Students may not register for more than 18.0 credits without written permission from the Music Department Leader. A minimum full-time course load is **9** ~~11~~ credits per term. Dropping below **9** ~~11~~ credits requires approval from the Music Department Leader. Normally, students taking fewer than **9** ~~11~~ credits in a term will not be entitled to individual instruction. In exceptional circumstances, students will be allowed to register for individual instruction with fewer than **9** ~~11~~ credits total. However, in order for such an exception to apply, the student must have previously completed all academic and skills-course requirements for the term of individual instruction in which they are registering.
Note that the Music Diploma requires a minimum of 60 credits for graduation.

Program Learning Outcomes

Upon successful completion of the Music Diploma, students will be able to:
Perform/compose in solo and ensemble contexts in one or many idioms.
Demonstrate critical awareness and the ability to self-evaluate, think and listen critically about core concepts of musicianship.
Demonstrate awareness of historical and contemporary styles and practices in academic, practical skills and other performance contexts.
Meet or exceed standards of musical literacy appropriate at a second-year level of instruction.
Demonstrate successful mastery of vocal, instrumental and/or compositional performance techniques.
Promote themselves as professionals in the music industry and related professions.

Instructional Strategies, Design, and Delivery Mode

The Music Diploma is a full-time program. Most classes are scheduled Monday to Friday from 8:30 to 16:30, but evenings and weekends will sometimes be required for rehearsals, performances and other activities.
A combination of classroom instruction, lab activities, rehearsals, performances, and outreach activities will be included in the program.

Evaluation of Student Learning

Evaluations will be done throughout the program. The evaluations will be based on quizzes, exams, juries (see below), assignments, and the assessment of practical skills in performance activities.

In the skills exam week of each term, every student enrolled in individual instruction is required to perform a jury exam for a faculty committee. The committee members each submit a written analysis of the performance. The student receives copies of each analysis for review with their individual instructor. Jury exams are mandatory to receive an Individual Instruction grade.

Recommended Characteristics of Students

Ability to communicate effectively verbally and in writing
Outstanding potential in area of specialization
Strongly motivated and proven ability to work to deadlines
Good organizational skills
Basic computer, word processing, and music notation software skills

Courses

Plan of Study Grid

Term One		Credits
MUSC 1301	Musicianship 1	3
MUSC 1303	Theory and Practice of Music 1	3
MUSC 1104	Performance Techniques 1	1
MUSC 1305	Music in Context 1	3
MUSC 1319	Music and Media 1	1.5
MUSC 1310	Individual Instruction 1	2
MUSC 2490	Performance Ensemble	1.5
	Credits	15
Term Two		
MUSC 1401	Musicianship 2	3
MUSC 1403	Theory and Practice of Music 2	3
MUSC 1204	Performance Techniques 2	1
MUSC 1405	Music in Context 2	3
MUSC 1419	Music and Media 2	1.5
MUSC 1410	Individual Instruction 2	2
MUSC 2490	Performance Ensemble 1	1.5
	Credits	15
Term Three		
MUSC 2301	Musicianship 3	3
MUSC 2303	Theory and Practice of Music 3	3

MUSC 2104	Performance Techniques 3	1
MUSC 2305	Musicology 1 2	3
or MUSC 2304	or Electronic Music 1	
or MUSC 2317	or Improvisation 1	
MUSC 2307	Social Media for the Self-employed Musician	1.5
MUSC 2310	Individual Instruction 3	2
MUSC 2490	Performance Ensemble 1	1.5
	Credits	15

Term Four

MUSC 2401	Musicianship 4	3
MUSC 2403	Theory and Practice of Music 4	3
MUSC 2204	Performance Techniques 4	1
MUSC 2405	Musicology 2 2	3
or MUSC 2404	or Electronic Music 2	
or MUSC 2417	or Improvisation 2	
MUSC 2407	Career Opportunities for Musicians 1	1.5
MUSC 2410	Individual Instruction 4	2
MUSC 2490	Performance Ensemble 1	1.5
	Credits	15
	Total Credits	60

1 "Performance Ensemble" is repeatable for credit. Students require 4 terms (6 cr.) of "Performance Ensemble" to graduate. Students may participate in any VCC ensemble (or community ensemble as approved by the Department Head), subject to audition and/or entrance requirements.

2 Students enrol in two terms of Musicology OR Electronic Music OR Jazz Improvisation

Transcript of Achievement

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

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

Grading Standard

Transcript of Achievement

Grade	Percentage	Description	Grade Point Equivalency
A+	90-100		4.33
A	85-89		4.00
A-	80-84		3.67
Grade	Percentage	Description	Grade Point Equivalency
B+	76-79		3.33

B	72-75		3.00
B-	68-71		2.67
C+	64-67		2.33
C	60-63		2.00
C-	55-59		1.67
D	50-54	Minimum Pass	1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
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.
   Corrections to PCG and course outlines. Goal is to have alignment in terms of credits, minimum number of credits, weeks of instruction and correcting other small errors.

Are there any
expected costs to
this proposal.

Consultations

Consultated Area	Consultation Comments
Registrar's Office	

Additional Information

Provide any additional information if necessary.

Supporting

documentation:

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

This program is for: **Domestic**

International

Marketing Description

Launch your career in music and music-related professions by learning from some of Canada's finest performers, composers, and producers. Audition and specialize in any genre including classical, jazz, contemporary, and electronic music.

What you will learn

Professional vocal, instrumental, or compositional techniques

Solo and ensemble performance

Rehearsal methods

Pre-stage and backstage preparation

Solo and ensemble psychology

Audience engagement and interaction

Instrument ergonomics

Performance evaluation and critique

Rhythm and melody

Improvisation

Cadences and song forms

Major and minor scales, diatonic modes

Acoustics

Notation systems

Orchestration

Historical and comparative musicology

Ethnomusicology

Critical listening and self-evaluation

Historical and contemporary performance contexts

Self-promotion and music industry careers

What to expect

Monday to Friday daytime classes

Occasional evening or weekend rehearsals or performances

Classroom instruction

Individual instruction

Lab activities

Rehearsals

Regular jury performances

Outreach activities

Public performances

Assignments

Quizzes and exams

Reviewer
Comments

Key: 69

Course Change Request

Date Submitted: 07/12/19 1:54 pm

Viewing: **MUSC 1010 : Prep Individual Instruction 1**

Last approved: 08/02/18 4:48 am

Last edit: 08/22/19 10:04 am

Changes proposed by: lmollerup

Course Name:

    Preparatory Individual Instruction 1

Effective Date:	January 2020
School/Centre:	Arts & Sciences
Department:	Music (4204)

Contact(s)

In Workflow

1. **4204 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 07/16/19 10:56 am Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 07/23/19 10:09 am Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:02 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Aug 2, 2018 by Carlie Deans (cdeans)

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

Banner Course Name:	Prep Individual Instruction 1
Subject Code:	MUSC - Music
Course Number	1010
Year of Study	Post-secondary Preparatory
Credits:	1

Course Description:

Preparatory Individual Instruction I is the first of a two-term sequence of courses of individual instruction in a beginner student's area of interest instrumental or vocal performance or composition.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

Enrollment in a minimum of 7 credits in music at VCC (including MUSC 1010)

PLAR (Prior Learning Assessment & Recognition)

         No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Perform or compose pieces using basic technical elements with consistent accuracy and control
CLO #2	Perform or compose with consistent control over sonic elements
CLO #3	Demonstrate growth in fluency with written musical materials
CLO #4	Perform or compose repertoire at an appropriate level with a basic awareness of style

Instructional Strategies:

Private Instruction: Exercises and repertoire for daily practice. Composers will bring in new or revised work every week. Assignments to aid continuous artistic and technical growth.

Masterclass: Students will attend **weekly** ~~bi-weekly~~ masterclasses where they will perform or demonstrate what they have been working on in lessons

Evaluation and Grading

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

C-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	15	Lessons and Masterclass where appropriate
Assignments	35	
Other	25	Students will maintain a practice and performance journal
Final Exam	25	Jury exam

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

19

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Basic technique or technical elements
Basic tone/sound production or sonic elements
Practice concepts or idea development concepts
Repertoire
Sight-reading

Course Change Request

Date Submitted: 07/12/19 1:56 pm

Viewing: **MUSC 1011 : Preparatory Musicianship 1**

Last approved: 08/02/18 4:49 am

Last edit: 08/22/19 10:28 am

Changes proposed by: lmollerup

> Other Courses
> referencing this
> course
>
>   As A Banner Corequisite:

Course Name:

  Preparatory Musicianship 1

Effective Date:	January 2020
School/Centre:	Arts & Sciences
Department:	Music (4204)
Contact(s)	

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

In Workflow

1. **4204 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 07/16/19 10:57 am Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 07/23/19 10:09 am Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:03 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Aug 2, 2018 by Carlie Deans (cdeans)

Banner Course Name:	Preparatory Musicianship 1
Subject Code:	MUSC - Music
Course Number	1011
Year of Study	Post-secondary Preparatory
Credits:	2

Course Description:

Preparatory Musicianship 1 is the first of a two-course sequence that introduces beginners to practical musicianship. In level 1 students learn the fundamentals of reading rhythms and melodies, performing rhythms and sight-singing melodies, major, minor and pentatonic scales and diatonic modes. Kodaly Solfege (relative-pitch, moveable-Do) and South Indian Solkattu (rhythm syllables) are the primary technical foundations.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

It is highly recommended (but not required) that students also take MUSC 1023 Preparatory Music Theory 1 and MUSC 1054 Preparatory Class Piano 1 concurrently.

PLAR (Prior Learning Assessment & Recognition)

       No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Read Treble and Bass Clefs
CLO #2	Sing pentatonic and simple diatonic melodies (including modes)
CLO #3	Perform basic simple and compound-metre rhythms
CLO #4	Sing melodies while playing simple ostinatos
CLO #5	Perform basic conducting patterns
CLO #6	Sight-sing using Kodaly Solfege (including chromatic syllables)

	Upon successful completion of this course, students will be able to:
CLO #7	Perform rhythms using South Indian Solkattu
CLO #8	Sing arpeggios of diatonic triads
CLO #9	Sing exercises in solo, duo, trio and quartet contexts
CLO #10	Take simple melodic and rhythmic dictations
CLO #11	Identify and sing simple intervals,modes, scales, and triads

Instructional

Strategies:

Lecture-demonstrations, quizzes, assignments, group work in class involving performance.

Evaluation and Grading

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

B

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	In-class assignments
Quizzes/Tests	25	Written midterm exam
Midterm Exam	10	Individual midterm exam
Midterm Exam	10	Individual **midterm** ~~final~~ exam
Final Exam	15	Individual final exam
Final Exam	20	Written final exam

Hours by Learning Environment Type

Lecture, Seminar, Online

30 ~~38.5~~

Lab, Clinical, Shop, Kitchen,

Studio, Simulation

15 ~~6.5~~

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Reading Bass and Treble Clefs.
Basics of vocal production
Moveable-Do Solfege
Singing simple melodies
South Indian Solkattu (Rhythm Syllables)
Performing basic rhythms
Simple phrase structure
Simple Interval Identification
Triad Identification
Ensemble singing

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?

Provide a rationale
for this proposal:

Are there any

Consultations

Additional Information

Course Change Request

Date Submitted: 07/12/19 1:58 pm

Viewing: **MUSC 1013 : Preparatory Music Theory 1**

Last approved: 07/05/18 4:57 am

Last edit: 08/22/19 10:05 am

Changes proposed by: lmollerup

Other Courses
referencing this
course
  As A Banner Corequisite:

Course Name:
  Preparatory Music Theory 1

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

In Workflow

1. **4204 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 07/16/19 10:57 am Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 07/23/19 10:13 am Shirley Lew (slew): Rollback to 4204 Leader for SAS Dean
3. 08/09/19 2:57 pm Laurence Mollerup (lmollerup): Approved for 4204 Leader
4. 08/12/19 12:32 pm Shirley Lew (slew): Approved for SAS Dean
5. 08/28/19 11:03 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

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

Banner Course   Preparatory Music Theory 1
Name:

Subject Code: MUSC - Music

Course Number   1013

Year of Study   Post-secondary Preparatory

Credits: 2

Course Description:

   Preparatory Music Theory 1 is the first of a two-course sequence that introduces beginners to music
   rudiments and the basics of music theory. In level 1 students learn the fundamentals of reading and writing
   rhythms, reading and writing pitches in Treble and Bass clefs, intervals, Key signatures, scale construction,
   and triad construction.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

   It is highly recommended (but not required) that students also take MUSC 1011 Preparatory Musicianship 1
   and MUSC 1054 Preparatory Class Piano 1 concurrently.

PLAR (Prior Learning Assessment & Recognition)

              No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Read and write simple rhythms
CLO #2	Read and write diatonic melodies in Bass and Treble clefs

	Upon successful completion of this course, students will be able to:
CLO #3	Identify written key signatures, intervals, diatonic scales, and triads.
CLO #4	Construct scales and triads

Instructional

Strategies:

Lecture-demonstrations, quizzes, assignments, group work in class involving performance.

Evaluation and Grading

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

B

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	In-class assignments
Quizzes/Tests	30	In-class quizzes and tests
Midterm Exam	10	
Final Exam	30	

Hours by Learning Environment Type

Lecture, Seminar, Online

45 42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Bass and Treble Clefs

Course Topics:
Time Signatures and Rhythmic Notation Conventions
Pitch Naming Conventions
Identifying Written Melodic and Harmonic Intervals
Writing Simple Melodies
Key Signatures
Circle of Fifths
Major and Minor Keys
Scale Construction
Triad Construction

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?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting
documentation:

Reviewer
Comments

Shirley Lew (slew) (07/23/19 10:13 am): Rollback: Hi Laurence, with the increase to 45 hours of instruction, shouldn't the credits increase to 3 as well?

Laurence Mollerup (lmollerup) (08/09/19 1:37 pm): Re: increasing to 3 credits. Is it possible to submit this course outline as 2 credits, and consider the unique nature of classroom activities in music, which don't

Course Change Request

Date Submitted: 07/12/19 2:01 pm

Viewing: **MUSC 1030 : Prep Individual Instruction 2**

Last approved: 08/02/18 4:48 am

Last edit: 08/22/19 11:16 am

Changes proposed by: lmollerup

Course Name:

   Preparatory Individual Instruction 2

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

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

In Workflow

1. **4204 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 07/16/19 10:58 am Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 07/23/19 10:24 am Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:03 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Aug 2, 2018 by Carlie Deans (cdeans)

Banner Course   Prep Individual Instruction 2
Name:

Subject Code: MUSC - Music

Course Number   1030

Year of Study   Post-secondary Preparatory

Credits: 1

Course Description:

Preparatory Individual Instruction 2 is the second of a two-term sequence of courses of individual

instruction in a beginner student's area of interest in instrumental or vocal performance or composition.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

Enrollment in a minimum of 7 credits in music at VCC (including MUSC 1030)

PLAR (Prior Learning Assessment & Recognition)
                       No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Perform or compose pieces using basic technical elements with consistent accuracy and control
CLO #2	Perform or compose with consistent control over sonic elements
CLO #3	Demonstrate growth in fluency with written musical materials
CLO #4	Perform or compose repertoire at an appropriate level with a basic awareness of style

Instructional
Strategies:

Private Instruction: Exercises and repertoire for daily practice. Composers will bring in new or revised work

every week. Assignments to aid continuous artistic and technical growth.

Masterclass: Students will attend **weekly** ~~bi-weekly~~ masterclasses where they will perform or demonstrate

what they have been working on in **lessons.** ~~lessons~~

199

Completion of Individual Instruction does not guarantee acceptance into Music Diploma Program, which is by audition.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	15	Lessons and Masterclass where appropriate
Assignments	35	**Assignments appropriate to instrument or voice**
Other	25	Students will maintain a practice and performance journal
Final Exam	25	Jury exam

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

                          19

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Basic technique or technical elements
Basic tone/sound production or sonic elements
Practice concepts or idea development concepts

Course Topics:
Repertoire
Sight-reading

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?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting
documentation:

Reviewer
Comments

Key: 8316

Preview Bridge

200

Course Change Request

Date Submitted: 07/12/19 2:03 pm

Viewing: **MUSC 1031 : Preparatory Musicianship 2**

Last approved: 08/02/18 4:48 am

Last edit: 08/22/19 10:28 am

Changes proposed by: lmollerup

Course Name:

    Preparatory Musicianship 2

Effective Date:	January 2020
School/Centre:	Arts & Sciences
Department:	Music (4204)

Contact(s)

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

In Workflow

1. **4204 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 07/16/19 10:58 am Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 07/23/19 10:28 am Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:03 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Aug 2, 2018 by Carlie Deans (cdeans)

Banner Course Name:	Preparatory Musicianship 2
Subject Code:	MUSC - Music
Course Number	1031
Year of Study	Post-secondary Preparatory
Credits:	2

Course Description:

Preparatory Musicianship 2 is the second of a two-course sequence that introduces beginners to practical musicianship. In level 2 students continue to learn the fundamentals of reading rhythms and melodies, performing rhythms and sight-singing melodies. Kodaly Solfege (relative-pitch, moveable-Do) and South Indian Solkattu (rhythm syllables) are the primary technical foundations.

Course Pre-Requisites (if applicable):

MUSC 1011 or equivalent.

Course Co-requisites (if applicable):

It is highly recommended (but not required) that students also take MUSC 1033 Preparatory Music Theory 2 and MUSC 1064 Preparatory Class Piano 2 concurrently

PLAR (Prior Learning Assessment & Recognition)
       No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Read Treble and Bass Clefs
CLO #2	Describe C-clefs
CLO #3	Sing pentatonic and simple diatonic melodies (including modes)
CLO #4	Perform basic simple and compound-metre rhythms
CLO #5	Sing melodies while playing simple ostinatos
CLO #6	Perform basic conducting patterns
CLO #7	Sight-sing using Kodaly Solfege (including chromatic syllables)

	Upon successful completion of this course, students will be able to:
CLO #8	Perform rhythms using South Indian Solkattu
CLO #9	Sing arpeggios of diatonic triads
CLO #10	Sing exercises in solo, duo, trio and quartet contexts
CLO #11	Take simple melodic and rhythmic dictations
CLO #12	Identify and sing simple intervals,modes, scales, and triads

Instructional
Strategies:

　Lecture-demonstrations, quizzes, dictations, assignments, group work in class involving performance.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	20	In-class assignments
Quizzes/Tests	25	In-class quizzes and tests
Midterm Exam	10	Written midterm exam
Midterm Exam	10	Individual midterm exam
Final Exam	15	Individual **final** ~~midterm~~ exam
Final Exam	20	Written final exam

Hours by Learning Environment Type

Lecture, Seminar, Online

　　　　30 ~~38.5~~

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

　　　　15 ~~6.5~~

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Reading Bass and Treble Clefs
Basics of vocal production
Moveable-Do Solfege
Singing simple melodies
South Indian Solkattu (Rhythm Syllables)
Performing basic rhythms
Simple phrase structure
Simple Interval Identification
Triad Identification
Ensemble singing

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?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting documentation:

Course Change Request

Date Submitted: 07/12/19 2:04 pm

Viewing: **MUSC 1033 : Preparatory Music Theory 2**

Last approved: 07/05/18 4:56 am

Last edit: 08/22/19 10:06 am

Changes proposed by: lmollerup

Course Name:

　Preparatory Music Theory 2

Effective Date:　　　　　January 2020

School/Centre:　　　　　Arts & Sciences

Department:　　　　　　Music (4204)

Contact(s)

In Workflow

1. 4204 Leader

2. SAS Dean

3. Curriculum Committee Chair

4. EDCO Chair

5. Records

6. Banner

Approval Path

1. 07/16/19 10:59 am Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 07/23/19 10:40 am Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:03 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Jul 5, 2018 by Carlie Deans (cdeans)

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

Banner Course Name:　　　Preparatory Music Theory 2

Subject Code:	MUSC - Music
Course Number	1033
Year of Study	Post-secondary Preparatory
Credits:	2

Course Description:

Preparatory Music Theory 2 is the second of a two-course sequence that introduces beginners to music rudiments and the basics of music theory. In level 2 students continue to learn and increase fluency in the fundamentals of reading and writing music notation. New Music Theory topics include setting words to music; rhythmic, melodic, and harmonic cadences; reading and writing pitches in C-clefs, compound intervals, phrase structure, basic harmonic analysis in different musical idioms.

Course Pre-Requisites (if applicable):

MUSC 1013 or equivalent.

Course Co-requisites (if applicable):

It is highly recommended (but not required) that students also take MUSC 1031 Preparatory Musicianship 2 and MUSC 1064 Preparatory Class Piano 2 concurrently.

PLAR (Prior Learning Assessment & Recognition)

         No

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Read and write more complicated rhythms
CLO #2	Read and write melodies in Bass, Treble, and C-clefs
CLO #3	Identify written key signatures, intervals, diatonic scales, and triads
CLO #4	Identify and write rhythmic, melodic, and harmonic cadences
CLO #5	Identify and write diatonic seventh-chords
CLO #6	Complete basic harmonic analysis in different musical idioms
CLO #7	Set words to music

Instructional

Strategies:

Lecture-demonstrations, quizzes, assignments, group work in class involving performance.

Evaluation and Grading

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

B

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	In-class assignments
Quizzes/Tests	30	In-class quizzes and tests
Midterm Exam	10	
Final Exam	30	

Hours by Learning Environment Type

Lecture, Seminar, Online

45 42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Bass and Treble Clefs (continued)
C-clefs and Transposing Instruments
Rhythmic, Melodic and Harmonic Cadences
Setting lyrics
Major and Minor Keys

Course Topics:
Phrase Structure
Harmonic Analysis in different musical idioms
Seventh-Chord Construction

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?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting
documentation:

Reviewer
Comments

Key: 8318

Preview Bridge

Course Change Request

Date Submitted: 07/12/19 2:06 pm

Viewing: **MUSC 1054 : Preparatory Class Piano 1**

Last approved: 08/02/18 4:48 am

Last edit: 08/22/19 10:06 am

Changes proposed by: lmollerup

Other Courses
referencing this
course
  As A Banner Corequisite:

Course Name:
  Preparatory Class Piano 1

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

In Workflow

1. **4204 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 07/16/19 10:59 am Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 07/23/19 10:50 am Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:03 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Aug 2, 2018 by Carlie Deans (cdeans)

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

Banner Course Name:	Preparatory Class Piano 1

Subject Code:	MUSC - Music

Course Number	1054

Year of Study	Post-secondary Preparatory

Credits:	**1.0** ~~1.5~~

Course Description:

Preparatory Class Piano 1 is the first of a two-course sequence in basic keyboard and literacy skills that introduces beginners to practical musicianship at the piano keyboard. In level 1 students reinforce their knowledge of rudiments learn the fundamentals of reading rhythms and melodies, and chords at the keyboard.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

It is highly recommended (but not required) that students also take MUSC 1013 Preparatory Music Theory 1 and MUSC 1011 Preparatory Musicianship 1 concurrently.

PLAR (Prior Learning Assessment & Recognition)

            No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Perform from score simple piano repertoire, including beginner repertoire from different musical styles
CLO #2	Sight-read simple music in 5-finger position
CLO #3	Play two-octaves of white-note-tonic major and minor scales, hands separately
CLO #4	Play arpeggios of all inversions of triads, hands separately
CLO #5	Play basic cadential chord progression in white-note-tonic keys

Instructional Strategies:

Lecture-demonstrations, quizzes, assignments, group work in class involving performance.

Evaluation and Grading

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

B

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	In-class assignments
Quizzes/Tests	20	In-class quizzes and tests
Midterm Exam	25	Individual midterm exam
Final Exam	30	Individual final exam

Hours by Learning Environment Type

Lecture, Seminar, Online

~~16~~

Lab, Clinical, Shop, Kitchen, Studio, Simulation

30 ~~13~~

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Reading at the keyboard
White-note-tonic major and minor keys
Triads in inversions (both block chords and arpeggios)
Cadential harmonic progression in white-note-tonic major and minor keys
Scale and arpeggio fingerings

Course Topics:
Posture, body awareness and health at the keyboard

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?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting
documentation:

Reviewer
Comments

Key: 8224

Preview Bridge

Course Change Request

Date Submitted: 07/12/19 2:08 pm

Viewing: **MUSC 1064 : Preparatory Class Piano 2**

Last approved: 08/02/18 4:48 am

Last edit: 08/22/19 10:06 am

Changes proposed by: lmollerup

Course Name:

　Preparatory Class Piano 2

Effective Date:　　　　　January 2020

School/Centre:　　　　　Arts & Sciences

Department:　　　　　　Music (4204)

Contact(s)

In Workflow

1. **4204 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 07/16/19 11:00 am Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 07/23/19 10:51 am Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:03 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Aug 2, 2018 by Carlie Deans (cdeans)

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

Banner Course Name:	Preparatory Class Piano 2
Subject Code:	MUSC - Music
Course Number	1064
Year of Study	Post-secondary Preparatory
Credits:	**1.0** ~~1.5~~

Course Description:

Preparatory Class Piano 2 is the second of a two-course sequence in basic keyboard and literacy skills that introduces beginners to practical musicianship at the piano keyboard. In level 2 students reinforce their knowledge of more advanced rudiments, play more challenging repertoire from different music styles, and learn the fundamentals of improvising over simple harmonic progressions.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

It is highly recommended (but not required) that students also take MUSC 1023 Preparatory Music Theory 2 and MUSC 1021 Preparatory Musicianship 2 concurrently.

PLAR (Prior Learning Assessment & Recognition)

    No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Perform from score simple piano repertoire, including more advanced repertoire from different musical styles
CLO #2	Sight-read simple music in in major and minor keys
CLO #3	Play two-octaves of all major and minor scales, hands separately
CLO #4	Play arpeggios of all inversions of triads and seventh chords, hands separately
CLO #5	Play basic cadential chord progression in all major and minor keys

Instructional
Strategies:

Lecture-demonstrations, quizzes, assignments, group work in class involving performance.

Evaluation and Grading

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

B

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	In-class assignments
Quizzes/Tests	20	In-class quizzes and tests
Midterm Exam	25	Individual midterm exam
Final Exam	30	Individual final exam

Hours by Learning Environment Type

Lecture, Seminar, Online

16

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

30 13

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Performing advanced beginner piano repertoire in different musical styles
Sight-reading simple music in in major and minor keys
Play two-octaves of all major and minor scales, hands separately
Play arpeggios of all inversions of triads and seventh chords, hands separately
Play basic cadential chord progression in all major and minor keys

Course Change Request

Date Submitted: 07/12/19 2:10 pm

Viewing: **MUSC 1104 : Performance Techniques 1**

Last approved: 05/16/18 4:50 am

Last edit: 08/30/19 12:48 pm

Changes proposed by: lmollerup

Programs
referencing this
course
  69: Music Diploma

Course Name:
  Performance Techniques 1

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

In Workflow

1. **4204 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 07/16/19 11:00 am Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 07/23/19 10:52 am Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:03 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. May 16, 2018 by Carlie Deans (cdeans)

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

Banner Course Name:	Performance Techniques 1
Subject Code:	MUSC - Music
Course Number	1104
Year of Study	1st Year Post-secondary
Credits:	1

Course Description:

This course covers all aspects of musical performance including pre-stage and backstage preparation, onstage deportment, delivery and psychology, and post-performance assessment.

Course Pre-Requisites (if applicable):

Acceptance into the VCC Music Diploma program or permission of instructor.

Course Co-requisites (if applicable):

Performance Techniques is usually taken concurrently with MUSC 1310 Individual Instruction

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Plan, rehearse and present a performance in their major area of study
CLO #2	Critically listen to a wide range of genres
CLO #3	Play with fellow students
CLO #4	Present original works
CLO #5	Use efficient practice and rehearsal techniques

	Upon successful completion of this course, students will be able to:
CLO #6	Identify, describe and use principles of solo and ensemble performance psychology
CLO #7	Identify, describe and use techniques for engaging and interacting with their audience
CLO #8	Identify, and solve personal performance issues
CLO #9	Identify, describe and use methods for dealing with performance anxiety
CLO #10	Identify, describe and use methods for an ergonomically sound and healthful physical relationship with their instrument
CLO #11	Write musically specific evaluation comments and feedback
CLO #12	identify and describe concepts of the musical performance world at large

Instructional

Strategies:

Performance, lecture, discussion, observation and evaluation of peer performances

Evaluation and Grading

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

C-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments ~~Other~~	30	**Written peer performance assessments** ~~Attendance~~
Assignments ~~Other~~	10	**Performance notes form** ~~Notes~~
Assignments ~~Other~~	10	Technical needs form
Assignments ~~Other~~	30	Performance
Assignments ~~Other~~	**10** ~~20~~	**Reflective summary** ~~Written performance assessment~~
Participation	**10**	

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,

Studio, Simulation

30 ~~26~~

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Pre-stage practice/rehearsal issues-planning personnel and repertoire, time management, psychology/motivation
Backstage issues - relaxation, warm-up, emotional preparation
Onstage issues - focus, awareness, relaxation, audience contact, emotional connection, technical ease, solo and ensemble etiquette/conventions
Post -performance assessment- listening, evaluation, appropriate delivery of comments
Body Awareness/Health for musicians
Stage set--live sound and lighting
Video and audio recording

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?

Consultations

Additional Information

- -

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Course Change Request

Date Submitted: 07/12/19 2:11 pm

Viewing: **MUSC 1155 : Class Piano 1**

Last approved: 08/02/18 4:48 am

Last edit: 08/22/19 10:06 am

Changes proposed by: lmollerup

Course Name:

  Class Piano 1

Effective Date:	January 2020
School/Centre:	Arts & Sciences
Department:	Music (4204)
Contact(s)	

In Workflow

1. **4204 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 07/16/19 11:00 am Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 07/23/19 10:53 am Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:03 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Aug 2, 2018 by Carlie Deans (cdeans)

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

Banner Course Name:	Class Piano 1
Subject Code:	MUSC - Music
Course Number	1155
Year of Study	Post-secondary Preparatory
Credits:	1

Course Description:

Class Piano 1 is the first of a two-course sequence in basic keyboard and literacy skills that introduces non-pianists to practical musicianship at the piano keyboard. In level 1 students reinforce their knowledge of intermediate rudiments, play repertoire from different music styles, and learn the fundamentals of improvising over simple harmonic progressions, such as cadential progressions, blues and other popular music harmonic idioms.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

It is highly recommended (but not required) that students also take MUSC 1101 and MUSC 1103 concurrently.

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Perform from score simple piano repertoire
CLO #2	Sight-read simple music in major and minor keys
CLO #3	Play basic cadential chord progression in all major and minor keys.
CLO #4	Play blues and other basic jazz progressions
CLO #5	Play other popular music harmonic idioms
CLO #6	Play voicings in RH and 2-feel bass line in LH.

	Upon successful completion of this course, students will be able to:
CLO #7	Play voicings in RH and walking bass line in LH.
CLO #8	Play 7th arpeggios
CLO #9	Play major and minor scales

Instructional

Strategies:

  Lecture-demonstrations, quizzes, assignments, group work in class involving performance.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	In-class assignments
Quizzes/Tests	20	In-class quizzes and tests
Midterm Exam	25	Individual midterm exam
Final Exam	30	Individual final exam

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

                    30 ~~29~~

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:
-Advanced beginner piano repertoire in different musical styles
Sight-reading simple music in major and minor keys
Scales
Arpeggios of Seventh Chords
Basic cadential chord progressions in all major and minor keys
RH voicings
LH 2-feel and walking bass lines
Blues and other standard jazz progression
Pop music chord progressions

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?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting
documentation:

Reviewer
Comments

Key: 8319

Preview Bridge

Course Change Request

Date Submitted: 07/12/19 2:12 pm

Viewing: **MUSC 1204 : Performance Techniques 2**

Last approved: 05/16/18 4:50 am

Last edit: 08/30/19 12:48 pm

Changes proposed by: lmollerup

Programs
referencing this
course

[69: Music Diploma](#)

Course Name:
  Performance Techniques 2

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

In Workflow

1. **4204 Leader**
2. **SAS Dean**
3. **Curriculum**
   Committee Chair
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 07/16/19 11:01 am
   Laurence Mollerup
   (lmollerup):
   Approved for 4204
   Leader
2. 07/23/19 10:53 am
   Shirley Lew (slew):
   Approved for SAS
   Dean
3. 08/28/19 11:03 am
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee Chair

History

1. May 16, 2018 by
   Carlie Deans
   (cdeans)

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

Banner Course
Name: Performance Techniques 2

Subject Code: MUSC - Music

Course Number   1204

Year of Study   1st Year Post-secondary

Credits: 1

Course Description:
This course covers all aspects of musical performance including pre-stage and backstage preparation, onstage deportment, delivery and psychology, and post-performance assessment.

Course Pre-Requisites (if applicable):

MUSC 1104

Course Co-requisites (if applicable):

Performance Techniques is usually taken concurrently with MUSC 1410 Individual Instruction

PLAR (Prior Learning Assessment & Recognition)

       Yes

Details of PLAR:
1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Plan, rehearse and present a performance in their major area of study
CLO #2	Critically listen to a wide range of genres
CLO #3	Play with fellow students
CLO #4	Present original works
CLO #5	Use efficient practice and rehearsal techniques

	Upon successful completion of this course, students will be able to:
CLO #6	Identify, describe and use principles of solo and ensemble performance psychology
CLO #7	Identify, describe and use techniques for engaging and interacting with their audience
CLO #8	Identify and solve personal performance issues
CLO #9	Identify, describe and use methods for dealing with performance anxiety
CLO #10	Identify, describe and use methods for establishing and ergonomically sound and healthful physical relationship with their instrument
CLO #11	Write musically specific evaluation comments and feedback
CLO #12	identify and describe concepts of the musical performance world at large

Instructional
Strategies:

Performance, lecture, discussion, observation and evaluation of peer performances

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments ~~Other~~	30	**Written peer performance assessments** ~~Attendance~~
Assignments ~~Other~~	10	**Performance notes form** ~~Notes~~
Assignments ~~Other~~	10	Technical needs form
Assignments ~~Other~~	30	Performance
Assignments ~~Other~~	**10** ~~20~~	**Reflective summary** ~~Written performance assessment~~
Participation	**10**	

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,

Studio, Simulation

30 ~~26~~

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Pre-stage practice/rehearsal issues-planning personnel and repertoire, time management, psychology/motivation
Backstage issues - relaxation, warm-up, emotional preparation
Onstage issues - focus, awareness, relaxation, audience contact, emotional connection, technical ease, solo and ensemble etiquette/conventions
Post-performance assessment-listening, evaluation, appropriate delivery of comments
Body Awareness/Health for musicians
Stage set--live sound and lights
Guest performances

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?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Course Change Request

Date Submitted: 07/12/19 2:14 pm

Viewing: **MUSC 1255 : Class Piano 2**

Last approved: 08/02/18 4:47 am

Last edit: 08/22/19 10:07 am

Changes proposed by: lmollerup

Course Name:

  Class Piano 2

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

In Workflow

1. **4204 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 07/16/19 11:01 am Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 07/23/19 10:55 am Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:03 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Aug 2, 2018 by Carlie Deans (cdeans)

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

Banner Course
Name: Class Piano 2

Subject Code: MUSC - Music

Course Number   1255

Year of Study   Post-secondary Preparatory

Credits: 1

Course Description:

Class Piano 2 is the second of a two-course sequence in basic keyboard and literacy skills that introduces non-pianists to practical musicianship at the piano keyboard. In level 2 students reinforce their knowledge of intermediate and advanced rudiments, play repertoire from different music styles, and learn more fundamentals of improvising over simple harmonic progressions in jazz and popular music idioms.

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	Perform from score simple piano repertoire, including more advanced repertoire from different musical styles
CLO #2	Sight-read simple music in major and minor keys
CLO #3	Play basic cadential chord progression in all major and minor keys.
CLO #4	Play blues and other basic jazz progressions
CLO #5	Play other popular music harmonic idioms
CLO #6	Play voicings in RH and 2-feel bass line in LH.
CLO #7	Play voicings in RH and walking bass line in LH.

	Upon successful completion of this course, students will be able to:
CLO #8	Play with more advanced coordination of melody and walking bass lines
CLO #9	Play Minor and Major II-V-I voicings
CLO #10	Play Bossa Nova grooves

Instructional

Strategies:

  Lecture-demonstrations, quizzes, assignments, group work in class involving performance.

Evaluation and Grading

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

  B

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	In-class assignments
Quizzes/Tests	20	In-class quizzes and tests
Midterm Exam	25	Individual midterm exam
Final Exam	30	Individual final exam

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

                   30 ~~29~~

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:
Simple piano repertoire, including more advanced repertoire from different musical styles
Sight-reading simple music in major and minor keys
Basic cadential chord progression in all major and minor keys
Blues and other basic jazz progressions
Popular music harmonic idioms
Basic RH voicings in and in LH
LH 2-feel bass lines and walking bass lines
More advanced coordination of melody and walking bass lines
Minor and Major II-V-I voicings
Bossa Nova grooves

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?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting
documentation:

Reviewer
Comments

Key: 8320

Preview Bridge

Course Change Request

Date Submitted: 07/12/19 2:15 pm

Viewing: **MUSC 1301 : Musicianship 1**

Last approved: 05/16/18 4:50 am

Last edit: 08/22/19 10:29 am

Changes proposed by: lmollerup

Programs
referencing this
course

   69: Music Diploma

Course Name:
   Musicianship 1

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

In Workflow

1. **4204 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 07/16/19 11:01 am Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 07/23/19 10:57 am Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:03 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. May 16, 2018 by Carlie Deans (cdeans)

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

Banner Course Name:	Musicianship 1
Subject Code:	MUSC - Music
Course Number	1301
Year of Study	1st Year Post-secondary
Credits:	3

Course Description:

Musicianship 1 is the first of a four-course sequence that introduces music students to practical musicianship. In level 1 students learn the fundamentals of reading rhythms and melodies, performing rhythms and sight-singing melodies, improvising basslines and other melodies based on cadential progression, song forms, phrase structure, cadences, major, minor and pentatonic scales and diatonic modes. Kodaly Solfege (relative-pitch, moveable-Do) and South Indian Solkattu (rhythm syllables) are the primary technical foundations.

Course Pre-Requisites (if applicable):

Acceptance into the VCC Music Diploma program or permission of instructor.

Course Co-requisites (if applicable):

It is highly recommended (but not required) that students also take MUSC 1303 Theory and Practice of Music 1 concurrently.

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Sing pentatonic and diatonic melodies (including modes)
CLO #2	Perform simple and compound-metre rhythms

	Upon successful completion of this course, students will be able to:
CLO #3	Sing while playing ostinatos
CLO #4	Perform basic conducting patterns
CLO #5	Sight sing using Kodaly Solfege (including chromatic syllables)
CLO #6	Perform rhythms using South Indian Solkattu
CLO #7	Sing arpeggios, basslines and other melodies based on cadential progressions
CLO #8	Sing exercises in solo, duo, trio and quartet contexts
CLO #9	Take melodic and rhythmic dictations
CLO #10	Identify and sing intervals, modes, scales, and triads
CLO #11	Identify simple cadential progressions
CLO #12	Sing improvised melodies in modes and over cadential progressions

Instructional

Strategies:

Lecture-demonstrations, quizzes, assignments in performance and improvisation; group work in class involving performance.

Evaluation and Grading

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

C-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	45	In-class assignments
Midterm Exam	10	Written midterm exam
Final Exam	10	Individual **final** ~~midterm~~ exam
Final Exam	15	Individual final exam
Final Exam	20	Written final exam

Hours by Learning Environment Type

Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

30

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Solfege with hand signs
Melody singing in pentatonic and diatonic modes
Singing in polyphonic contexts
Basic conducting patterns
South Indian rhythmic solfege (Solkattu)
Melodic and rhythmic dictations
Interval, triad and diatonic mode recognition
Ostinatos
Cadential chord progressions in major
Sight-singing
Improvisation with diatonic modes

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?

Consultations

Course Change Request

Date Submitted: 07/12/19 2:16 pm

Viewing: **MUSC 1303 : Theory and Practice of Music 1**

Last approved: 05/16/18 4:49 am

Last edit: 08/22/19 10:07 am

Changes proposed by: lmollerup

Programs
referencing this
course
  69: Music Diploma

Course Name:
  Theory and Practice of Music 1

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

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

In Workflow

1. 4204 Leader
2. SAS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 07/16/19 11:01 am Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 07/23/19 10:57 am Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:03 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. May 16, 2018 by Carlie Deans (cdeans)

Banner Course Name:	Theory and Practice of Music 1
Subject Code:	MUSC - Music
Course Number	1303
Year of Study	1st Year Post-secondary
Credits:	3

Course Description:

Theory and Practice of Music 1 is the first of a four-course sequence that introduces music students to music theory and practice. In level 1 students learn the fundamentals of acoustics, timbre and texture, notation systems, song forms, phrase structure, cadences, melody writing, writing simple basslines, block chord accompaniment for diatonic melodies, and elements of rhythm. In addition, assignments will include elements of orchestration, including Bb-instruments.

Course Pre-Requisites (if applicable):

Acceptance into the VCC Music Diploma program or permission of instructor.

Course Co-requisites (if applicable):

It is highly recommended (but not required) that students also take MUSC 1301 Musicianship 1 concurrently.

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify Intervals
CLO #2	Identify Diatonic Triads and Seventh Chords

	Upon successful completion of this course, students will be able to:
CLO #3	Write Pentatonic and Diatonic melodies
CLO #4	Write simple and compound-metre rhythms
CLO #5	Analyze and write harmonies based on diatonic cadential progressions
CLO #6	Write melodies based on diatonic cadential progressions
CLO #7	Analyse and write melodies in different idioms
CLO #8	Analyse and write examples using different phrase structures and song forms in different idiom
CLO #9	Write for Bb transposing instruments

Instructional

Strategies:

Lecture, assignments in composition and improvisation; group work in tutorial involving improvisation

Evaluation and Grading

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

C-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35	
Midterm Exam	15	
Quizzes/Tests	20	
Final Exam	30	

Hours by Learning Environment Type

Lecture, Seminar, Online

30 ~~42~~

Lab, Clinical, Shop, Kitchen,

Studio, Simulation

15

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Notation systems
Song forms, phrase structure
Intervals, triads and seventh chords
Cadences
Melody writing
Writing simple basslines
Writing block chord accompaniment for diatonic melodies
Elements of rhythm
Melodies, structures and song forms in different idioms
Bb transposing instruments

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?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting documentation:

Course Change Request

Date Submitted: 07/12/19 2:17 pm

Viewing: **MUSC 1305 : Music in Context 1**

Last approved: 05/16/18 4:50 am

Last edit: 08/22/19 10:07 am

Changes proposed by: lmollerup

Programs
referencing this
course
   69: Music Diploma

Course Name:
   Music in Context 1

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

In Workflow

1. 4204 Leader

2. SAS Dean

**3. Curriculum
   Committee Chair**

4. EDCO Chair

5. Records

6. Banner

Approval Path

1. 07/16/19 11:02 am
   Laurence Mollerup
   (lmollerup):
   Approved for 4204
   Leader

2. 07/23/19 10:58 am
   Shirley Lew (slew):
   Approved for SAS
   Dean

3. 08/28/19 11:03 am
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee Chair

History

1. May 16, 2018 by
   Carlie Deans
   (cdeans)

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

Banner Course Name: Music in Context 1

Subject Code: MUSC - Music

Course Number   1305

Year of Study   1st Year Post-secondary

Credits: 3

Course Description:

Music in Context 1 is the first of a two-course sequence that introduces students to the cultural context of music and other artistic production and the disciplines of Historical Musicology, Ethnomusicology, and Comparative Musicology. Western Classical, Jazz, Rock and Popular Music, Electronic Music, and some music of world cultures, including music of the Indigenous people of the Americas, are studied regarding their similarities and differences.

Course Pre-Requisites (if applicable):

Acceptance into the VCC Music Diploma program or permission of instructor.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

       Yes

Details of PLAR:

1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Think critically about the role of music and art in their cultural context.
CLO #2	Discuss concepts and details regarding the history and aesthetics of music
CLO #3	Research a topic of interest

Upon successful completion of this course, students will be able to:	
CLO #4	Evaluate sources and writings

Instructional

Strategies:

Lecture and lecture-demonstrations, assigned reading and listening quizzes, introduction to research methodologies and data bases

Evaluation and Grading

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

C-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	
Midterm Exam	15	
Quizzes/Tests	30	
Final Exam	25	

Hours by Learning Environment Type

Lecture, Seminar, Online

45 ~~42~~

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
The Impetus for Humans to Create Music

Course Topics:
Music and Language: Song repertoire
Technology of Music Making
Music as a Religious, Ceremonial, and Ritual component

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?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting
documentation:

Reviewer
Comments

Key: 8327

Preview Bridge

Course Change Request

Date Submitted: 07/12/19 2:19 pm

Viewing: **MUSC 1310 : Individual Instruction 1**

Last approved: 05/16/18 4:50 am

Last edit: 08/22/19 10:07 am

Changes proposed by: lmollerup

Programs
referencing this
course
  69: Music Diploma

Course Name:
  Individual Instruction 1

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

In Workflow

1. **4204 Leader**
2. **SAS Dean**
3. **Curriculum**
   Committee Chair
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 07/16/19 11:28 am
   Laurence Mollerup
   (lmollerup):
   Approved for 4204
   Leader
2. 07/23/19 11:01 am
   Shirley Lew (slew):
   Approved for SAS
   Dean
3. 08/28/19 11:03 am
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee Chair

History

1. May 16, 2018 by
   Carlie Deans
   (cdeans)

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

Banner Course Name:	Individual Instruction 1
Subject Code:	MUSC - Music
Course Number	1310
Year of Study	1st Year Post-secondary
Credits:	2

Course Description:

Individual Instruction 1 is the first of a four-term sequence of courses of individual instruction in the student's major area of performance or composition.

Course Pre-Requisites (if applicable):

Acceptance into the VCC Music Diploma program and minimum full-time enrollment.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Perform or compose pieces using basic technical elements with consistent accuracy and control
CLO #2	Perform or compose with consistent control over sonic elements
CLO #3	Sight read basic short passages with consistent time and rhythmic accuracy
CLO #4	Demonstrate growth in fluency with written musical materials
CLO #5	Perform or compose repertoire at an appropriate level with a basic awareness of style

Instructional
Strategies:

Private Lessons: Exercises and repertoire for daily practice. Composers will bring in new or revised work every week. Assignments to aid continuous artistic and technical growth.

Masterclass: Students will attend **weekly** ~~bi-weekly~~ masterclasses where they will perform or demonstrate what they have been working on in lessons

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	15	Lessons and Masterclass where appropriate
Assignments	35	
Other	25	Students will maintain a practice and performance journal
Final Exam	25	

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation
              25

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Technique

Course Topics:
Tone and Sonic elements
Repertoire
Sight-reading
Performance elements

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?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting
documentation:

Reviewer
Comments

Key: 8328

Preview Bridge

Course Change Request

Date Submitted: 07/12/19 2:20 pm

Viewing: **MUSC 1319 : Music and Media 1**

Last approved: 05/16/18 4:49 am

Last edit: 08/22/19 10:08 am

Changes proposed by: lmollerup

Programs
referencing this
course
  69: Music Diploma

Course Name:
  Music and Media 1

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

In Workflow

1. **4204 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 08/09/19 2:58 pm Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 08/12/19 12:32 pm Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:03 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. May 16, 2018 by Carlie Deans (cdeans)

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

Banner Course Name: Music and Media 1

Subject Code: MUSC - Music

Course Number   1319

Year of Study   1st Year Post-secondary

Credits: 1.5

Course Description:

Music and Media 1 is the first of a two-course sequence. In the first term, students are introduced to the basic functions of computers and music software to produce and share their music electronically. Students write musical scores with notation software and create music using digital audio workstations and music sequencers. Topics include recording, editing, and producing audio, and composing and arranging music on a computer. Self-reflection and self-evaluation are promoted throughout the course.

Course Pre-Requisites (if applicable):

Acceptance into the VCC Music Diploma program or permission of instructor.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

            Yes

Details of PLAR:

1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Create original music using computers and mobile devices
CLO #2	Create musical arrangements using a sequencer
CLO #3	Record and mix live and electronic instruments on the computer

	Upon successful completion of this course, students will be able to:
CLO #4	Create and print scores and parts using music notation software

Instructional

Strategies:

Instructional strategies include lecture, demonstration, group discussion and activities, independent study, and hands-on practice with computer software

Evaluation and Grading

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

C-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	20	synthesis and digital sound production
Project	20	notation software
Project	40	Final project with recording
Participation	20	

Hours by Learning Environment Type

Lecture, Seminar, Online

15 ~~13~~

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

15 ~~13~~

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Recording - recording audio into the computer, editing and producing the audio

Course Topics:
Arranging - basics of arranging music into MIDI capabilities and software instruments
Composing - basics of using the computer as a compositional environment
Notation - basics of music notation on the computer

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?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting
documentation:

Reviewer
Comments

Key: 6154

Preview Bridge

Course Change Request

Date Submitted: 07/12/19 2:21 pm

Viewing: **MUSC 1399 : Minor Individual Instruction 1**

Last approved: 08/02/18 4:49 am

Last edit: 08/22/19 10:08 am

Changes proposed by: lmollerup

Course Name:

    Minor Individual Instruction 1

Effective Date:	January 2020
School/Centre:	Arts & Sciences
Department:	Music (4204)

Contact(s)

In Workflow

1. 4204 Leader
2. SAS Dean
3. Curriculum
Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 07/16/19 11:29 am
   Laurence Mollerup
   (lmollerup):
   Approved for 4204
   Leader
2. 08/12/19 12:32 pm
   Shirley Lew (slew):
   Approved for SAS
   Dean
3. 08/28/19 11:03 am
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee Chair

History

1. Aug 2, 2018 by
   Carlie Deans
   (cdeans)

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

Banner Course Name:	Minor Individual Instruction 1
Subject Code:	MUSC - Music
Course Number	1399
Year of Study	1st Year Post-secondary
Credits:	1

Course Description:

Minor Individual Instruction 1 is the first of a two-term sequence of courses of individual instruction in a student's secondary area of interest in performance or composition.

Course Pre-Requisites (if applicable):

Acceptance into the VCC Music Diploma program and minimum full-time enrollment.

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	Perform or compose pieces using basic technical elements with consistent accuracy and control
CLO #2	Perform or compose with consistent control over sonic elements
CLO #3	Demonstrate growth in fluency with written musical materials
CLO #4	Perform or compose repertoire at an appropriate level with a basic awareness of style

Instructional Strategies:

Private Lessons: Exercises and repertoire for daily practice. Composers will bring in new or revised work every week. Assignments to aid continuous artistic and technical growth.

Masterclass: Students may attend **weekly** ~~bi-weekly~~ masterclasses where they will perform or demonstrate what they have been working on in lessons

Evaluation and Grading

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

C-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	15	Lessons and Masterclass where appropriate
Assignments	35	Final Appraisal by instructor
Other	25	Students will maintain a practice and performance journal
Final Exam	25	

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

19

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Technique
Tone and Sound
Sight-reading
Repertoire
Stylistic awareness
Performance elements

Course Change Request

Date Submitted: 07/12/19 2:23 pm

Viewing: **MUSC 1401 : Musicianship 2**

Last approved: 05/16/18 4:49 am

Last edit: 08/22/19 10:08 am

Changes proposed by: lmollerup

Programs
referencing this
course
   69: Music Diploma

Course Name:
   Musicianship 2

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

In Workflow
1. **4204 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path
1. 07/16/19 11:29 am Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 08/12/19 12:33 pm Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:03 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History
1. May 16, 2018 by Carlie Deans (cdeans)

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

Banner Course Name: Musicianship 2

Subject Code: MUSC - Music

Course Number   1401

Year of Study   1st Year Post-secondary

Credits: 3

Course Description:

Musicianship 2 is the second of a four-course sequence that introduces music students to musicianship. In level 2 students expand upon skills learned in Level 1, with a particular emphasis on diatonic harmonic materials, including seventh-chords.

Course Pre-Requisites (if applicable):

MUSC 1301 or equivalent.

Course Co-requisites (if applicable):

It is highly recommended (but not required) that students also take MUSC 1403 Theory and Practice of Music 2 concurrently.

PLAR (Prior Learning Assessment & Recognition)

        Yes

Details of PLAR:

1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Sing using solfege, with hand signs
CLO #2	Sing while playing ostinatos
CLO #3	Sing arpeggios, basslines and improvised melodies based on harmonic progressions
CLO #4	Sing exercises in solo, duo, trio and quartet contexts

	Upon successful completion of this course, students will be able to:
CLO #5	Take melodic and rhythmic dictations
CLO #6	Identify and sing 7th-chords
CLO #7	Sing and identify simple chromatic harmonies such as applied chords
CLO #8	Identify small forms and musical structures
CLO #9	Aurally identify diatonic mode
CLO #10	Play rhythms using the south Indian Solkattu system

Instructional

Strategies:

Lecture-demonstrations, quizzes, assignments in performance and improvisation; group work in class involving performance.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	45	
Midterm Exam	10	Individual midterm exam
Midterm Exam	10	Written midterm exam
Final Exam	15	Individual final exam
Final Exam	20	Written final exam

Hours by Learning Environment Type

Lecture, Seminar, Online

30 60

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

30

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Solfege with hand signs
Melody singing
Sight-singing
Singing in polyphonic contexts
Ostinatos
South Indian rhythmic solfege (Solkattu)
Melodic and rhythmic dictations
Mode recognition including Spanish phrygian and super-locrian
Chord (sonority) recognition including diatonic 7th chords
Chord progressions in major
Small form recognition
Theoretical structure recognition
Improvisation in a diatonic context

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?

Consultations

Additional Information

259

Course Change Request

Date Submitted: 07/12/19 2:24 pm

Viewing: **MUSC 1403 : Theory and Practice of Music 2**

Last approved: 05/16/18 4:49 am

Last edit: 08/22/19 10:08 am

Changes proposed by: lmollerup

Programs
referencing this
course
  69: Music Diploma

Course Name:
  Theory and Practice of Music 2

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

In Workflow

1. 4204 Leader
2. SAS Dean
3. Curriculum
Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 07/16/19 11:29 am
Laurence Mollerup
(lmollerup):
Approved for 4204
Leader
2. 08/12/19 12:33 pm
Shirley Lew (slew):
Approved for SAS
Dean
3. 08/28/19 11:03 am
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

History

1. May 16, 2018 by
Carlie Deans
(cdeans)

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

Banner Course Name:	Theory and Practice of Music 2
Subject Code:	MUSC - Music
Course Number	1403
Year of Study	1st Year Post-secondary
Credits:	3

Course Description:

Theory and Practice of Music 2 is the second of a four-course sequence that introduces music students to music theory and practice. In level 2 students learn the fundamentals of the major/minor harmonic system as it manifested in different musical styles, including Western classical, jazz, and popular music. Diatonic triads and seventh chords, an introduction to chromatic harmony, modulation, musical form and rhythm are explored. In addition, assignments will include elements of instrumentation and orchestration, including Bb, Eb F, G-instruments.

Course Pre-Requisites (if applicable):

MUSC 1303 or permission of instructor.

Course Co-requisites (if applicable):

It is highly recommended (but not required) that students also take Musicianship 2 concurrently.

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe chromatic harmony and its relationship to form in various musical idioms
CLO #2	Describe relative dissonance and consonance and their effects on musical time

	Upon successful completion of this course, students will be able to:
CLO #3	Write for various combinations of instruments, including Bb, Eb, F and G-transposing instruments
CLO #4	Write melodies based on chromatic progressions in different musical idioms
CLO #5	Analyze and write chromatic melodies in different idioms
CLO #6	Identify and write examples of different phrase structures, song forms, and other small forms in different idioms

Instructional

Strategies:

Lecture, assignments in composition and improvisation; group work in tutorial involving improvisation

Evaluation and Grading

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

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35	
Midterm Exam	15	
Quizzes/Tests	20	
Final Exam	30	

Hours by Learning Environment Type

Lecture, Seminar, Online

30 ~~29~~

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

15 ~~13~~

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Diatonic harmony and its relation to phrases and cadences
Voice-leading and connecting chords
Relative dissonance and consonance and their effects on musical time
Chromatic harmony in different contexts and idioms
Interrelationships between harmony and melody
Harmony as timbre
Transposing instruments

4/4

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?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting documentation:

Reviewer Comments

Key: 8330

Preview Bridge

Course Change Request

Date Submitted: 07/12/19 2:25 pm

Viewing: **MUSC 1405 : Music in Context 2**

Last approved: 05/16/18 4:49 am

Last edit: 08/22/19 10:08 am

Changes proposed by: lmollerup

Programs
referencing this
course
  69: Music Diploma

Course Name:
  Music in Context 2

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

In Workflow

1. **4204 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 07/16/19 11:30 am Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 08/12/19 12:34 pm Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:03 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. May 16, 2018 by Carlie Deans (cdeans)

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

Banner Course
Name: Music in Context 2

Subject Code: MUSC - Music

Course Number   1405

Year of Study   1st Year Post-secondary

Credits: 3

Course Description:

Music in Context 2 is the second of a two-course sequence that introduces students to the cultural context of music and other artistic production and the disciplines of Historical Musicology, Ethnomusicology, and Comparative Musicology. Western Classical, Jazz, Rock and Popular Music, Electronic Music, and some music of world cultures (including music of the Indigenous people of the Americas) are studied regarding their similarities and differences.

Course Pre-Requisites (if applicable):

MUSC 1305 or permission of instructor.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

            Yes

Details of PLAR:

1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Think critically about the role of music and art in their cultural context
CLO #2	Discuss concepts and details regarding the history and aesthetics of music in the contexts of worship, society/politics and popular culture

Upon successful completion of this course, students will be able to:	
CLO #3	Research a topic of interest
CLO #4	Evaluate sources and writings

Instructional
Strategies:

Lecture and lecture-demonstrations, assigned reading and listening quizzes, introduction to research

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	
Midterm Exam	15	
Quizzes/Tests	30	
Final Exam	25	

Hours by Learning Environment Type

Lecture, Seminar, Online

45 42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Music in the service of Church and State

Course Topics:
Music as Art and Entertainment 1 (Music in 18th and 19th Centuries)
Music as Art and Entertainment 2 (Music in 20th Century)
Music as Commodity

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?

Provide a rationale
for this proposal:

Are there any
Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting
documentation:

Reviewer
Comments

Key: 8331

Preview Bridge

Course Change Request

Date Submitted: 07/12/19 2:26 pm

Viewing: **MUSC 1410 : Individual Instruction 2**

Last approved: 05/16/18 4:50 am

Last edit: 08/22/19 10:09 am

Changes proposed by: lmollerup

Programs
referencing this
course
  69: Music Diploma

Course Name:
  Individual Instruction 2

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

In Workflow

1. **4204 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 07/16/19 11:30 am Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 08/12/19 12:34 pm Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:03 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. May 16, 2018 by Carlie Deans (cdeans)

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

Banner Course   Individual Instruction 2
Name:

Subject Code: MUSC - Music

Course Number   1410

Year of Study   1st Year Post-secondary

Credits: 2

Course Description:
Individual Instruction 2 is the second of a four-term sequence of courses of individual instruction in the student's major area of performance or composition.

Course Pre-Requisites (if applicable):

MUSC 1310 or equivalent

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

                    Yes

Details of PLAR:
1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Perform or compose pieces using basic technical elements with consistent accuracy and control
CLO #2	Perform or compose with consistent control over sonic elements
CLO #3	Demonstrate growth in fluency with written musical materials
CLO #4	Sight read basic intermediate-length passages with consistent time, rhythmic accuracy and basic stylistic detail

	Upon successful completion of this course, students will be able to:
CLO #5	Perform or compose repertoire at an appropriate level with a basic awareness of style

Instructional

Strategies:

Private Lessons: Exercises and repertoire for daily practice. Composers will bring in new or revised work every week. Assignments to aid continuous artistic and technical growth.

Masterclass: Students **may** ~~will~~ attend **weekly** ~~bi-weekly~~ masterclasses where they will perform or demonstrate what they have been working on in lessons

Evaluation and Grading

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

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	15	Lessons and Masterclass where appropriate
Assignments	35	
Other	25	Students will maintain a practice and performance journal
Final Exam	25	Jury exam

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

             25

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Technique
Tone and Sonic elements
Repertoire
Sight-reading
Performance elements

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?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting
documentation:

Reviewer
Comments

Key: 8332

Preview Bridge

Course Change Request

Date Submitted: 07/12/19 2:27 pm

Viewing: **MUSC 1419 : Music and Media 2**

Last approved: 05/16/18 4:49 am

Last edit: 08/22/19 10:09 am

Changes proposed by: lmollerup

Programs
referencing this
course
  69: Music Diploma

Course Name:
  Music and Media 2

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

In Workflow

1. **4204 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 07/16/19 11:30 am Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 08/12/19 12:34 pm Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:03 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. May 16, 2018 by Carlie Deans (cdeans)

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

Banner Course Name:	Music and Media 2
Subject Code:	MUSC - Music
Course Number	1419
Year of Study	1st Year Post-secondary
Credits:	1.5

Course Description:

Music and Media 2 is the second of a two-course sequence. In level 2, students will continue the work of the first term in creating music using digital audio workstations and music sequencers. Students will then begin to use video production equipment and video-editing software to create and upload their audio-visual productions to video-sharing websites. Topics include recording, editing, and producing audio; composing and arranging music on a computer; using music software on mobile devices; and creating and integrating video with music. As the course progresses, students build their own website to promote themselves as professional musicians. Self-reflection and self-evaluation are promoted throughout the course.

Course Pre-Requisites (if applicable):

MUSC 1319 or permission of instructor.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Create original music using computers and mobile devices

	Upon successful completion of this course, students will be able to:
CLO #2	Create musical arrangements using a sequencer
CLO #3	Record and mix live and electronic instruments on the computer
CLO #4	Create and print scores and parts using music notation software
CLO #5	Record and produce basic videos to enhance music productions
CLO #6	Synchronize music and other audio with video on the computer
CLO #7	Create and manage a website that contains audio and video files

Instructional

Strategies:

Instructional strategies include lecture, demonstration, group discussion and activities, independent study, and hands-on practice with computer software and video equipment.

Evaluation and Grading

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

C-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	20	Video
Project	20	Combining Music (Audio) with Video
Project	40	Website with Audio and Video
Participation	20	

Hours by Learning Environment Type

Lecture, Seminar, Online

15 ~~13~~

Lab, Clinical, Shop, Kitchen,

Studio, Simulation

15 ~~13~~

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Recording - recording audio into the computer, editing and producing the audio
Arranging - basics of arranging music into MIDI capabilities and software instruments
Composing - basics of using the computer as a compositional environment
Handheld devices - working with the new instruments on mobile devices
Notation - basics of music notation on the computer
Video work - basics of shooting video-lighting, camera work, editing
Video with music - integrating and editing video with music
Website creation - basics of setting up and creating a website

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?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting
documentation:

Reviewer
Comments

Key: 6163

Course Change Request

Date Submitted: 07/12/19 2:28 pm

Viewing: **MUSC 1499 : Minor Individual Instruction 2**

Last approved: 08/02/18 4:47 am

Last edit: 08/22/19 10:09 am

Changes proposed by: lmollerup

Course Name:

 Minor Individual Instruction 2

Effective Date:	January 2020
Schook/Centre:	Arts & Sciences
Department:	Music (4204)

Contact(s)

In Workflow

1. **4204 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 07/16/19 11:32 am Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 08/12/19 12:34 pm Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:03 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Aug 2, 2018 by Carlie Deans (cdeans)

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

Banner Course Name:	Minor Individual Instruction 2
Subject Code:	MUSC - Music
Course Number	1499
Year of Study	1st Year Post-secondary
Credits:	1

Course Description:

Minor Individual Instruction 2 is the second of a two-term sequence of courses of individual instruction in a student's secondary area of interest in performance or composition.

Course Pre-Requisites (if applicable):

Acceptance into the VCC Music Diploma program and minimum full-time enrollment.

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	Perform or compose pieces using basic technical elements with consistent accuracy and control
CLO #2	Perform or compose with consistent control over sonic elements
CLO #3	Demonstrate growth in fluency with written musical materials
CLO #4	Perform or compose repertoire at an appropriate level with a basic awareness of style

Instructional Strategies:

Private Lessons: Exercises and repertoire for daily practice. Composers will bring in new or revised work every week. Assignments to aid continuous artistic and technical growth.

Masterclass: Students may attend **weekly** ~~bi-weekly~~ masterclasses where they will perform or demonstrate what they have been working on in lessons

Evaluation and Grading

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

C

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	15	Lessons and Masterclass where appropriate
Assignments	35	Final Appraisal by instructor
Other	25	Students will maintain a practice and performance journal
Final Exam	25	Jury exam

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

19

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Technique
Tone and Sound
Sight-reading
Repertoire
Stylistic awareness
Performance elements

Course Change Request

Date Submitted: 07/12/19 2:29 pm

Viewing: **MUSC 2104 : Performance Techniques 3**

Last approved: 05/16/18 4:49 am

Last edit: 08/30/19 12:48 pm

Changes proposed by: lmollerup

Programs
referencing this
course

69: Music Diploma

Course Name:
Performance Techniques 3

Effective Date:　　　　　January 2020

School/Centre:　　　　　Arts & Sciences

Department:　　　　　　Music (4204)

Contact(s)

In Workflow

1. **4204 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 07/16/19 11:32 am Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 08/12/19 12:34 pm Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:03 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. May 16, 2018 by Carlie Deans (cdeans)

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

Banner Course Name: Performance Techniques 3

Subject Code: MUSC - Music

Course Number   2104

Year of Study   2nd Year Post-secondary

Credits: 1

Course Description:

This course covers all aspects of musical performance including pre-stage and backstage preparation, onstage deportment, delivery and psychology, and post-performance assessment.

Course Pre-Requisites (if applicable):

MUSC 1204

Course Co-requisites (if applicable):

Performance Techniques is usually taken concurrently with Individual Instruction

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Plan, rehearse and present a performance in their major area of study
CLO #2	Critically listen to a wide range of genres
CLO #3	Play with fellow students
CLO #4	Present original works
CLO #5	Use efficient practice and rehearsal techniques

	Upon successful completion of this course, students will be able to:
CLO #6	Identify, describe and use principles of solo and ensemble performance psychology
CLO #7	Identify, describe and use techniques for engaging and interacting with their audience
CLO #8	Identify and solve personal performance issues
CLO #9	Identify, describe and use methods for dealing with performance anxiety
CLO #10	Identify, describe and use methods for establishing an ergonomically sound and healthful physical relationship with their instrument
CLO #11	Write musically specific evaluation comments and feedback
CLO #12	Identify and describe concepts of the musical performance world at large

Instructional
Strategies:

Performance, lecture, discussion, observation and evaluation of peer performances

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments ~~Other~~	30	**Written peer performance assessments** ~~Attendance~~
Assignments ~~Other~~	10	**Performance notes form** ~~Notes~~
Assignments ~~Other~~	10	Technical needs form
Assignments ~~Other~~	**30** ~~20~~	Performance
Assignments ~~Other~~	**10** ~~30~~	**Reflective summary** ~~Written performance assessment~~
Participation	**10**	

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

30 ~~26~~

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Pre-stage practice/rehearsal issues- planning personnel and repertoire, time management, psychology/motivation
Backstage issues- relaxation, warm-up, emotional preparation
Onstage issues- focus, awareness, relaxation, audience contact, emotional connection, technical ease, solo and ensemble etiquette/conventions
Post -performance assessment- listening, evaluation, appropriate delivery of comments
Body awareness/health for musicians
Guest performances and masterclasses
Live Sound and lights
Video and audio recording

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?

Consultations

Additional Information

Course Change Request

Date Submitted: 07/12/19 2:31 pm

Viewing: **MUSC 2204 : Performance Techniques 4**

Last approved: 05/16/18 4:50 am

Last edit: 08/30/19 12:48 pm

Changes proposed by: lmollerup

Programs
referencing this
course
  69: Music Diploma

Course Name:
  Performance Techniques 4

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

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

In Workflow

1. **4204 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 07/16/19 11:48 am Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 08/12/19 12:35 pm Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:04 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. May 16, 2018 by Carlie Deans (cdeans)

Banner Course Name:	Performance Techniques 4
Subject Code:	MUSC - Music
Course Number	2204
Year of Study	2nd Year Post-secondary
Credits:	1

Course Description:

This course covers all aspects of musical performance including pre-stage and backstage preparation, onstage deportment, delivery and psychology, and post-performance assessment.

Course Pre-Requisites (if applicable):

MUSC 2104

Course Co-requisites (if applicable):

Performance Techniques is usually taken concurrently with MUSC 2410 Individual Instruction 4

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Plan, rehearse and present a performance in their major area of study
CLO #2	Critically listen to a wide range of genres
CLO #3	Play with fellow students
CLO #4	Present original works
CLO #5	Use efficient practice and rehearsal techniques

	Upon successful completion of this course, students will be able to:
CLO #6	Identify, describe and use principles of solo and ensemble performance psychology
CLO #7	Identify, describe and use techniques for engaging and interacting with their audience
CLO #8	Identify and solve personal performance issues
CLO #9	Identify, describe and use methods for dealing with performance anxiety
CLO #10	Identify, describe and use methods for establishing an ergonomically sound and healthful physical relationship with their instrument
CLO #11	Write musically specific evaluation comments and feedback
CLO #12	Identify and describe concepts of the musical performance world at large

Instructional

Strategies:

Performance, lecture, discussion, observation and evaluation of peer performances

Evaluation and Grading

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

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments ~~Other~~	30	**Written peer performance assessments** ~~Attendance~~
Assignments ~~Other~~	10	**Performance notes form** ~~Notes~~
Assignments ~~Other~~	10	Technical needs form
Assignments ~~Other~~	**30** ~~20~~	Performance
Assignments ~~Other~~	**10** ~~30~~	**Reflective summary** ~~Written performance assessment~~
Participation	**10**	

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,

Studio, Simulation

30 ~~26~~

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Pre-stage practice/rehearsal issues- planning personnel and repertoire, time management, psychology/motivation
Backstage issues- relaxation, warm-up, emotional preparation
Onstage issues- focus, awareness, relaxation, audience contact, emotional connection, technical ease, solo and ensemble etiquette/conventions
Post -performance assessment- listening, evaluation, appropriate delivery of comments
Body Awareness/Health for musicians
Stage set--live sound and lights
Video and audio recording
Musical performance evaluation criteria
World of music performance

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?

Consultations

Additional Information

Course Change Request

Date Submitted: 07/12/19 2:32 pm

Viewing: **MUSC 2301 : Musicianship 3**

Last approved: 05/16/18 4:49 am

Last edit: 08/22/19 10:17 am

Changes proposed by: lmollerup

Programs
referencing this
course
  69: Music Diploma

Course Name:
  Musicianship 3

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

In Workflow

1. **4204 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 07/16/19 11:48 am Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 08/12/19 12:35 pm Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:04 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. May 16, 2018 by Carlie Deans (cdeans)

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

Banner Course Name:	Musicianship 3
Subject Code:	MUSC - Music
Course Number	2301
Year of Study	2nd Year Post-secondary
Credits:	3

Course Description:

Musicianship 3 is the third of a four-course sequence that introduces music students to musicianship. In level 3 students expand upon skills learned in Level 2, with a particular emphasis on chromatic harmonic materials, more ostinato work, mixed meter conducting, and modes.

Course Pre-Requisites (if applicable):

MUSC 1401

Course Co-requisites (if applicable):

It is highly recommended (but not required) that students also take MUSC 2303 Theory and Practice of Music 3 concurrently.

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Sing while playing ostinatos
CLO #2	Locate pitches in a given key and sing them out loud
CLO #3	Identify melodic and harmonic intervals

	Upon successful completion of this course, students will be able to:
CLO #4	Sing and identify the minor key diatonic cycle of 5ths, chord progressions in major and minor keys, secondary dominants, mixture, modulation, and chromaticism
CLO #5	Take melodic and rhythmic dictations
CLO #6	Sing and identify V9, Vb9, V13, Vb13 chords, the Neapolitan 6 and the following 7th chords of the harmonic minor: M7, mi7, diminished 7, V7, mi7b5, M7#5, and miMa7
CLO #7	Identify and apply solfege to modulation and tonicization aurally and analytically
CLO #8	Sing through modulation and tonicization of different keys using solfege cells and the moveable-do system
CLO #9	Sing a part within a quartet
CLO #10	Improvise over chord progressions
CLO #11	Use conducting patterns
CLO #12	Identify song forms

Instructional

Strategies:

lecture-demonstrations, quizzes, assignments in performance and improvisation; group work in class involving performance.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	45	
Midterm Exam	10	Individual midterm exam
Midterm Exam	10	Written midterm exam
Final Exam	15	Individual final exam
Final Exam	20	Written final exam

Hours by Learning Environment Type

Lecture, Seminar, Online

                              60

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Melodic and rhythmic dictation
2-part Dictation
Solfege syllables with hand signs
Chromaticism
Beat patterns
Ostinatos
Chord dictations
Harmonic and melodic interval recognition
Harmonic minor
The 7th chords of the harmonic minor
Diatonic cycle of 5ths major and minor
Triads and diatonic 7th chords
V9, Vb9, V13, Vb13 chords
Secondary dominants
Modulation and tonicization
Improvising a melody and bassline to jazz harmonic progressions
Song Forms

Course Change Request

Date Submitted: 07/12/19 2:33 pm

Viewing: **MUSC 2303 : Theory and Practice of Music 3**

Last approved: 05/16/18 4:49 am

Last edit: 08/22/19 10:17 am

Changes proposed by: lmollerup

Programs
referencing this
course
  69: Music Diploma

Course Name:
  Theory and Practice of Music 3

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

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

In Workflow

1. **4204 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 07/16/19 11:48 am Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 08/12/19 12:36 pm Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:04 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. May 16, 2018 by Carlie Deans (cdeans)

Banner Course   Theory and Practice of Music 3
Name:

Subject Code: MUSC - Music

Course Number   2303

Year of Study   2nd Year Post-secondary

Credits: 3

Course Description:

Theory and Practice of Music 3 is the third of a four-course sequence that gives music students a comprehensive introduction to music theory and practice in a variety of musical traditions. In level 3 students continue their study of chromatic harmony from Western classical and jazz/contemporary traditions. The study of musical form is expanded to include large forms. Assignments will continue to include elements of instrumentation and orchestration.

Course Pre-Requisites (if applicable):

MUSC 1403 or permission of instructor.

Course Co-requisites (if applicable):

It is highly recommended (but not required) that students also take MUSC 2301 Musicianship 3 concurrently.

PLAR (Prior Learning Assessment & Recognition)

            Yes

Details of PLAR:

1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Identify and describe large forms
CLO #2	Identify, describe and write advanced harmony in Classical, Jazz and Popular music idioms

Upon successful completion of this course, students will be able to:	
CLO #3	Write orchestrations using winds, brass and percussion

Instructional

Strategies:

   lecture, assignments in composition and improvisation; group work in tutorial involving idiomatic

   improvisation

Evaluation and Grading

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

   C-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35	
Midterm Exam	15	
Quizzes/Tests	20	
Final Exam	30	

Hours by Learning Environment Type

Lecture, Seminar, Online

<center>**45** ~~42~~</center>

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Advanced harmony and its relation to style and form.

Course Topics:
Large Forms
Orchestration, focusing on winds, brass and percussion

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?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting
documentation:

Reviewer
Comments

Key: 8334

Preview Bridge

Course Change Request

Date Submitted: 07/12/19 2:34 pm

Viewing: **MUSC 2304 : Electronic Music 1**

Last approved: 08/02/18 4:48 am

Last edit: 08/22/19 10:18 am

Changes proposed by: lmollerup

Programs
referencing this
course

[69: Music Diploma](#)

Course Name:
Electronic Music 1

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

In Workflow

1. **4204 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 07/16/19 11:57 am Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 08/12/19 12:36 pm Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:04 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Aug 2, 2018 by Carlie Deans (cdeans)

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

Banner Course Name:	Electronic Music 1
Subject Code:	MUSC - Music
Course Number	2304
Year of Study	2nd Year Post-secondary
Credits:	3

Course Description:
Electronic Music 1 is the first of a two-course sequence for students wishing to concentrate on electronic music.

This course is intended for composers and other musicians interested in exploring further digital and other electronic media for the creation of music and multimedia works. There is a particular focus on sound synthesis, introducing synthesis techniques such as sampling, and advanced sample processing, FM, additive, subtractive, and physical modeling synthesis, primarily using computer synthesis software. A certain amount of the necessary background in psychoacoustics, and basic principles of acoustics as applied to sound synthesis will be covered in the first term. Students will also be introduced to the history, aesthetic issues, and current and future directions of electronic music in all current styles via listening and discussion classes. Students will compose, realize, and produce a work in the digital medium.

Course Pre-Requisites (if applicable):

MUSC 1419 or permission of instructor

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:
1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Use the computer as a compositional environment for the creation of their own music
CLO #2	Use current platforms, software and hardware to create music and multi-media works

Instructional

Strategies:

Lecture and lecture-demonstrations, assigned reading and listening quizzes, introduction to research

Instructional strategies include lecture, demonstration, group discussion and activities, independent study,

and hands-on practice with computer software.

Evaluation and Grading

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

C-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	15	Preparatory Project 1
Project	15	Preparatory Project 2
Project	15	Preparatory Project 3
Project	30	Final Composition Project
Midterm Exam	10	
Final Exam	15	

Hours by Learning Environment Type

Lecture, Seminar, Online

45 42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Digital and analog synthesis
Recording
Live, interactive electronics
Multi-media
Introduction to acoustics and psychoacoustics
Basic audio recording into the computer using both mic and line
Sample management and processing
Introduction to sound synthesis using software synths/samplers
Introduction to the repertoire of electronic music
Introduction to electronic music composition
Introduction to the computer as compositional environment
Introduction to sequencing
Basics of sound mixing and mastering

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?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Course Change Request

Date Submitted: 07/12/19 2:35 pm

Viewing: **MUSC 2305 : Musicology 1**

Last approved: 05/16/18 4:49 am

Last edit: 08/22/19 10:18 am

Changes proposed by: lmollerup

Programs
referencing this
course

   69: Music Diploma

Course Name:
   Musicology 1

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

In Workflow

1. **4204 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 07/16/19 11:57 am Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 08/12/19 12:36 pm Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:04 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. May 16, 2018 by Carlie Deans (cdeans)

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

Banner Course
Name: Musicology 1

Subject Code: MUSC - Music

Course Number   2305

Year of Study   2nd Year Post-secondary

Credits: 3

Course Description:
　Musicology 1 is the first of a two-course sequence that continues the study of the cultural context of music
　and other artistic production and the disciplines of Historical Musicology, Ethnomusicology, and
　Comparative Musicology. Musicology 1 focuses on the history of Classical music from the Baroque era to
　the Romantic era.

Course Pre-Requisites (if applicable):

　MUSC 1405 or permission of instructor

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)
　　　　　　　　　　Yes

Details of PLAR:
　1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning
　outcomes of this course.
　2. A successful interview with the Music Department Leader and one other regularized music faculty
　member

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Research and realize a presentation and paper on a thesis based on a topic of interest.
CLO #2	Identify and describe some of the historical and contemporary relationships between music, art and their social context.

300

	Upon successful completion of this course, students will be able to:
CLO #3	Identify and describe both the significant musical elements of historical musical production and the unique features of individual artists and composers.

Instructional

Strategies:

  Lecture and lecture-demonstrations, assigned reading and listening quizzes, introduction to research

Evaluation and Grading

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

  C-

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	10	
Midterm Exam	15	
Quizzes/Tests	30	
Other	20	Research Paper
Final Exam	25	

Hours by Learning Environment Type

Lecture, Seminar, Online

45 42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:
Sacred and secular music in Western Europe
The strengths and weaknesses of creating historical-era genres
The misappropriation of the ideas of teleology, development and evolution into the historical description of art, music and all cultural production
The important features of Baroque, Classical and Romantic music and how they relate to the individuals and cultural contexts by whom they are produced

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?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting
documentation:

Reviewer
Comments

Key: 8335

Preview Bridge

Course Change Request

Date Submitted: 07/12/19 2:35 pm

Viewing: **MUSC 2307 : Soci Media for Selfemploy Musi**

Last approved: 07/05/18 4:57 am

Last edit: 08/22/19 10:18 am

Changes proposed by: lmollerup

Programs
referencing this
course

[69: Music Diploma](#)

Course Name:

   Social Media for the Self-employed Musician

Effective Date:	January 2020
School/Centre:	Arts & Sciences
Department:	Music (4204)
Contact(s)	

In Workflow

1. **4204 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 07/16/19 11:58 am Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 08/12/19 12:36 pm Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:04 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Jul 5, 2018 by Carlie Deans (cdeans)

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

Banner Course Name: Soci Media for Selfemploy Musi

Subject Code:　　　　　MUSC - Music

Course Number　　　　2307

Year of Study　　　　　2nd Year Post-secondary

Credits:　　　　　　　　1.5

Course Description:

　Social Media for the Self-Employed Musician is a one-term course that teaches the practical fundamentals of utilizing social media and other digital platforms to build a career as a self-employed artist-musician.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

　　　　　　　　　　　Yes

Details of PLAR:

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

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

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	**Use** ~~use~~ on-line and digital resources for all aspects of career development
CLO #2	**Use** ~~use~~ social media platforms for networking, distributing marketing materials, and to begin to earn income from music and music-related activities.

Instructional
Strategies:

　Lecture and lecture-demonstrations, assigned reading, on-line research. Practical assignments.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	15	Project 1
Project	20	Project 2
Midterm Exam	15	Midterm exam
Project	30	Final Project
Final Exam	20	

Hours by Learning Environment Type

Lecture, Seminar, Online

15

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

15

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
on-line and digital resources for all aspects of career development
social media platforms for networking and distributing marketing materials

Rationale and Consultations

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

Yes

Is this the primary proposal?

Course Change Request

Date Submitted: 07/12/19 2:36 pm

Viewing: **MUSC 2310 : Individual Instruction 3**

Last approved: 05/16/18 4:50 am

Last edit: 08/22/19 10:18 am

Changes proposed by: lmollerup

Programs
referencing this
course
   [69: Music Diploma](#)

Course Name:
   Individual Instruction 3

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

In Workflow

1. **4204 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 07/16/19 11:59 am Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 08/12/19 12:36 pm Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:04 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. May 16, 2018 by Carlie Deans (cdeans)

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

Banner Course Name:	Individual Instruction 3
Subject Code:	MUSC - Music
Course Number	2310
Year of Study	2nd Year Post-secondary
Credits:	2

Course Description:

Individual Instruction 3 is the third of a four-term sequence of courses of individual instruction in the student's major area of performance or composition.

Course Pre-Requisites (if applicable):

MUSC 1410 or equivalent

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Perform or compose pieces using more advanced technical elements with consistent accuracy and control
CLO #2	Perform or compose with consistent control over sonic elements
CLO #3	Perform or compose with consistent awareness of phrase direction and arrival
CLO #4	Demonstrate growth in fluency with written musical materials

	Upon successful completion of this course, students will be able to:
CLO #5	Sight read basic short passages in various metres, including odd metres, with consistent time, rhythmic accuracy and basic stylistic detail
CLO #6	Perform or compose repertoire at an appropriate level with consistent stylistic detail and control over expressive elements

Instructional
Strategies:

  Private Lessons: Exercises and repertoire for daily practice. Composers will bring in new or revised work every week. Assignments to aid continuous artistic and technical growth.

  Masterclass: Students will attend **weekly** ~~bi-weekly~~ masterclasses where they will perform or demonstrate what they have been working on in lessons

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	15	Lessons and Masterclass where appropriate
Assignments	35	
Other	25	Students will maintain a practice and performance journal
Final Exam	25	Jury exam

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation
                           25

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Tone and sonic elements
Expressive elements
Style awareness
Sight-reading
Repertoire

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?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting
documentation:

Reviewer
Comments

Key: 8337

Preview Bridge

Course Change Request

Date Submitted: 07/12/19 2:38 pm

Viewing: **MUSC 2317 : ~~Jazz~~ Improvisation 1**

Last approved: 05/16/18 4:49 am

Last edit: 08/22/19 10:19 am

Changes proposed by: lmollerup

Programs
referencing this
course
   69: Music Diploma

Course Name:
  ~~Jazz~~ Improvisation 1

Effective Date:	January 2020
School/Centre:	Arts & Sciences
Department:	Music (4204)

Contact(s)

In Workflow

1. **4204 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 07/16/19 12:00 pm Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 08/12/19 12:35 pm Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:04 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. May 16, 2018 by Carlie Deans (cdeans)

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

Banner Course Name:	~~Jazz~~ Improvisation 1
Subject Code:	MUSC - Music
Course Number	2317
Year of Study	2nd Year Post-secondary
Credits:	3

Course Description:

~~Jazz~~ Improvisation 1 is the first of a two-course sequence for students wishing to do more specialized work in idiomatic improvisation in jazz and other musical traditions.

Course Pre-Requisites (if applicable):

MUSC 1403 and 1401 or permission of instructor

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Analyze jazz harmony using standardized nomenclature
CLO #2	Improvise on standard repertoire
CLO #3	Play melodies with rhythmic rephrasing
CLO #4	Transpose patterns and melodic vocabulary
CLO #5	Apply diatonic modes to the chords of standard repertoire

	Upon successful completion of this course, students will be able to:
CLO #6	Create and develop rhythmic gestures in improvisation
CLO #7	Apply selected practice concepts in day-to-day development
CLO #8	Describe aspects of historical jazz styles

Instructional

Strategies:

Practice and performance of idiomatic jazz musical language; forms, harmony, melody, rhythm, phrasing, motivic improvisation.

Classroom demonstration and practical application in ensemble playing; assigned weekly practice.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	
Midterm Exam	15	
Quizzes/Tests	30	
Final Exam	25	

Hours by Learning Environment Type

Lecture, Seminar, Online

45 42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Elements of idiomatic jazz musical language; forms, harmony, melody, rhythm, phrasing, motivic improvisation.
Historical perspectives
Development of a personal improvisation language
Learning forms and songs
Practice concepts

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?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines.

Supporting
documentation:

Reviewer
Comments

Key: 8338

Preview Bridge

Course Change Request

Date Submitted: 07/12/19 2:39 pm

Viewing: **MUSC 2401 : Musicianship 4**

Last approved: 05/16/18 4:50 am

Last edit: 08/22/19 10:19 am

Changes proposed by: lmollerup

> Programs
> referencing this
> course
>   69: Music Diploma

Course Name:
   Musicianship 4

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

In Workflow

1. **4204 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 07/16/19 12:00 pm Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 08/12/19 12:36 pm Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:04 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. May 16, 2018 by Carlie Deans (cdeans)

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

Banner Course   Musicianship 4
Name:

Subject Code: MUSC - Music

Course Number   2401

Year of Study   2nd Year Post-secondary

Credits: 3

Course Description:
Musicianship 4 is the last of a four-course sequence that introduces music students to musicianship. In level 4 students expand upon skills learned in Level 3, with a particular emphasis on more chromatic harmonic materials, including listening, sight-singing, rhythm, inner ear hearing, intonation, part-singing, dictation, music theory, analysis, ostinato work and mixed meter conducting. Intervals from the harmonic and melodic minor, chord progression dictations with inversions and augmented 6th chords are introduced. More idiomatic jazz chord progressions are introduced, as well as more improvisational and other jazz stylistic strategies. Other topics introduced in this course are the application of solfege to chromatic music, intervals outside a given tonality, octatonic scales and 12-tone rows.

Course Pre-Requisites (if applicable):

MUSC 2301

Course Co-requisites (if applicable):

It is highly recommended (but not required) that students also take MUSC 2403 Theory and Practice of Music 4 concurrently.

PLAR (Prior Learning Assessment & Recognition)
             Yes

Details of PLAR:
1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning
Outcomes (CLO):

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

	Upon successful completion of this course, students will be able to:
CLO #1	Sight-sing music in all keys using Kodaly's system of relative solomization
CLO #2	Conduct beat patterns with sight-singing and dictation
CLO #3	Strategize in order to sight-sing successfully
CLO #4	Identify, anticipate and prepare for common obstacles in sight-singing
CLO #5	Locate pitches in a given key with the facility of the inner ear, and then be able to sing them out loud
CLO #6	Sing arpeggiated chord structures in their inner ear and out loud
CLO #7	Sing chromatic music built upon contemporary sonorities
CLO #8	Identify, describe and sing 2-voice dictations, chord progressions in major and minor keys using inversions, secondary dominants and diminished 7th chords, mixture, modulation, chromaticism, 12-tone rows and their permutations, compound intervals, 20th century music idioms, Neapolitan and augmented 6th chords and octatonic scales
CLO #9	Sing and identify V9, Vb9, V13, Vb13, V#9, Augmented V7, cadential 6/4, M7, mi7,diminished 7, V7, mi7b5, M7#5, miMa7, French 6 and quartal chords
CLO #10	Sing advanced repertoire from different idioms
CLO #11	Sing and improvise harmonies and background vocal parts in different idioms
CLO #12	Identify potential aural reception skills

Instructional
Strategies:
  Lecture-demonstrations, quizzes, assignments in performance and improvisation; group work in class
  involving performance.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	45	
Midterm Exam	10	Individual midterm exam

Type	Percentage	Brief description of assessment activity
Midterm Exam	10	Written midterm exam
Final Exam	15	Individual final exam
Final Exam	20	Written final exam

Hours by Learning Environment Type

Lecture, Seminar, Online

30 ~~45~~

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

30

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Melodic Dictation, 2-part Dictation and chord dictation
Solfege analysis in chromatic contexts
Pitch location
Beat patterns
Harmonic and Melodic Interval Recognition including compound intervals
Singing in harmonic and melodic minor
Singing and identifying the 7th chords of the harmonic and melodic minor Diatonic Cycle of 5ths
Major and minor triads and diatonic 7th chords
V9, Vb9, V13, Vb13 chords,diminished 7ths, mixture, and the Neapolitan 6.
Chord progressions in a minor and major using inversions
12-tone rows and their permutations
Switching solfege: modulation, tonicization, and use of solfege cells
Sight-singing strategies

Course Topics:
Ensemble singing
Improvising melodies in various contexts

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?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting
documentation:

Reviewer
Comments

Key: 8339

Preview Bridge

Course Change Request

Date Submitted: 07/12/19 2:40 pm

Viewing: **MUSC 2403 : Theory and Practice of Music 4**

Last approved: 05/16/18 4:50 am

Last edit: 08/22/19 10:19 am

Changes proposed by: lmollerup

Programs
referencing this
course
   69: Music Diploma

Course Name:
   Theory and Practice of Music 4

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

In Workflow
1. **4204 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path
1. 07/16/19 12:01 pm Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 08/12/19 12:37 pm Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:04 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History
1. May 16, 2018 by Carlie Deans (cdeans)

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

Banner Course
Name: Theory and Practice of Music 4

Subject Code: MUSC - Music

Course Number   2403

Year of Study   2nd Year Post-secondary

Credits: 3

Course Description:
Theory and Practice of Music 4 is the last of a four-course sequence that gives music students a comprehensive introduction to music theory and practice in a variety of musical traditions. In level 4 students continue their study of chromatic harmony from Western classical and jazz/contemporary traditions. Chromatic Harmony and Post-Tonal music are studied. Examples are included from different musical styles including Classical, Jazz, Pop, World and Electronic. Assignments will continue to include elements of instrumentation and orchestration.

Course Pre-Requisites (if applicable):

MUSC 2303 or permission of instructor.

Course Co-requisites (if applicable):

It is highly recommended (but not required) that students also take MUSC 2401 Musicianship 4.

PLAR (Prior Learning Assessment & Recognition)

               Yes

Details of PLAR:
1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Describe the the relation of advanced harmony to style and form
CLO #2	Identify and describe Late Romantic and Post-Romantic idioms, including post-tonal compositions

	Upon successful completion of this course, students will be able to:
CLO #3	Identify and describe advanced chromaticism and post-tonal resources in Jazz and Popular music idioms
CLO #4	Write orchestrations using strings and electronic instruments

Instructional Strategies:

Lectures, assignments in composition and improvisation; group work in tutorial involving improvisation

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35	
Midterm Exam	15	
Quizzes/Tests	20	
Final Exam	30	

Hours by Learning Environment Type

Lecture, Seminar, Online

45 ~~42~~

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:
Advanced harmony and its relation to style and form
Late Romantic and Post-Romantic idioms, including post-tonal compositions
Advanced chromaticism and post-tonal resources in Jazz and Popular music idioms
Orchestration: writing for strings, electronic instruments

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?

Provide a rationale
for this proposal:

Are there any
Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting
documentation:

Reviewer
Comments

Key: 8340

Preview Bridge

Course Change Request

Date Submitted: 07/12/19 2:41 pm

Viewing: **MUSC 2404 : Electronic Music 2**

Last approved: 07/05/18 4:56 am

Last edit: 08/22/19 10:19 am

Changes proposed by: lmollerup

Programs
referencing this
course
  69: Music Diploma

Course Name:
  Electronic Music 2

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

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

Banner Course   Electronic Music 2
Name:

In Workflow
1. **4204 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path
1. 07/16/19 12:01 pm Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 08/12/19 12:37 pm Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:04 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History
1. Jul 5, 2018 by Carlie Deans (cdeans)

Subject Code: MUSC - Music

Course Number   2404

Year of Study   2nd Year Post-secondary

Credits: 3

Course Description:

Electronic Music 2 is the second of a two-course sequence for students wishing to concentrate on electronic music. This course is intended for composers and other musicians interested in exploring further digital and other electronic media for the creation of music and multimedia works. Students will compose, realize, and produce a work in the digital medium each term.

Course Pre-Requisites (if applicable):

MUSC 2304 or permission of instructor

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

                Yes

Details of PLAR:

1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Use the computer as a compositional environment for the creation of their own music
CLO #2	Use current platforms, software and hardware to create music and multi-media works
CLO #3	Research and discuss historical and current trends in electronic music including electro-acoustic and popular music

Instructional
Strategies:

Lecture and lecture-demonstrations, assigned reading and listening quizzes, introduction to research Instructional strategies include lecture, demonstration, group discussion and activities, independent study, and hands-on practice with computer software.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	15	Preparatory Project 1
Project	15	Preparatory Project 2
Project	15	Preparatory Project 3
Project	30	Final Composition Project
Midterm Exam	10	
Final Exam	15	

Hours by Learning Environment Type

Lecture, Seminar, Online

45 42

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Digital and analog synthesis
Recording
Live, interactive electronics

Course Topics:
Research methods and data bases
Multi-media
Acoustics
Audio recording into the computer using both mic and line
Sample management and processing
Sound synthesis using software synths/samplers
Repertoire of electronic music
Electronic music composition
The computer as compositional environment
Sequencing
Sound mixing and mastering

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?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting
documentation:

Reviewer
Comments

Course Change Request

Date Submitted: 07/12/19 2:42 pm

Viewing: **MUSC 2405 : Musicology 2**

Last approved: 05/16/18 4:50 am

Last edit: 08/22/19 10:20 am

Changes proposed by: lmollerup

Programs
referencing this
course
   <u>69: Music Diploma</u>

Course Name:
   Musicology 2

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

In Workflow

1. **4204 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 07/16/19 12:01 pm Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 08/12/19 12:37 pm Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:04 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. May 16, 2018 by Carlie Deans (cdeans)

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

Banner Course Name:	Musicology 2
Subject Code:	MUSC - Music
Course Number	2405
Year of Study	2nd Year Post-secondary
Credits:	3

Course Description:

Musicology 2 is the second of a two-course sequence that continues the study of the cultural context of music and other artistic production and the disciplines of Historical Musicology, Ethnomusicology, and Comparative Musicology. Musicology 2 focuses on history of European Classical and other music traditions in the 19th to 21st centuries.

Course Pre-Requisites (if applicable):

MUSC 2305 or permission of instructor

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Research and realize a presentation and paper on a thesis based on a topic of interest
CLO #2	Describe and discuss aspects of historical-era genres
CLO #3	Identify and describe some of the historical and contemporary relationships between music, art and their social context

	Upon successful completion of this course, students will be able to:
CLO #4	Identify and describe both the significant musical elements of historical musical production and the unique features of individual artists and composers
CLO #5	Describe aspects of Western European sacred and secular music

Instructional

Strategies:

Lecture and lecture-demonstrations, assigned reading and listening quizzes, introduction to research

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	10	
Midterm Exam	15	
Quizzes/Tests	30	
Other	20	Research Paper
Final Exam	25	

Hours by Learning Environment Type

Lecture, Seminar, Online

45 42

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Sacred and secular music in Western Europe
The strengths and weaknesses of creating historical-era genres
The misappropriation of the ideas of teleology, development and evolution into the historical description of art, music and all cultural production
The important features of nineteenth, twentieth and twenty-first-century European music and how they relate to the individuals and cultural contexts by whom they are produced
The weakening of the political, economic and artistic hegemony of Western Europe and the effect on music and art.
Research methods and data bases

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?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting
documentation:

Reviewer
Comments

Key: 8341

Course Change Request

Date Submitted: 07/12/19 2:42 pm

Viewing: **MUSC 2407 : Career Opport for Musicians 1**

Last approved: 07/31/18 4:45 am

Last edit: 08/22/19 10:20 am

Changes proposed by: lmollerup

Programs
referencing this
course
  69: Music Diploma

Course Name:
  Career Opportunities for Musicians 1

Effective Date:	January 2020
School/Centre:	Arts & Sciences
Department:	Music (4204)

Contact(s)

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

In Workflow

1. **4204 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 07/16/19 12:01 pm Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 08/12/19 12:37 pm Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:04 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Jul 31, 2018 by Carlie Deans (cdeans)

Banner Course Name:	Career Opport for Musicians 1
Subject Code:	MUSC - Music
Course Number	2407
Year of Study	2nd Year Post-secondary
Credits:	1.5

Course Description:

This course prepares students for the business side of the music industry. Students use current computer applications and platforms to create a multi-media Internet presence, including a press kit and other publicity and marketing materials. They also use recording and production software to create music demos and social networking tools to promote themselves as professional musicians. Students learn the essentials of copyright law, legal rights, interview skills, recording contracts and grant applications. Students learn about the structure and infrastructure of local and national music organizations. Guest speakers from the music industry share their experiences relating to the requirements of various careers in music.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

           Yes

Details of PLAR:

1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Apply principles of arts administration to their employment in the music industry.
CLO #2	Use computer software to create effective music industry marketing tools.

	Upon successful completion of this course, students will be able to:
CLO #3	Effectively use computers and handheld devices to record, communicate and perform musical works.
CLO #4	Use social networking tools to promote themselves as professional musicians.
CLO #5	Outline copyright law pertaining to the music industry.
CLO #6	Analyze the Vancouver commercial and classical music business ecology.
CLO #7	Participate in interviews for employment in the music industry.
CLO #8	Write grant proposals to fund music projects.
CLO #9	Use the following software for self-promotion: Microsoft Office, Numbers, Keynote, Logic, Garage Band, Cubase, ProTools, Photoshop, Illustrator, and WordPress.

Instructional
Strategies:
   Lecture and lecture-demonstrations, assigned reading on-line research. Practical assignments.

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Project	15	Project 1
Project	20	Project 2
Midterm Exam	15	Midterm exam
Project	30	Final Project
Final Exam	20	

Hours by Learning Environment Type

Lecture, Seminar, Online

15

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

15

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Arts organization and administration ecology in Greater Vancouver, British Columbia, Canada and beyond
Creating professional-standard promotional tools using a computer
Copyright law for composers and performers
Writing grant applications and other project and career-funding sources
Entrepreneurial skills for the self-employed musician

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?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting
documentation:

Reviewer
Comments

Key: 8342

334

Course Change Request

Date Submitted: 07/12/19 2:43 pm

Viewing: **MUSC 2410 : Individual Instruction 4**

Last approved: 05/16/18 4:50 am

Last edit: 08/22/19 10:20 am

Changes proposed by: lmollerup

Programs
referencing this
course
   69: Music Diploma

Course Name:
   Individual Instruction 4

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

In Workflow

1. 4204 Leader
2. SAS Dean
3. Curriculum
   Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 07/16/19 12:01 pm
   Laurence Mollerup
   (lmollerup):
   Approved for 4204
   Leader
2. 08/12/19 12:38 pm
   Shirley Lew (slew):
   Approved for SAS
   Dean
3. 08/28/19 11:04 am
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee Chair

History

1. May 16, 2018 by
   Carlie Deans
   (cdeans)

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

Banner Course Name:	Individual Instruction 4
Subject Code:	MUSC - Music
Course Number	2410
Year of Study	2nd Year Post-secondary
Credits:	2

Course Description:
Individual Instruction 4 is the last of a four-term sequence of courses of individual instruction in the student's major area of performance or composition.

Course Pre-Requisites (if applicable):

MUSC 2310 or equivalent

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

         Yes

Details of PLAR:
1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Perform or compose pieces using more advanced technical elements with consistent accuracy and control
CLO #2	Perform or compose with consistent control over sonic elements
CLO #3	Perform or compose with consistent awareness of phrase direction and arrival
CLO #4	Demonstrate growth in fluency with written musical materials

	Upon successful completion of this course, students will be able to:
CLO #5	Sight read basic short passages in various metres, including odd and mixed metres, with consistent time, rhythmic accuracy and basic stylistic detail
CLO #6	Perform or compose repertoire at an appropriate level with consistent stylistic detail and control over expressive nuance

Instructional

Strategies:

Private Lessons: Exercises and repertoire for daily practice. Composers will bring in new or revised work every week. Assignments to aid continuous artistic and technical growth.

Masterclass: Students will attend **weekly** ~~bi-weekly~~ masterclasses where they will perform or demonstrate what they have been working on in lessons

Evaluation and Grading

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

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Participation	15	Lessons and Masterclass where appropriate
Assignments	35	
Other	25	Students will maintain a practice and performance journal
Final Exam	25	Jury exam

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

25

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Tone and sonic elements
Expressive elements
Style awareness
Sight-reading
Repertoire

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?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

Supporting
documentation:

Reviewer
Comments

Key: 8343

Preview Bridge

Course Change Request

Date Submitted: 07/12/19 2:47 pm

Viewing: **MUSC 2417 : ~~Jazz~~ Improvisation 2**

Last approved: 05/16/18 4:49 am

Last edit: 08/22/19 10:20 am

Changes proposed by: lmollerup

Programs
referencing this
course
   69: Music Diploma

Course Name:
   ~~Jazz~~ Improvisation 2

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

In Workflow

1. **4204 Leader**
2. **SAS Dean**
3. **Curriculum**
   Committee Chair
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 07/16/19 12:03 pm
   Laurence Mollerup
   (lmollerup):
   Approved for 4204
   Leader
2. 08/12/19 12:38 pm
   Shirley Lew (slew):
   Approved for SAS
   Dean
3. 08/28/19 11:04 am
   Todd Rowlatt
   (trowlatt): Approved
   for Curriculum
   Committee Chair

History

1. May 16, 2018 by
   Carlie Deans
   (cdeans)

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

Banner Course Name:	~~Jazz~~ Improvisation 2

Subject Code:	MUSC - Music

Course Number	2417

Year of Study	2nd Year Post-secondary

Credits:	3

Course Description:

~~Jazz~~ Improvisation 2 is the second of a two-course sequence for students wishing to do more specialized work in idiomatic improvisation in jazz and other musical traditions. This course builds upon ~~Jazz~~ Improvisation 2317 and covers the modes/arpeggios of the jazz melodic minor scale, the diminished whole step and diminished half step scales. Other topics covered include **critical listening, interaction** ~~managing the inherent tensions~~ within **an improvising ensemble, managing the inherent tensions within** these scales/modes, especially in relation to altered dominant applications. Repertoire is drawn from jazz, jazz-fusion and Latin standards.

Course Pre-Requisites (if applicable):

MUSC 2317 or permission of instructor

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Transpose patterns and melodic vocabulary
CLO #2	Transpose melodies using key centre/interval modulation

	Upon successful completion of this course, students will be able to:
CLO #3	Apply diminished scale and melodic minor scale modes to the chords of standard repertoire
CLO #4	Apply and develop polyrhythms in improvisation
CLO #5	Improvise within an interactive context
CLO #6	Generalize concepts from Improv. class to intersect with the student's own musical interests
CLO #7	Elaborate and expand the improvisational skills concepts in and out-of-school praxis, inclusive of any musical genre

Instructional

Strategies:

Practice and performance of idiomatic jazz musical language; forms, harmony, melody, rhythm, phrasing, motivic improvisation

Evaluation and Grading

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

D

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	30	
Midterm Exam	15	
Quizzes/Tests	30	
Final Exam	25	

Hours by Learning Environment Type

Lecture, Seminar, Online

45 ~~42~~

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Performance of idiomatic jazz musical language; forms, harmony, melody, rhythm, phrasing, motivic improvisation.
Diminished scale and melodic minor mode applications
Historical perspectives
Development of a personal improvisation language
Learning forms and songs
Application of jazz improvisation concepts to a variety of styles/genres
Polyrhthms
Interactive improvising

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?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines.

Supporting
documentation:

Reviewer
Comments

Course Change Request

Date Submitted: 07/12/19 2:48 pm

Viewing: **MUSC 2490 : Performance Ensemble**

Last approved: 05/16/18 4:49 am

Last edit: 08/22/19 10:20 am

Changes proposed by: lmollerup

Programs
referencing this
course
  69: Music Diploma

Course Name:
  Performance Ensemble

Effective Date: January 2020

School/Centre: Arts & Sciences

Department: Music (4204)

Contact(s)

In Workflow

1. **4204 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Records
6. Banner

Approval Path

1. 07/16/19 12:03 pm Laurence Mollerup (lmollerup): Approved for 4204 Leader
2. 08/12/19 12:39 pm Shirley Lew (slew): Approved for SAS Dean
3. 08/28/19 11:04 am Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. May 16, 2018 by Carlie Deans (cdeans)

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

Banner Course Name:	Performance Ensemble
Subject Code:	MUSC - Music
Course Number	2490
Year of Study	2nd Year Post-secondary
Credits:	1.5

Course Description:

Performance Ensemble is a practical musical experience where students work with a faculty director, student colleagues and community members to rehearse and perform in concert as an ensemble. Each performance ensemble will work on a variety of repertoire each term.

The different ensembles offered give students the opportunity to rehearse and perform music in a variety of
styles, and, depending on the ensemble, require sight-reading, improvisation, and other musical skills and techniques. In addition, in many ensembles students are encouraged to write or arrange music for the ensemble.

"Performance Ensemble" is repeatable for credit. Students require 4 terms (6 cr.) of "Performance Ensemble" to graduate. Students may participate in any VCC ensemble (or community ensemble as approved by the Department Head), subject to audition and/or entrance requirements.

Course Pre-Requisites (if applicable):

Acceptance into the VCC Music Diploma program or permission of instructor.
Some ensembles encourage community members to register and participate.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

         Yes

Details of PLAR:

1. Practical and/or written examinations that demonstrate ability at or above the final exam and learning outcomes of this course.
2. A successful interview with the Music Department Leader and one other regularized music faculty member

Course Learning
Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Perform music accurately
CLO #2	Perform music with expression
CLO #3	Perform music with consistent stylistic detail
CLO #4	Describe and perform different musical styles
CLO #5	Sight read with consistent time and rhythmic accuracy
CLO #6	Prepare for rehearsals and performances efficiently
CLO #7	Communicate effectively with the director and other members of the ensemble
CLO #8	Work cooperatively in an ensemble
CLO #9	Prepare for performances and appear on stage with an appropriate professional demeanor and appearance

Instructional
Strategies:
  Rehearsals, performances

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	25	Assigned parts to be learned before the next class
Participation	25	Attendance at rehearsals is mandatory
Other	25	Professionalism
Final Exam	25	Attendance at performances is mandatory

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

45 42

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Ensemble discipline
Professionalism
Sight reading
Repertoire and style awareness
Practice and preparation concepts
Ensemble etiquette
Performative elements

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?

Consultations

Additional Information

Provide any additional information if necessary.

Corrections to Music Preparatory Course Outlines, and Music Diploma PCG and Course Outlines

INFORMATION NOTE

June 4, 2019

PREPARED FOR: Education Council

ISSUE: A.1.2. Student Appeal to Board of Governors

BACKGROUND:

This policy concerns the rights of a student who has been expelled or suspended via the President's power to expel or suspend a student under the *College and Institutes Act*, to appeal the President's decision to the Board of Governors. There were several items of discussion; the most significant was whether or not to expand the grounds upon which a student could ask the Board to review the President's decision.

DISCUSSION:

It was the understanding of the Committee that the Board has recently received a legal opinion stating that the Board should have a greater power to review a decision of the President to expel or suspend a student. In significant part for this reason, it is the advice of the Committee that the Board should be able to review the decision of the President in these matters for the following reasons:

a) Lack of procedural fairness;
b) New evidence;
c) Another question of fact which the student has asked the Board to review;

The Committee also advises that when a student needs a translator to present his/her case to the Board in his/her first language, the Board pay for the translator. Further, the Committee asks the Board to consider the harm that can be done to a student who been expelled/suspended pending the decision on their appeal to the Board, even if that appeal is eventually successful, and to consider means at the Board's disposal to ameliorate these harms.

RECOMMENDATION:

Education Policy Committee asks that Education Council advise the Board of the above noted conclusions regarding policy and procedures, A.1.2. Student Appeal to Board of Governors.

Prepared by:
John Demeulemeester
Chair, Education Policy Committee

POLICY

Policy No.	**A.1.2**
Title	**Student Appeal of Suspension to Board of Governors**
Approval Body	Board of Governors
Policy Sponsor	President
Last Revised/Replaces	April 22, 1999
Effective Date	

CONTEXT AND PURPOSE

Vancouver Community College (VCC; the College) provides all students with an opportunity to make a final appeal to the Board of Governors on the decision by the College president to suspend a student from the institution. The purpose of this policy is to establish the principles and procedures under which those final appeals will occur.

The B.C. College & Institute Act Section 37 states that "(2) For just cause, the president of an institution may suspend a student of the institution and deal summarily with a matter of student discipline; (3) On exercise of a power of suspension under this section, the president must immediately report the action to the board with a statement of the reasons; (4) A person suspended under this section has the right of appeal to the board."

SCOPE AND LIMITS

This policy and its related procedures apply to students who have been suspended from the College by a decision of the College president. The circumstances that can result in a suspension are outlined in Policy D.4.3 Student Code of Conduct (Non-Educational Matters) and Policy D.4.5 Student Educational Conduct.

This policy allows the student to appeal on the basis of procedural fairness issues, questions of fact or mixed questions of procedural fairness and fact.

This policy and its related procedures do not apply to the appeal of other academic or non-academic decisions that have not resulted in suspension. Appeal processes for those decisions are outlined in other appeal policies such as C.1.2 Appeal of Final Grade; D.4.3 Student Code of Conduct (Non-Educational Matters); and D.4.5 Student Educational Conduct.

STATEMENT OF POLICY PRINCIPLES

1. VCC will establish and support a process for a student to appeal a suspension from the College that respects the rights of procedural fairness and natural justice.

2. The Board of Governors provides the final avenue of appeal for decisions to suspend.

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3. Students are responsible for educating themselves about VCC policies and procedures. Ignorance of VCC policies and procedures does not excuse students from responsibility for their actions. Policies and procedures that relate to students are available on the website at www.vcc.ca.

4. The decision to suspend will remain in force during the appeal to the Board.

5. VCC encourages students to seek information and/or support from a Support Person about this policy and procedures.

6. The Board Appeal Committee may seek advice about this policy and procedures, hearing procedures and/or procedural fairness concepts from the College Arbiter of Student Issues any time prior to a student's hearing or after a final hearing decision has been issued.

7. All participants in the appeal process, with the exception of the Student, are expected to maintain the confidentiality of any information received during the course of an investigation and to maintain the overall confidentiality of the process.

DEFINITIONS

Support Person: An individual, either internal or external to VCC, who may provide information, advice, advocacy, support and/or representation, including, but not limited to, College Arbiter of Student Issues, Students' Union and/or legal counsel.

Board Appeal Committee (Hearing Committee): The body of four (4) members trained to hear appeals to the Board. The Chair of the Board (or Vice Chair) will act as the non-voting Chair of the Hearing Committee. Three (3) members will be drawn from Board membership; one (1) of the three (3) members must be an elected student representative of the Board.

Balance of probabilities: The standard of proof used in investigations and Appeal tribunals is that, based on the evidence, the alleged violation is "more likely than not" to have occurred.

Procedural Fairness: Students have the right to:

1. Have a policy applied equally;
2. Have a College decision or action communicated in writing with sufficient detail;
3. Dispute an initial College decision or action;
4. Appeal a subsequent College decision or action;
5. Be provided with sufficiently detailed and timely reasoned notice of activity;
6. Have a timely and reasonable opportunity to be heard and present a case before impartial/neutral decision makers;
7. Be provided with sufficiently detailed, reasoned and timely tribunal decisions; and
8. Seek representation or advocacy.

Respondent: The President of the College who is responsible for a decision to suspend a student from the College.

Student: The person who has been suspended from the College and is appealing the decision.

Student Conduct File: A record held by the Student Conduct & Judicial Affairs Office, separate from the Student's educational records/files, that contains a complete record of any alleged misconduct by the Student, held in accordance with prudent and acceptable standards within the field.

<u>Suspension from the College</u>: Removal of a Student from the College by the President for an identified or indefinite period of time pursuant to the *College and Institute Act*.

RELATED LEGISLATION & POLICIES

<u>Legislation:</u>
College and Institute Act, Section 37

<u>Policies:</u>
A.2.1   Appeal to Education Council on Educational Matters
A.3.1   Prevention of Harassment, Discrimination, and Bullying
A.3.3   Freedom of Information and Protection of Privacy
A.3.9   Records Management
C.1.2   Appeal of Final Grade
D.4.1   Students with Disabilities
D.4.2   Student Grievance
D.4.3   Student Code of Conduct (Non-Educational Matters)
D.4.5   Student Educational Conduct

RELATED PROCEDURES

Refer to A.1.2 Student Appeal of Suspension to Board of Governors Procedures.

POLICY

Policy No.	**A.1.2**
Title	**Student Appeal of Suspension to Board of Governors**
Approval Body	~~Education Council,~~ Board of Governors
Policy Sponsor	President
Last Revised/Replaces	April 22, 1999
Effective Date	

CONTEXT AND PURPOSE

Vancouver Community College (VCC; the College) provides all students with an opportunity to make a final appeal to the Board of Governors on the decision by the College president to suspend a student from the institution. The purpose of this policy is to establish the principles and procedures under which those final appeals will occur.

The B.C. College & Institute Act Section 37 states that "(2) For just cause, the president of an institution may suspend a student of the institution and deal summarily with a matter of student discipline; (3) On exercise of a power of suspension under this section, the president must immediately report the action to the board with a statement of the reasons; (4) A person suspended under this section has the right of appeal to the board."

SCOPE AND LIMITS

This policy and its related procedures apply to students who have been suspended from the College by a decision of the College president. The circumstances that can result in a suspension are outlined in Policy D.4.3 Student Code of Conduct (Non-Educational Matters) and Policy D.4.5 Student Educational Conduct.

This policy allows the student to appeal on the basis of procedural fairness issues, questions of fact or mixed questions of procedural fairness and fact.

This policy and its related procedures do not apply to the appeal of other academic or non-academic decisions that have not resulted in suspension. Appeal processes for those decisions are outlined in other appeal policies such as C.1.2 Appeal of Final Grade; D.4.3 Student Code of Conduct (Non-Educational Matters); and D.4.5 Student Educational Conduct.

STATEMENT OF POLICY PRINCIPLES

1. VCC will establish and support a process for a student to appeal a suspension from the College that respects the rights of procedural fairness and natural justice.

2. The Board of Governors ~~will~~ provides ~~a tribunal to serve as a~~the final avenue of appeal for decisions to suspend.

3. Students are responsible for educating themselves about VCC policies and procedures. Ignorance of VCC policies and procedures does not excuse students from responsibility for their actions. Policies and procedures that relate to students are available on the website at www.vcc.ca.

4. The decision to suspend will remain in force during the appeal to the Board.

5. VCC encourages Sstudents are encouraged to seek advice information and/or support from a Support Person about this policy and procedures. from the College Arbiter of Student Issues; and/or from the Students' Union of Vancouver Community College (SUVCC) Student Advocate.

5.6. The Board Appeal Committee members are encouraged mayto seek advice about this policy and procedures, hearing procedures and/or procedural fairness concepts from the College Arbiter of Student Issues any time prior to a student's hearing or after a final hearing decision has been issued.

6.7. The appeal process requires the collection, use and disclosure of potentially sensitive personal and educational information. All College All participants membersin the appeal process, with the exception of the Student, are expected to maintain the confidentiality of any information received during the course of an investigation and to maintain the overall confidentiality of the process.

DEFINITIONS

Support Person: An individual, either internal or external to VCC, who may provide information, advice, advocacy, support and/or representation, including, but not limited to, College Arbiter of Student Issues, Students' Union and/or legal counsel.

Board Appeal Committee (Hearing Committee): The body of four (4) members that have been trained to hear appeals tribunals and who hears appeals to the Board. The Chair of the Board (or Vice Chair) will act as the non-voting Chair of the Hearing Committee. Three (3) members will be drawn from Board membership; one (1) of the three (3) members must be an elected student representative of the Board student.

Balance of probabilities: The standard of proof used in investigations and Appeal tribunals is that, based on the evidence, the alleged violation is "more likely than not" to have occurred based on the evidence.

Procedural Fairness: Students have the right to:

1. Have a policy applied equally;
2. Have a College decision or action be communicated in writing with sufficient detail;
3. Dispute an initial College decision or action;
4. Appeal a subsequent College decision or action;
5. Be provided with sufficiently detailed and timely reasoned notice of activity;
6. Have a timely and reasonable opportunity to be heard and present a case before impartial/neutral decision makers;
7. Be provided with sufficiently detailed, reasoned and timely tribunal decisions; and
8. Seek Rrepresentation or advocacy.

Respondent: The President of the College who is responsible for a decision to suspend a student from the College.

Student: The person who has been suspended from the College and is appealing the decision.

Student Conduct File: A record held by the Student Conduct & Judicial Affairs Office~~Associate Vice President, Student Success Dean of Student Development Office~~, separate from the Student's educational records/files, that contains a complete record of any alleged misconduct by the Student, held in accordance with prudent and acceptable standards within the field.

Suspension from the College: Removal of a Student from the College by the President for an identified or indefinite period of time pursuant to the *College and Institute Act*.

RELATED LEGISLATION & POLICIES

Legislation:
College and Institute Act, Section 37

Policies:
A.2.1   Appeal to Education Council on Educational Matters
A.3.1   Prevention of Harassment, Discrimination, and Bullying
A.3.3   Freedom of Information and Protection of Privacy
A.3.9   Records Management
C.1.2   Appeal of Final Grade
D.4.1   Students with Disabilities
D.4.2   Student Grievance
D.4.3   Student Code of Conduct (Non-Educational Matters)
D.4.5   Student Educational Conduct

RELATED PROCEDURES

Refer to A.1.2 Student Appeal of Suspension to Board of Governors Procedures.

VANCOUVER
COMMUNITY
COLLEGE

PROCEDURES

Policy No.	**A.1.2**
Title	**Student Appeal of Suspension to Board of Governors**
Approval Body	Board of Governors
Policy Sponsor	President
Last Revised/Replaces	April 22, 1999
Effective Date	

Student Request for Appeal

1. An appeal must state the grounds on which the appeal is requested. For example, grounds for appeal are limited to:

    a. the decision lacked procedural fairness;
    b. questions of fact;
    c. mixed questions of procedural fairness and fact;

2. The Student must submit a "Request for an Appeal to Board of Governors" form, along with all supporting documentation, to the Executive Assistant of the Board (Board EA). The form is available on the College website.

    a. Appeals must be submitted within twenty (20) business days of the date when the Student was notified of the decision to suspend.
    b. Submissions received after the twenty (20) business days will be forwarded to the Hearing Committee members for a decision as to whether or not they will hear the case. This submission must include reasons for the delay past the Appeal Request deadline.
    c. At any time, the Student may terminate the appeal process by providing written notice to the Board EA. The Student may not then resubmit an appeal to the Board on the matter.

Student and President Submissions

3. Upon receipt of the Request for an Appeal, the Board EA will forward a copy of the Request and all supporting documentation to the President within two (2) business days.

    a. The President will provide a written submission to the Board EA together with any further supporting documentation, within fifteen (15) business days of receiving a copy of the Student's request.
    b. The President's submission will contain the following information:
        i. Response to the Student's grounds for appeal;
        ii. Witnesses to be called, with summary of evidence to be presented;
        iii. Any documentation in support of the President's decision to suspend; and

        iv.   Spokesperson and/or representative, if any, of the President.

    c.   In unusual circumstances and at the discretion of the Chair of the Hearing Committee, additional documents may be accepted from either the Student or the President after the submission deadline.

4.   Upon receipt of the President's submission, the Board EA will, within two (2) business days, send a copy of the President's submission to the Student, and copies of both submissions (from the Student and the President) to the Chair of the Board.

Striking the Hearing Committee

5.   The Chair of the Board of Governors will strike a Hearing Committee within five (5) business days of receiving the submissions.

    a.   Hearing Committee members are required to disclose any actual or potential conflict of interest for discussion and determination of their suitability for the Hearing Committee.

        i.   Any disclosed actual or potential conflict of interest from a Hearing Committee member who is deemed competent to hear the Student's Appeal will be communicated to the Student/Appellant and Respondent/President.

    b.   Hearing Committee members are required to have completed training on tribunal procedures before participating on a Hearing Committee.

6.   The Hearing Committee will convene within five (5) business days of being struck to review the documentation and determine whether or not the Appeal Request is based on sufficient grounds.

    a.   The Chair of the Hearing Committee will notify the Student and President in writing of the decision whether or not to hold a Hearing and the reasons for that decision within three (3) business days of the meeting.

    b.   If the appeal grounds have been met, the Chair of the Hearing Committee will normally schedule a Hearing within ten (10) business days of the decision to proceed.

Appeal Hearing

7.   All Hearings will be recorded.

8.   The Hearing will be attended by:

    a.   Members of the Hearing Committee;
    b.   The Student;
    c.   The President or delegate as outlined below;
    d.   Witnesses;
    e.   The Arbiter of Student Issues (observer only); and
    f.   Other persons as indicated below.

9.   The President may send a delegate in exceptional circumstances (such as being away for a period where delay of the Hearing would have significant consequences to the Student).

10. Hearings are closed meetings and are not open to the public or VCC community members who are not involved in the case being heard.

    a. The Student may have representation during the Appeal Hearing, such as the SUVCC Student Advocate. Students must identify the name and title of their representative in the "Request for an Appeal to the Board of Governors" form and such must be provided to the President prior to the Hearing. However, the Student is expected to fully participate in the Hearing and answer any direct factual questions asked by the Hearing Committee.

    b. The President may have representation during the Appeal Hearing. The President must identify the name and title of their representative to the Hearing Committee and such must be provided to the Student/Appellant prior to the Hearing. However, the President is expected to fully participate in the Hearing and answer any direct factual questions asked by the Hearing Committee.

    c. The Student may also have a support person present. The support person may not speak to the Tribunal.

    d. The Student may request accommodations needed to fully participate in the Hearing (e.g., sign language interpreter) and should inform the Chair of such requirements five (5) business days prior to the Hearing.

11. During the Hearing, the Chair will chair the proceedings and ensure that procedural fairness is followed. The Chair will begin the Hearing by introducing all parties in attendance and outlining the procedures to be followed. An opportunity will be provided for presentation of the issues or questions to the respondent from the Student's perspective. The President will be given the same opportunity. Tribunal members may pose questions to any party or witness through the Chair.

12. The President and members of the Hearing Committee are expected to return all printed documentation provided during the proceedings to the Chair at the close of a Hearing. The Chair will place all of this documentation in the Student Conduct File.

13. The President, members of the Hearing Committee, and other employees of the College involved are required to maintain the confidentiality of the proceedings.

Decision

14. Immediately after the Hearing, the Hearing Committee members will deliberate in private and make a decision regarding the Appeal.

15. The decision:

    a. is based on the burden of proof of "balance of probabilities,"
    b. is made by majority vote.

16. The Hearing Committee will rule that the appeal is "allowed" or "dismissed." If the appeal is "allowed," the Committee will either:

    a. remit the matter back to the President for reconsideration; or

    b. substitute is own decision for the decision of the President.

17. If there is any delay in making a final ruling, the Student will be informed of the delay and given a reasonable timeline for the completion of the process.

18. The Chair will convey the final decision and rationale to the Student and the President in person the same day (if possible), and in writing within three (3) business days of the Hearing. The Registrar and the Associate Vice President, Student Success will also be sent the written decision and rationale.

19. The College Arbiter of Student Issues will be given access to the final written decision and rationale upon request.

Hearing Records, Recordings and Files

20. Audio and/or written records will be maintained in the Student Conduct File.

21. Files will be maintained for a minimum of one (1) year after the Hearing date.

22. These records will remain confidential.

RELATED POLICY

Refer to A.1.2 Student Appeal of Suspension to Board of Governors Policy.

PROCEDURES

Policy No.	**A.1.2**
Title	**Student Appeal of Suspension to Board of Governors**
Approval Body	~~Education Council,~~ Board of Governors
Policy Sponsor	President
Last Revised/Replaces	April 22, 1999
Effective Date	

Student Request for Appeal

~~It is strongly recommended that the Student use the services of the SUVCC Student Advocate, those of the College Arbiter of Student Issues, and/or some other support to prepare for the appeal.~~

1. An appeal must state the grounds on which the appeal is requested. For example, ~~Grounds~~ grounds for appeal ~~may include, but~~ are ~~not~~ limited to ~~the following~~:

   a. the decision ~~to suspend~~ lacked procedural fairness;
   b. questions of fact;
   ~~a.~~c. mixed questions of procedural fairness and fact;
   ~~b. there is relevant new information that was not available when the decision to suspend was made and that may have influenced the outcome.~~

2. ~~It is strongly recommended that the Student use the services of the SUVCC Student Advocate, those of the College Arbiter of Student Issues, and/or some other support to prepare for the appeal.~~

~~3.~~2. The Student must ~~both obtain and~~ submit a "Request for an Appeal to Board of Governors" form, along with all supporting documentation, ~~from and~~ to the Executive Assistant of the Board (Board EA). The form is available on the College website.

   a. Appeals must be submitted within twenty (20) business days of the date when the Student was notified of the decision to suspend. ~~Submissions received after the twenty (20) business days must include reasons for the delay past the Appeal Request deadline (see s. xxx on the Appeal Request Form).~~
   b. Submissions received after the twenty (20) business days will be forwarded to the Hearing Committee members for a decision as to whether or not they will hear the case. This submission must include reasons for the delay past the Appeal Request deadline.
   c. At any time, the Student may terminate the appeal process by providing written notice to the Board EA. The Student may not then resubmit an appeal to the Board on the matter.

Student and President Submissions

4.3. Upon receipt of the Request for an Appeal, the Board EA will forward a copy of the Request and all supporting documentation to the President within two (2) business days.

    a. The President will provide a written submission to the Board EA together with any further supporting documentation, within fifteen (15) business days of receiving a copy of the Student's request.

    b. The President's submission will contain the following information:

        i. Response to the Student's ~~detailed reasons~~grounds for appeal;

        ii. Witnesses to be called, with summary of evidence to be presented;

        iii. Any documentation in support of the President's decision to suspend; and

        iv. Spokesperson and/or representative, if any, of the President.

    c. In unusual circumstances and at the discretion of the Chair of the Hearing Committee, additional documents may be accepted from either the Student or the President after the submission deadline.

5.4. Upon receipt of the President's submission, the Board EA will, within two (2) business days, send a copy of the President's submission to the Student, and copies of both submissions (from the Student and the President) to the Chair of the Board.

Striking the Hearing Committee

6.5. The Chair of the Board of Governors will strike a Hearing Committee within five (5) business days of receiving the submissions.

    a. Hearing Committee members are required to disclose any actual or potential conflict of interest for discussion and determination of their suitability for the Hearing Committee.

        i. Any disclosed actual or potential conflict of interest from a Hearing Committee member who is deemed competent to hear the Student's Appeal will be communicated to the Student/Appellant and Respondent/President.

    ~~a.~~b. Hearing Committee members are required to have completed training on tribunal procedures before participating on a Hearing Committee.

7.6. The Hearing Committee will convene within five (5) business days of being struck to review the documentation and determine whether or not ~~to accept the a~~ the Appeal ~~r~~Request *prima facie* ~~falls under the enumerated grounds of this policy. or reject it based~~ is based on ~~in~~sufficient grounds.

    a. The Chair of the Hearing Committee will notify the Student and President in writing of the decision ~~regarding the~~ whether or not to hold~~ing of~~ a Hearing and the reasons for that decision within three (3) business days of the meeting.

    b. If the appeal ~~request is accepted~~grounds have been met, the Chair of the Hearing Committee will normally schedule a Hearing within ten (10) business days of the decision to proceed.

Appeal Hearing

8.7. All Hearings will be recorded.

9.8. The Hearing will be attended by:

   a. Members of the Hearing Committee;
   b. The Student;
   c. The President or delegate as outlined below;
   d. Witnesses;
   e. The Arbiter of Student Issues (observer only); and
   f. Other persons as indicated below.

10.9. The President may send a delegate in exceptional circumstances (such as being away for a period where delay of the Hearing would have significant consequences to the Student).

11.10. Hearings are closed meetings and are not open to the public or VCC community members who are not involved in the case being heard.

   a. The Student may have representation during the Appeal Hearing, such as the SUVCC Student Advocate. Students must identify the name and title of their representative in the "Request for an Appeal to the Board of Governors" form and such must be provided to the President prior to the Hearing. However, the Student is expected to fully participate in the Hearing and answer any direct factual questions asked by the Hearing Committee.
   b. The President may have representation during the Appeal Hearing. The President must identify the name and title of their representative to the Hearing Committee and such must be provided to the Student/Appellant prior to the Hearing. However, the President is expected to fully participate in the Hearing and answer any direct factual questions asked by the Hearing Committee.
   c. The Student may also have a support person present. The support person may not speak to the Tribunal.
   d. The Student may request accommodations needed to fully participate in the Hearing (e.g., sign language interpreter) and should inform the Chair of such requirements five (5) business days prior to the Hearing.

12.11. During the Hearing, the Chair will chair the proceedings and ensure that procedural fairness is followed. The Chair will begin the Hearing by introducing all parties in attendance and outlining the procedures to be followed. An opportunity will be provided for presentation of the issues or questions to the respondent from the Student's perspective. The President will be given the same opportunity. Tribunal members may pose questions to any party or witness through the Chair.

13.12. The President and members of the Hearing Committee are expected to return all printed documentation provided during the proceedings to the Chair at the close of a Hearing. The Chair will place all of this documentation in the Student Conduct File.

14.13. The President, members of the Hearing Committee, and other employees of the College involved are required to maintain the confidentiality of the proceedings.

Decision

15.14.   Immediately after the Hearing, the Hearing Committee members will deliberate in private and make a decision regarding the Appeal.

16.15.   The decision:

   a.   is based on the burden of proof of "balance of probabilities,"
   b.   is made by majority vote.

16.   The Hearing Committee will rule that the appeal is "foundedallowed" or "unfoundeddismissed." If the appeal is "foundedallowed," the Committee will either:

   a.   remit the matter back to the President for reconsideration; or

   b.   substitute is own decision for the decision of the President.

17.   If there is any delay in making a final ruling, the Student will be informed of the delay and given a reasonable timeline for the completion of the process.

18.   The Chair will convey the final decision and rationale to the Student and the President in person the same day (if possible), and in writing within three (3) business days of the Hearing. The Registrar and the Dean of Student Development Associate Vice PresidentVP, Student Success will also be sent the written decision and rationale.

19.   The College Arbiter of Student Issues will be given access to the final written decision and rationale upon request.

Hearing Records, Recordings and Files

20.   Audio and/or written records will be maintained in the Student Conduct File.

21.   Files will be maintained for a minimum of one (1) year after the Hearing date.

22.   These records will remain confidential.

RELATED POLICY

Refer to A.1.2 Student Appeal of Suspension to Board of Governors Policy.

DEGREE QUALITY ASSESSMENT BOARD

File#:   60-100-70/VCC

August 16, 2019

Sent via email: kmcnaughton@vcc.ca

Kathryn McNaughton
Vice-President Academic, Students & Research
Vancouver Community College

Dear Dr. McNaughton:

I am writing to you about the Vancouver Community College (VCC) Quality Assurance Process Audit (QAPA). The Quality Assurance Audit Committee (Committee) reviewed the QAPA panel report and VCC's response at its July 31, 2019 meeting. The Committee would like to commend VCC on its quality assurance practices. The Committee determined that VCC is not required to provide a follow-up progress report.

I have attached the QAPA Summary, the formal document that will be posted on the Degree Quality Assessment Board website. The summary includes excerpts from the Institution Report and the panel report, both lightly edited for length and for consistency with the QAPA scope. Ministry staff will be in touch to discuss the next steps.

On behalf of the Committee, I would like to thank VCC for completing this process. If you have questions or concerns, please contact the Secretariat at DQABSecretariat@gov.bc.ca.

Sincerely,

Doug Owram
Chair

Attachment

2018/19 QUALITY ASSURANCE PROCESS AUDIT
VANCOUVER COMMUNITY COLLEGE

The Summary was prepared by the Degree Quality Assessment Board Secretariat using the Institutional Report, the Expert Panel Report, and the Response to the Expert Panel Report. Vancouver Community College was one of three public post-secondary institutions to undertake the Quality Assurance Process Audit in 2018/19.

Introduction

The Terms of Reference for the Degree Quality Assessment Board establish that audits will be based on information provided by public post-secondary institutions to ensure that rigorous, ongoing program and institutional quality assessment processes have been implemented.

The main objectives of the quality assurance process audit (QAPA) are to ascertain that the institution:

a) Continues to meet the program review policy requirements outlined in the DQAB's *Exempt Status Criteria and Guidelines* and the *Degree Program Review Criteria and Guidelines,* as applicable to the institution;

b) Has and continues to meet appropriate program review processes and policies for all credential programs; and

c) Applies its quality assurance process in relation to those requirements and responds to review findings appropriately.

The QAPA assessment is focused on answering questions in two categories:

1. Overall process
   a. Does the process reflect the institution's mandate, mission, and values?
   b. Is the scope of the process appropriate?
   c. Are the guidelines differentiated and adaptable to respond to the needs and contexts of different units, e.g. faculties or departments or credential level?
   d. Does the process promote quality improvement?
2. Review findings
   a. Were the responses to the sample program review findings adequate?
   b. Does the process inform future decision making?
   c. Are the review findings appropriately disseminated?

Figure 1: QAPA Process

1	2	3	4
Institution Briefing (DQAB)	DQAB selects program samples	Site visit	DQAB prepares Summary
Institution submitts Completed and Planned Reviews worksheet	Institution submits Institution Report	Panel Report	Public posting
		Institution Response	
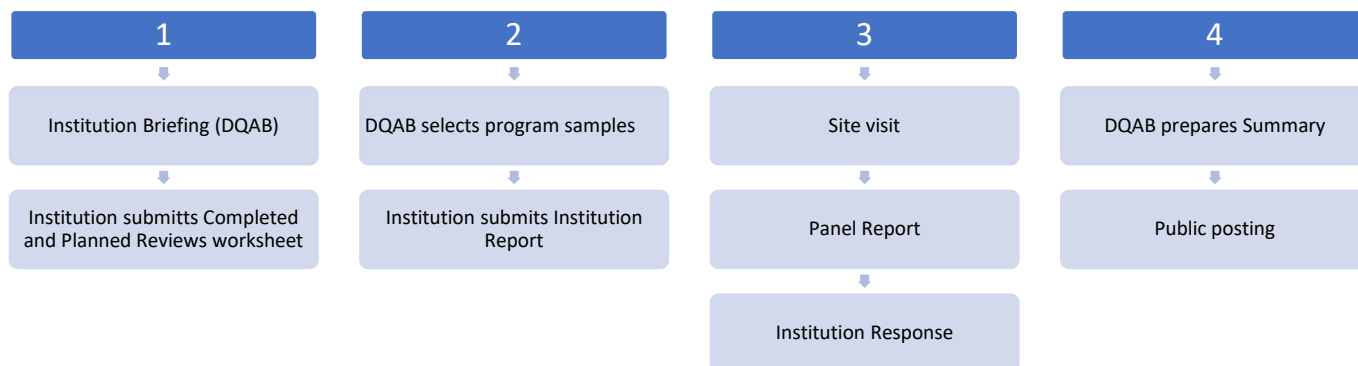
Vancouver Community College – Institutional Context

Vancouver Community College (VCC, the College) is the oldest government public postsecondary college in BC. The College delivers more than 120 programs to a diverse and multicultural student population. VCC's vision statement "The first choice for innovative, experiential learning for life" is aspirational and captures the essence of the College community. It is a declaration that focuses on our future direction and aligns with the College's core values: Student Success; Excellence; Diversity; and Stewardship.

VCC programs are structured to meet the social and economic needs of a dynamic, urban community with hands-on, industry-relevant education and training through small classes and intensive practical learning. It works in cooperation with other educational institutions, licensing and accrediting bodies, employers, community groups and governments to offer flexible, responsive, and innovative instruction.

Table 1: Student enrollment (2017-2018)

	Undergraduate	**Graduate**	**Degree Programs**	**Non-Degree Programs**
Full-time equivalent (FTE)	6,105	44	240	5,909

VCC delivers programming across three campuses: Broadway, Downtown, and Annacis Island. The majority of VCC program offerings are directly related to skills that are needed for in demand occupations in health, trades, hospitality, technology, sales and service, business and management. It also offers programs in arts and sciences; food studies; continuing studies; and instructor education.

Table 2: Program offerings (2017-2018)

Credential Type	# of Programs
Citation	3
Certificate	86
Apprenticeship	13
Diploma	31
Post Degree Diploma	1
Undergraduate Degree	3

Institution Self-Study

The VCC QAPA review was initiated with an Institution Briefing on April 12, 2018 at the Broadway campus. The Institution Briefing provides an overview of the QAPA process and the documentation institutions are requested to submit.

At its meeting on June 4, 2018, the Quality Assurance Audit Committee reviewed the Completed and Planned Review worksheet submitted by VCC and selected three program

reviews for sampling. The selected samples are those that the DQAB considers to be representative of various areas of the institution's educational activities. The program reviews selected were: Provincial Instructors Diploma & Online eLearning Certificate; Bachelor of Science in Nursing; and Jewellery Art & Design Diploma. On September 17, 2018, VCC submitted its Institution Report.

Self-Evaluation Approach

Dr. Kathryn McNaughton, Vice President Academic, Students, and Research has served as a member of the Quality Assurance Audit Committee (QAAC) since inception. The preparation of the institution report was a collaborative effort led by the Office of the Vice President Academic, Students, and Research.

Participation in QAPA was listed as a priority in the 2018/19 Integrated College Plan. In preparation for the audit, the C.3.2 Program Review and Renewal Policy was fully reviewed and significant revisions to the institution's review processes were made. Those changes were approved by Education Council and the Board of Governors in April 2018.

The self-study included consultation from the following:

- President
- Vice President, Academic, Students, and Research
- Vice President, Administration and CFO
- Chair, Program Review and Renewal Committee
- Chair, Education Council
- Academic Coordinator, VP Academic Office
- Academic Deans
- Registrar
- Dean, Student Development
- Dean, Library, Teaching and Learning Services
- Director, Institutional Research
- Instructional Associates, Centre for Teaching, Learning, and Research
- Department Leaders

Additional input on quality assurance at VCC was sought from academic and student service leaders across the institution at a June 2018 meeting of the Leaders' Forum.

A webpage has been created to provide information to the internal and external community on the College's steps towards quality assurance http://www.vcc.ca/about/governance--policies/qualityassurance/.

Quality Assurance Policy and Practices

The quality assurance mechanisms support a wide variety of programs that range across the institution and credentials awarded. The *Colleges and Institutes Act* identifies Education Council as the body with ultimate authority over the quality of programming. In discharging this responsibility, Education Council created the Program Review and Renewal Committee (PRRC), a standing committee that has established a set of policies and procedures

supporting the continuous improvement of programming. Institutional Research plays an important role in providing accurate and relevant data for deans and department leaders as they prepare yearly reports. Each Dean and Department Leader also develops action plans which guide the ongoing implementation and improvement of each program. Through departmental action plans, key goals and activities are identified.

Academic planning at VCC is an iterative process, beginning at the department level, when Department Leaders and Faculty members identify their goals and priorities in their Department Plans. The Academic Plan reflects all aspects of teaching and learning at VCC and feeds into the Integrated College Plan which sets the overall direction of the College.

Policy A.3.2 Policy Development and Maintenance sets out the guidelines for creating policies that comply with legal and regulatory requirements, achieve the College's vision and values, enhance operational effectiveness, manage risk, and set standards for the conduct of the College's affairs. The procedures outline a comprehensive review, consultation and governance approval process for all new and revised policy documents. All VCC policies are scheduled for review every five years. Academic policies are vetted through the Education Policy Committee and then Education Council. Administrative policies are vetted through the Administration Policy Committee and the Operations Council. All draft policies are open for College community feedback for 15 days, and are reviewed by internal governance processes a second time. Policies requiring Board of Governors approval are then sent to the appropriate Board standing committee and then to the Board.

VCC is in the process of designing a teaching and learning framework to support individual learner success. This Framework will include: a philosophy on principles of adult learning; achievable challenges in both didactic and experiential learning settings; provision of choice within parameters; classroom environments which are open to questioning and critique; and a recognition of the value of ongoing self-reflection. The Framework recognizes the key role played by Faculty participation in professional development, applied research and scholarship in informing learner focused classroom practice.

The Centre for Teaching, Learning, and Research (CTLR) provides support to departments and Faculty in the design, development, and/or revision of programs and courses. The CTLR office consists of four Instructional Associates who provide pedagogical and administrative leadership and support to VCC Faculty and two eLearning Support and Media Development members who provide support and training on educational technologies, including VCC's Moodle learning management system and design/production of digital media for online learning.

Learning outcomes are a foundational component of all VCC curricular programs. All course outlines and Program Content Guides include a full description of learning outcomes. A college-wide consultation process was initiated in May 2017 to determine the Institutional Learning Outcomes (ILOs) which best represented VCC's diverse learners and graduates. The consultation process consisted of facilitated sessions where individuals identified, discussed, selected and then rated a number of ILOs. These sessions were conducted at both academic and non-academic department meetings, governance committee meetings, union executive meetings, and Program Advisory Committees.

The following initiatives also support quality assurance and practice:

- faculty professional development;
- scholarship and research initiatives;
- performance management systems for faculty; and
- strategic enrolment management to support student success and retention, including a commitment to the highest quality educational experience for Indigenous students.

Program Development

The process for new program development starts with the submission of a Concept Paper that assesses the necessity/viability of offering a new program. It outlines the research, educational value, marketability, and other related issues related to the request for a new credential. The Concept Paper must be approved by both the Vice President Academic, Students, and Research, and the Vice President Finance and CFO prior to developing the program curriculum materials.

Program design identifies the student profile, program goals, program learning outcomes, delivery modes/learning environment, key concepts and skills, program map which clusters concepts and skills into courses, identification of high level assessments, mapping to external bodies such as articulation, accrediting/regulatory body and industry requirements, and alignment with entry to practice competencies as required.

Once courses for the program have been identified, course blueprints are developed that identify course goals, course learning outcomes, learning environment, student assessments/course evaluation plan, and teaching and learning activities to support student achievement of the evaluation plan. Faculty development needs are identified during the program and course development process. CTLR supports Faculty in developing teaching and evaluation strategies that align with program and course learning outcomes.

VCC is committed to the use of systematic, transparent practices and procedures for the development of curriculum that engage relevant stakeholders and align with the College's governance process. The processes in place ensure that all curricula is consistent with the College's mission, goals, educational priorities and plans; meets the College's standards of excellence; is based on the needs of the community; and promotes responsible use of College resources. Curriculum development is also guided by provincial Ministry guidelines, professional and industry association requirements, accreditation bodies and credentialing policies at other postsecondary institutions with which the College may wish to articulate. The College uses an online curriculum development software to manage the development and approval through a web portal and email notifications of curricula. Program curriculum must be approved within the system at each stage by relevant reviewers.

A core principle of the approval process is meaningful consultation with internal and external stakeholders to ensure high quality curriculum and a smooth approval and implementation process. Depending on the nature and scope of the changes to curriculum, consultation might involve the department Faculty and the Registrar's office for a small change or all areas of the College for a new program. The Department Leader and Dean must approve all proposals

prior to undergoing governance review, and are responsible for ensuring appropriate consultation has taken place.

All new programs and courses must be approved by Education Council. The Board of Governors approves the implementation of any new programs with advice from Education Council. Approval of minor changes to curriculum has been delegated to Curriculum Committee by Education Council. All other changes to curriculum must be approved by Education Council.

The College's Curriculum Development Funds support projects that advance and expand the College's educational programming. These funds support the exploration of new ideas, fostering creativity and innovation in program offerings as well as efficiency and effectiveness in program delivery. In line with the College's planning process, proposals that are identified in the Integrated College Plan and Academic Plan will be given priority along with recommendations and action plans resulting from program reviews, program renewal activities and external accreditations. The CD Funds supports the development/revision of programs and courses up to the program and course mapping stage.

Program Review

VCC's program review and renewal process is outlined in C.3.2 Program Review and Renewal Policy and Procedures. The intent to ensure high quality programming and a process of ongoing and continuous improvement to programs. The main principles of the process are:
- A focus on currency, relevancy, and quality;
- Guided by the College's mandate, vision, and values, and integrated into the wider planning activities of the College;
- Done collaboratively and focused on improving the educational quality of the programs;
- Evidence-informed; and
- Reasonable in scope, and flexible enough to ensure the process is relevant and meaningful to all program circumstances.

Annual Program Review is completed by all programs with the focus on understanding the current state of the program and to plan for continuous improvement to support program quality and student success reflective of the College's values. Program Review is primarily based on data compiled for each program by the Institutional Research department on an annual basis. Student profile data, Student Outcomes Data from the B.C. Student Outcomes Survey and the VCC Student Survey, and Student Enrolment data are typically the sources of the information provided. The previous year's departmental action plan is also included.

Using the data from the past five years as a starting point, program departments are asked to reflect on program quality, teaching practices, business aspects, and to identify trends, successes, and barriers to success. They provide an update on the previous year's departmental action plan and an action plan for the coming year. The Dean of the program provides additional comments. The reports are provided to the Vice President Academic, Students and Research and to the PRRC who meet with each Dean to identify overall College trends.

Program Renewal is a more comprehensive, forward-looking and formative process that looks to revitalize a program through a collaborative and consultative process that includes extensive consultation with stakeholders and an external review. During the program renewal process, department leaders and Faculty are supported by Instructional Associates from the Centre for Teaching, Learning and Research and the members of the Program Renewal Steering Committee. This support ensures that the program renewal school-level process is thorough, systematic and results in actionable items.

Two to five renewals are scheduled in a typical year. Degree programs are required to undergo renewal every five to seven years. Other programs are scheduled for renewal as needed to address issues identified during the annual program review, a significant change in the field/industry, or at the request of the department. The process is evidence-informed and addresses all aspects of the learning environment.

A typical program renewal includes: 1) an internal self-study report; 2) an external review report; 3) a summary report that includes recommendations and institutional responses; and 4) an action plan for changes to the program. The internal self-study includes an environmental scan, a section on program curriculum and instruction, Faculty and staff, student outcomes, student support services, program planning and administration, and the physical environment. The Renewal Steering Committee is chaired by an Instructional Associate from CTLR and includes the program Dean and Department Leader, a member of Institutional Research, program Faculty, and a program staff member.

Numerous VCC programs (primarily in the Health Sciences) are required to conduct reviews by external accrediting bodies. The Program Review and Renewal Policy allows, where elements of the external review are consistent with College requirements, for the accreditation review to substitute for a program renewal. The program must report on the accreditation findings to the Vice President Academic, the PRRC, and Education Council.

Accountability and follow through is a central part of the process. The Department Leader and the Dean will monitor and report out on the action plans from annual program reviews, program renewals, and program accreditation. The action plans are tracked by the Program Review and Renewal Committee. Major trends, goals, needs, and barriers are summarised and shared with Education Council.

QAPA Review

The QAPA panel conducting the assessment were Dr. Robin Fisher, panel chair, and panel members Dr. John Boraas and Ms. Kathy Siedlaczek. The site visit was held on November 21 and 22, 2018. In addition to the panel, Ms. Dao Luu, a member of the DQAB Secretariat, also attended the site visit.

The QAPA panel submitted its report on December 5, 2018. VCC provided a response on March 14, 2019.

The panel concluded that the College is on a path of program review and renewal, and have developed significant policy structures, and are actively building toward this long-term goal. The review team noted that it was impressed throughout the visit by the very collegial culture at and the way that it was carrying the institution through the challenges of developing a strong

quality assurance environment. The panel saw this as fundamental to the good work being done on improving programs. Overall, the panel commended the College for its vision and the development of a collaborative and relational institution. The panel report provided commendations, affirmations and recommendations.

Commendations are areas where the institution has shown exemplary practice. Areas of exemplary practice:

- The well thought out and developed policy structure around quality assurance and that, while many these policies are relatively recent, VCC has instituted a much more robust set of review processes that include program development and two kinds of reviews – annual reviews for all programs and periodic program renewal reviews when appropriate.
- There is a great deal of enthusiasm for this work at all levels of the institution and uniformly among faculty in the three programs that met with us. There is clear momentum on this work with widespread involvement at all levels.
- As well as having learning outcomes at the course and program level, VCC has recently taken the major step of establishing a set of Institutional Learning Outcomes.
- There is support for quality improvement through the Centre for Teaching, Learning and Research and the Faculty Associate model is helpful and provides "horsepower" necessary to move forward projects. Templates are being developed to assist the faculty in programs to carry out reviews and this work encourages faculty involvement.
- Lastly, and most importantly, there is evidence that all of this work is leading to improved program quality, a better educational experience and higher levels of student satisfaction and success.

Affirmations are areas where the institution has identified weaknesses and intends to correct it. Areas the institution identified for improvement:

- VCC was clear that the implementation of the new policies is a work in progress as, indeed, quality assurance work always is. They are committed to continuing this work and understand the benefits that it brings to their programs.
- Having established a set of Institutional Learning Outcomes they understand that they now have to be integrated with the course and program learning outcomes and then assessment methods need to be established. This too is a work in progress and the institution understands that. VCC is in the process of developing a program of internal communication and engagement on Institutional Learning Outcomes which is an important first step along the path of implementation.
- VCC is moving to encouraging the development of scholarship within a College environment. The Nursing program appears to be a leader in this development and it is being encouraged and resourced at initial levels by the College leadership.
- The College is also providing some resources of time and money to the program review process and the implementation of recommendations.
- The institution is undertaking a gap analysis between accreditation reviews and their own program review/renewal process. We commend this analysis because accreditation and program reviews are different processes with somewhat different outcomes. Accreditation is about defending and explaining against accreditation standards while program review can be about a more appreciative model to explore areas of weakness or concern. At the same time we understand the reluctance in programs like Nursing about doing two full

blown reviews and so suggest that if there is a need for an internal review that it be done through an existing process like the annual review. Internal program review can also be used to encourage curriculum program changes, gather evidence, and request funding which are purposes different from accreditation.

- VCC is developing strong policies and processes around new program development and this work is going on hand-in-hand with the work on quality improvement.
- VCC is working on a program of professional development for program leaders and the review team saw this as an important new initiative to train leaders, among other things, in program quality assurance.
- We recommend that the institution give some thought to program review in the trades programs. They are aware of this need and indicated that it was on the agenda for future work.

Recommendations are areas needing improvement. Areas for the panel identified for improvement:

- We are concerned that there are not adequate resources of time and money to conduct annual reviews and also complete enough program renewals to cover all programs in a reasonable period of time. We therefore wonder if the annual reviews for each program could be reduced to once every two or three years or could the process be streamlined to make it less of a draw on resources. The frequency of annual reviews could otherwise be a drain on forward momentum.
- VCC should develop a clearer set of expectations for external program review panels.
- Some process for establishing whether the recommendations that come out of program reviews/renewals are achievable and that what is not possible is clearly acknowledged and those that are possible are then prioritized.
- As noted, VCC is developing a well-considered program development policy and process and we a have a few suggestions about that development. We think that evaluation could be built into program development more strongly. We noted that a lot of work goes into the early stages before the first approval of the concept document and wonder if some form of "notional" approval could come earlier. We did hear from the institution that there is a good deal of informal discussion before the concept stage.
- More, and more public, communication of the processes and results of program reviews would be beneficial by, for example, enhancing the website devoted to this information, or establishing other mechanisms to build capacity and share learning across the College.

VCC acknowledged the recommendations in its response to the panel's report and provided an action plan addressing each of the recommendations.

INFORMATION NOTE

PREPARED FOR: Education Council

DATE: September 10, 2019

ISSUE: Summary Report on Annual Program Reviews 2018

As part of VCC's quality assurance processes, Policy C.3.2 Program Review and Renewal requires that all programs complete a program review on an annual basis. Program heads complete an action plan with their departments as part of this that is then integrated into the College's planning cycle. Finally, the deans of the Schools meet with the Quality Assurance Committee for a conversation about the achievements, challenges, and needs of their Schools.

This is a summary report of those meetings and of the trends and issues identified in the action plans produced. This report should have been provided to Education Council much earlier in the year, and I apologize for the lateness of this submission.

There are consistent themes across the Schools. New program development, program renewals, and major curriculum revisions are happening at a fast pace. Space renovations and equipment needs are a major challenge, with the hope that the Campus Master Plan will provide a way forward. Programs are looking for ways to recruit more international students and more indigenous students through program design and partnerships. Managing experiential learning opportunities like co-ops and practicums require better systems and infrastructure. Departments are trying new ways of teaching and learning in their classrooms, and there is a general desire to move towards blended learning approaches.

Additional details are available in the February 2019 minutes of the Quality Assurance Committee, available on myVCC.

School of Arts & Sciences
David Wells presented the School's action plans.
- Many initiatives are exploring new approaches to teaching courses: experiential learning opportunities, assessment types, blended and online learning, digitization, and podcasting.
- There is a continuing desire to incorporate Indigenous ways of knowing, learning, and teaching, and to incorporate more Indigenous content.
- EAL Pathways continue to increase the number of students, and are exploring new focused courses. They continue to support EAL students in other content areas, and this work will likely increase as VCC increases the number of international students.
- The LINC contract is up for renewal again this year, and they are exploring partnerships.
- Three renewals are underway: the Music Degree and Deaf & Hard of Hearing will be complete in Fall 2019, and TESOL is already complete. These are the only A&S programs that have gone

through renewal in the last five years, though several programs have done significant curriculum reviews.

- The ABE literature review commissioned by the Dean was completed and made available to the Adult Upgrading departments and faculty. The report made numerous recommendations around changes to better contextualize learning. The Dean acknowledged that there are significant disagreements over the recommendations in the area. A goal is to explore an ABE pathways model similar to EAL Pathways.
- The launch of the Associate Degrees in Arts and in Sciences is underway. There is a significant need for renovations to all of the science labs, a new organic chemistry lab, and larger classrooms.
- ASL & Deaf Studies is exploring an Interpreting Diploma, as Douglas College has suspended theirs.

School of Continuing Studies

Claire Sauvé presented the School's action plans.

- The School has aggressively renewed and reviewed its curriculum the last five years. In 2019, Network Technology and Business & Leadership are conducting formal renewals, and Fashion Merchandising, Makeup Artistry, and Office Administration are conducting curriculum reviews. Counselling Skills (2017), Renal Dialysis (2016), and Early Childhood Education (2016) have recently completed curriculum reviews.
- The Gladue Report Writing program is being launched in Fall 2019, the first program of its kind. The School is also launching their redesigned Foundational Counselling Skills Certificate.
- ECCE is exploring a full-time daytime option that would be available for international students to take.
- Many of the School's older programs' curricula have significant structural issues that are making updates challenging: they do not have enough credits to meet requirements, or a significant number of 0.5 credit courses (not allowed under policy). The Dean has worked with EDCO and Curriculum Committee to allow smaller changes while the School plans for overall renewal.
- Facilities are a challenge for many programs: ECCE lacks a dedicated simulation space, Makeup struggles to find rooms with proper ventilation, and Interior Design does not have the right type of space. Interior Design is currently suspended.
- Fashion is trialing co-curricular recognition for activities outside of class, such as peer mentoring or submitting work for an award.

School of Health Sciences

Jo-Ellen Zakoor presented the School's action plans.

- The most urgent issue facing the School are ongoing space and equipment needs. The Dental spaces are in critical need. A consultant has completed an initial needs assessment, but ongoing resources are needed. New radiology equipment is needed, as are new or repaired manikins for the nursing labs. Additional staff have been requested to better support the laboratories and equipment.
- Funding was received to support two FTE for scholarship release, a response to the CASN accreditation requirements on research for the Bachelor of Science in Nursing program.
- Approval of the Dental Hygiene degree program is sitting with the Ministry, with the earliest possible start being September 2020.
- The School has conducted 3 accreditations and a renewal this last year: Health Unit Coordinator completed their renewal; Practical Nursing, Pharmacy Technician and Occupational/Physical

Therapist Assistant have received accreditations or are in the final stages. In the past five years, these programs have been accredited: Bachelor of Science in Nursing (2016), Certified Dental Assisting (2015), and Health Care Assistant (2015).

- Opportunities for inter-professional education activities are a consistent theme in many programs. IPE is an expectation from the health accreditation bodies.
- The Health Care Assistant program ran a cohort of 12 Indigenous students in partnership with ACCESS (Aboriginal Community Career Employment Services Society), and another cohort began in February 2019 in the Dental Reception Coordinator program.
- The renewal of the Denturist program is not yet complete, due to pending Ministry approval, lack of funding for space improvements and some curriculum development. This program has been suspended since 2015.

School of Hospitality, Food Studies & Applied Business
Dennis Innes presented the School's action plans.

- The School is focused on growth in international students. This includes the new program Business and Project Management, and continuing expansion of Canadian Business Management. Hospitality is now 80 percent international students, and Culinary Arts is increasing as well. Departments are continuing to adjust to the needs of our international students, supported by socio-cultural competency and language experts in EAL.
- The School is beginning planning to better support co-ops and practicums. These experiential learning opportunities are extremely valuable to student learners, and managing placements is a challenge.
- Two renewals are underway: Baking & Pastry Arts completed in August, and Administrative Assistant is likely to complete in September. In the School, only the Hospitality Degree has also gone through a formal review in the last five years, though Culinary Arts did a significant curriculum review in 2017.
- There are ongoing efforts to create partnerships, particularly in Culinary Arts; work is being done with Italian, Korean, and Irish culinary institutions and consulates.
- Most facilities and space changes are on hold until the Campus Master Plan is complete, but the need for more and better designed space is apparent.

School of Instructor Education
Shirley Lew presented the School's action plan.

- A comprehensive review of the Provincial Instructor Diploma program was completed in 2018, and a major revision to the curriculum has already been approved. The new version of the program is expected to launch in 2020. It will be primarily a blended delivery model.
- A Trades Instructor Short Certificate was developed in partnership with the ITA to better support trades professionals looking to start teaching. The program ladders into the PIDP.
- They are developing a business case for an Educational Leadership Certificate and are revising the Online/eLearning Instruction Certificate.

School of Trades, Technology & Design
Brett Griffiths presented the School's action plans.

- Many of the programs are under pressure to respond to technological changes in their industries. CAD & BIM has developed a new mechanical program that includes piping and HVAC based on recommendations from their Program Advisory Committee. Graphic Design needs to shift more to digital technology.

- Harmonization in the auto trades is ongoing. The Collision and Refinishing trade harmonization will take place in 2020, and Auto Service Technician has almost completed their multi-year effort.
- Heavy Mechanical Technology launches their first international cohort in September.
- The School is working on accreditation for two programs: CAD & BIM and Auto Service Technician. This will be the first accreditation for either program.
- New approaches to teaching are happening. Auto Collision and Refinishing is expanding their blended online and face-to-face distance programs, taught in more remote locations, though additional training for faculty to teach online is needed. Hair Design has restructured their curriculum to allow more flexibility based on the clients students are seeing.
- One renewal is underway, in addition to the two accreditation processes: Jewellery Art & Design will likely complete in September. No other program in the School has undergone renewal in the last five years.
- Teaching facilities are an ongoing concern. New classrooms were recently renovated in the automotive area in Building A, but more and better designed space is needed for most programs, especially Jewellery.

PREPARED BY: Todd Rowlatt, Chair, Quality Assurance Committee

DATE: August 27, 2019

TESOL PROGRAM RENEWAL SUMMARY REPORT

Submitted to:

David Wells, Dean, School of Arts and Sciences;
Shirley Lew, Dean, Library, Teaching and Learning Services;
Kathryn McNaughton, Vice President Academic, Students & Research
Elle Ting, Chair, Education Council
Todd Rowlatt, Chair, Quality Assurance Committee

TESOL Program Renewal Committee:

Carrie Leggatt, Department Leader EAL
Ken McMorris, Assistant Department Leader EAL
Sara Yuen, Self-Study Faculty Member
David Wells, Dean School of Arts and Science
Yulia Gracheva, Operations Manager School of Arts and Sciences
Tanis Sawkins, Director Partnership Development Office
Janet Latter, Acting Director Institutional Research
Marilyn Heaps, Committee Chair; Instructional Associate, Centre for Teaching, Learning and Research

Date Submitted: June 10, 2019

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Executive Summary

This report and its recommendations are the result of a formal program renewal that included a self-study and an external review of the Teaching English to Speakers of Other Languages (TESOL) certificate and diploma programs at Vancouver Community College (VCC). This is the second renewal for these programs, the first taking place 2012-13.

The certificate program is comprised of 12 credits and includes two courses: a theory course in Intensive TESOL Training as well as a Practicum. One of the admission requirements for this program is a bachelor degree. This credential is designed for individuals wanting to teach English to speakers of other languages both in Canada and abroad. Graduates of the current TESOL certificate are not granted any credit towards the current diploma program

The TESOL Diploma program is comprised of 31.5 credits and includes 9 theory courses and an Internship. The diploma is designed for students who wish to teach English to adult speakers of other languages. An admission requirement for this program is also bachelor degree. The current program prepares graduates to teach internationally, or to teach in post-secondary educational institutions, community agencies or international schools in Canada.

Since its launch in 1986, the TESOL programs have generated revenue for the College. Both the TESOL Certificate and Diploma programs were suspended in early 2015 due to the significant loss of base funding to the College in 2014 and the resulting closure of all EAL areas at VCC. A need for Program Renewal was identified in the Program Review process in 2017/18 and the self-study has taken place in 2018/19. The program renewal was conducted in accordance with VCC's Program Review and Renewal policy and procedures (C.3.2-Program-Review-and-Renewal-Policy__4Apr2018) between September 2018 and June 2019. While no curriculum developments funds were provided for this program renewal itself, $18,000 of funding has been dedicated for curriculum development resulting from this renewal.

The TESOL Program Renewal committee discussed and analysed data as per six Key Performance Indicators: Curriculum and Instruction; Student Outcomes; Faculty and Staff; Program and Student Support Services; Program Planning and Administration; and Learning Environment. Recommendations were then compiled from the deliberations at the renewal meetings.

An external review panel reviewed the self-study report and related appendices, and also conducted an external review site visit on April 5, 2019. A summary of the external review and recommendations from the external review panel are included in this final summary report.

The overall aim of this program renewal was to examine the TESOL programs' strengths, challenges and opportunities in order to provide recommendations to enhance the educational quality of the programs, as well as to determine where in the College the TESOL programs could best be supported administratively.

 Both the self study and external review support re-instituting the TESOL programs once curriculum revisions have been made. Final recommendations, located at the end of this Summary document,

include specific considerations for curriculum revisions. The self study has made the recommendation to move the TESOL programs to within the School of Instructor Education. The external review supports this recommendation.

Self-Study Report Summary

Final recommendations from the self-study are included in this report and are in support of re-instituting the TESOL programs once the curriculum has been updated. The committee wishes to acknowledge the relevance these programs have to the Integrated College Plan and to assist in the preparation of future faculty for the changing student demographic at VCC and throughout the province. Below is a summary of the key findings for each of the key performance indicators (KPI's) as per the self-study.

Curriculum and Instruction: Key Findings

The self-study identified the following key findings: insufficient authentic practical experience; limited to no content on assessment (PBLA in LINC contexts); intercultural competencies not clearly identified in curriculum; limited to no content on relevant, recent changes in field e.g. ESL/literacy, identity issues, critical pedagogy, trauma informed instruction; limited inclusion of how to source ESL teaching materials online; lack of clarity re employment context for graduates; the curriculum does not ladder – i.e. there is no credit given to graduates of the certificate program for the diploma program, diploma does not ladder into any Master's level programming; the Program Learning Outcomes are not current; the curriculum documents do not meet current governance standards; and neither certificate nor diploma programs meet the current credit policy.

Student Outcomes: Key Findings

Enrolment averages has been consistent for the TESOL Certificate for the past five years. Withdrawal numbers have been minimal with a high level of satisfaction overall with the education received. Almost half of certificate graduates plan to look for EAL work teaching immigrant populations. Students in the certificate program identified that grammar instruction and timing of practicum were the least helpful aspects of their experience; longer/more practicum time needed.

Diploma program numbers have been trending downwards but with an increase in international student registrations.

Other findings that apply to both certificate and diploma programs include: increase use of technology in classroom; increased need to include student centered approaches to learning, problem-based learning activities, and content about current assessment approaches (i.e. PBLA) and LINC/ELSA teaching contexts; increased need to include critical thinking and research skills; an update of teaching materials and resources is required. Industry survey mentions in hiring TESOL graduates, the minimum level of education required was Degree (46%) or Post Degree Diploma (27%). In lieu of a degree, only 18% of the respondents indicated a certificate was an acceptable credential. Graduates in 2016-2017 expressed a strong desire for the TESOL program to be reinstated

Faculty and Staff: Key Findings

The following findings were identified: exploration is needed to determine whether TESOL faculty meet TESL Canada accreditation standards; there is no existing workload profile; the Area Hiring Criteria (AHC) do not reflect needs of the curriculum, nor do they consider requirements for teacher training/advanced theory and currency of faculty members in teaching EAL; the AHC do not include online teaching credentials or experience. Many faculty teaching in the TESOL programs were not regularized and were not eligible for professional development funds. As a result, it was challenging for faculty to maintain and update the curriculum.

Program and Student Support Services: Key Findings

The following program and student support services were surveyed as part of the self-study: Library; Learning Centre; Registrar's Office; Marketing, Admissions; Indigenous Education and Community Engagement; Arbiter of Student Issues, Student Success Division; Web Team, Marketing and Communications; Student Records; and Counselling.

All of these program and student support service areas have provided support to TESOL students and faculty. All service areas suggest ongoing communication with the TESOL program faculty to ensure that they are ready and prepared to provide their support to students and faculty well before programming starts. For example, the Library and Learning Centre will need to update TESOL resources and ensure their hours of operation will meet the needs of TESOL students; Marketing and the Registrar's Office will need lots of lead time to advertise and ensure enrolment.

Program Planning and Administration: Key Findings

The following key findings related to program planning and administration were identified as a result of the self-study:

- **Articulation:** there is no articulation of TESOL programming in BC.
- **Accreditation:** VCC currently has TESL Canada accreditation.
- **Affiliations and Partnerships:** VCC has previously had affiliation agreements with the University of Leicester and University of the Fraser Valley. Many informal partnerships exist between VCC and other post secondary education and community organizations.
- **Program Planning:** VCC's Integrated College Plan; Program Review and Renewal Committee; and Program Review and Renewal Policy and Procedures; and School of Arts and Sciences 5-year plan support the revision of the TESOL programs. Consider a two to three year plan for the development and implementation of programming – i.e. design programming, develop and implement diploma with certificate exit.
- **Program Advisory Committee (PAC):** there is currently no PAC for the TESOL programs in British Columbia.
- **Marketing and Recruitment:** considerate appropriate time to allow for marketing and recruitment of programs needs to be considered prior to launching revised programs
- **Succession Planning:** Discussion regarding the benefits of situating TESOL program(s) within the School of Instructor Education.
- **Labour Market Demand:** Projections reflect a need, but perhaps not an increased need, for TESOL positions over the next 10 years.

Learning Environment (Physical and Online): Key Findings

At present, there is no designated office and classroom space for the TESOL programs; classroom technology is required, i.e. interactive smart boards; addition of online activities into the curriculum will require use of computer labs; there is a need for current resources in library; consider the addition of Open Educational Resources.

The TESOL Program Renewal Committee has come to the following conclusions:

Based on the data reviewed for this renewal, the PR committee identified that the TESOL programs are relevant to today's job market and a wide variety of job opportunities are available for graduates of the TESOL programs. While other educational institutions offer TESOL education, the committee feels that there is a viable place in the market for VCC. The curricula does require updating to reflect current institutional, educational and industry standards/practices and expectations. The programs should provide optimal opportunities for career growth of graduates. Additionally, faculty assigned to teach in these programs need to be current in TESOL as well as in best practices in teaching and learning.

Finally, the committee suggests situating the TESOL programs within the School of Instructor Education (SIE). The school has the administrative ability to run these programs using a cost recovery model. The Provincial Instructor Diploma (PIDP) offered by the SIE, and the TESOL programs have overlapping content. Shared courses could be complementary to both areas offering a variety of options for students.

External Review Report Summary

The External Review Team consisting of Dr. Huamei Han, Lisa Herrera, and Shawna Williams convened on April 5, 2019 to review the TESOL Program Self-Study Report and conduct a site visit to meet with the various stakeholders; and to provide an oral summation of findings, recommendations and suggestions. An External Review Report was then submitted.

Overall, the External Review Team (ERT) agrees with the spirit of all 33 recommendations made in the Self-Study Report. Suggestions for revising the wording of some of the self-study recommendations are made in order to include missing information or be more specific as to what will be achieved by the self-study recommendations. The ERT has six additional recommendations while Dr. Han has four to add to the Self-Study Report Recommendations, as well as some observations and recommendations emerged specifically from the Site Visit.

Based on the Self-Study Report and the Site Visit, the following strengths have been identified. VCC TESOL program has a track record of high student satisfaction with the program, high employment rate among graduates, and a solid reputation for producing graduates who could handle classroom teaching. The very limited curriculum materials of the past VCC TESOL program indicated a strong linguistic or psycholinguistic approach to TESOL training that centered on communicative competence, which has been the dominant approach developed since the 1980s. This explains that TESOL classroom teaching in Canada (and other Western countries) so far has largely focused on grammar and a task-based communicative approach to L2 teaching.

The program was situated in a college that enjoys a long-standing reputation and track records of offering affordable, accessible, and high-quality education and training for a highly diverse population in the Greater Vancouver area and beyond. VCC has an impressive, up-to-date, and astute Integrated College Plan that considers the challenges of the time, e.g., a time marked by a multitude of economic, social, technological, political, environmental, cultural and psychological change drivers (*VCC Integrated College Plan 2018/19*, p. 9-11), which clearly identifies and emphasizes developing "soft skills like critical thinking, team work and interpersonal communication" among students, as well as the top ten competencies required in 2020.

These "soft skills" and most of the "top ten competencies for 2020" involve thinking critically and communicating inter-culturally and intra-culturally, and language studies broadly defined (e.g., the field of applied linguistics, sociolinguistics, and educational linguistics) and the field of TESOL would be some of the most important feeder disciplines to better understand and describe what these skills and competencies really entail and how to develop them among students. Psycholinguistic approaches have proven strength in focusing on grammar, or "correctness", but are limited in developing pragmatics, which deals with "appropriateness" or the often-implicit cultural rules of communication, for which socio-culturally sensitive approaches to language studies and to TESOL are needed.

Taken together, the strengths of the VCC TESOL program offer a potential direction for renewing the VCC TESOL program including its curriculum, and indeed great potential for the renewed TESOL program at VCC, and in the TESOL industry. Indeed, I see an alignment between VCC vision and values and the socio-culturally sensitive approaches in TESOL that have been growing since the 1980s, which would offer a rare opportunity for the Program to maintain its past reputation, and even to flourish.

Moving forward, overall the ERT recommends clearer articulation and better integration of VCC Vision, Values, and Commitment and Mission in the Renewal process, future implementation and potential periodical review of the curriculum and the program.

Dr. Han recommends building on past success to develop a new and distinct VCC TESOL identity, or brand, in the TESOL industry, commensurate with available resources, for Renewal of curriculum and program, and for subsequent continuity and sustainability. Dr. Han also recommends adopting socio-culturally sensitive approaches to language studies and to TESOL as an overarching frame, to complement the past linguistic-approaches to curriculum and programming, to better align with VCC Vision, Values, Commitment and Mission, and to achieve short-term goals of developing "soft skills" and long-term goals of building "top ten competencies for 2020" among TESOL program students.

To inform renewal, implementation, and future periodical review, the ERT recommends developing a strategy to include student input on programming, and on delivery, e.g., curriculum, instruction, and student support services including learning support, employment support, and so on.

Based on their review, the External Review Team has confidence that the renewal of the TESOL Program at VCC will follow a rigorous and thorough process according to the Self-Study recommendations, supplemented by additional recommendations provided by ERT as a team, and by Dr. Han. The ERT expects that as a result of this process, the renewed VCC TESOL Program will emerge as a stronger and even more valued contributor to the TESOL field in BC and Canada as it continues to develop well-prepared and well-regarded teachers of English to speakers of other languages.

Summary Table of Self Study and External Review Recommendations

The table below contains recommendations made by the TESOL Program Renewal self-study, the External Review of the self-study report, the external site visit and further external review recommendations.

KPI: Curriculum and Instruction - Recommendations

Self-Study Recommendations

1. Curriculum revision and restructuring need to integrate laddering – i.e. certificate to diploma, diploma to Master's degree
2. Develop an online strategy for department
3. Include more opportunities for authentic application of theory, as well as consider timing and length of practicum(s)
4. Align with Indigenous Education Protocol, intercultural competencies, employability skills and other initiatives directed by the Integrated College Plan.
5. Curriculum needs to be proprietary to VCC and available for all TESOL faculty via shared drive, SharePoint etc.
6. Revisions need to reflect requirements of governance and policy.
7. Provide resources to develop and implement the curriculum

External Review of Self-Study Recommendations

Re: Recommendation #1: Recommend postponing specific wording on the possible order of laddering until more data is collected. For example, the following wording could be used: "Curriculum revision and restructuring need to integrate laddering – i.e. consider how certificate and/or diploma can be laddered to Master's degree."

Re: Recommendation #2: Recommend adding detail to clarify "online strategy for department,"e.g., that this recommendation is specifically about incorporating teaching about methods of online delivery in the TESOL training, and not about delivering TESOL training online, nor about a strategy for staff to work online (shared resources, etc.) which is reflected in #5. For example, the following wording could be used: "Develop a departmental strategy to incorporate teaching about methods of online delivery in TESOL training."

Re: Recommendation #4: Recommend changing wording to align with the Institutional Learning Outcomes (ILOs), or more generally with the Integrated College Plan in which VCC Vision, Values, Commitment and Mission are all included and are better elaborated, with examples being Indigenous education protocol, etc. For example, the following wording could be used: "Align with the Integrated College Plan 2018/19, including Indigenous Education Protocol, develop employability skills such as think critically and creatively, be socially responsible, and soft skills (including intra-/intercultural awareness, intercultural competencies, team work skills, and so on), among others."

Re: Recommendation #5: 1. Recommend consider this in conjunction with compensation under the category of "Faculty and staff." For example, the following wording could be used: "Curriculum needs to be proprietary to VCC and available for all TESOL faculty via shared drive, SharePoint etc.; accordingly, a plan is needed to secure resources to compensate term instructors for curriculum development, e.g., those whose curriculum materials would become VCC proprietary."

External Review Site Visit Recommendations

Observation per recommendation #7: Provide resources to develop and implement the curriculum: From the site visit, it appears that the current TESOL resources (in the ELL office) may be outdated and new resources will need to be procured in order to effectively develop and implement a new curriculum.

Further ERT Recommendations

Recommendation #5: The ERT recommends establishing a *Curriculum Advisory Committee* to re-envision and revise/develop the curriculum, and to advise on implementation and regularly review and update of the curriculum and the program in the future, e.g., every 5-to-7-years, to ensure the currency of the curriculum and the program, and the alignment with VCC Vision, Values, Commitment and Mission.

This Curriculum Advisory Committee could be separate from PAC, or could be built on the basis of PAC, with the membership changing over time, but ideally this committee would include, though not be limited to, *expertise* in broadly-based language studies, and to TESOL, as well as expertise in TESOL teacher education and in TESOL curriculum development, among others. Ideally, these forms of expertise share similar values aligned with VCC Values.

Recommendation #6: The ERT recommends conducting more research to inform decision making on the specifics of laddering the Certificate and/or the Diploma to Master's degree.

Recommendation #7, by Dr. Han: To be "socially responsible," recommends designing programs which would produce graduates who are qualified to teach domestically to go teach overseas - those who study overseas, mostly in the so-called developing countries, also deserve quality education like those study in Canada do. Socially responsible program design would involve critical analysis of common-sense industry practices driven by market but not backed up by current knowledge.

KPI: Student Outcomes – Recommendations

Self-Study Recommendations

8. Admission requirements – continue with degree requirement for both certificate and diploma
9. Ensure the employment outcomes are explicit, both domestically and internationally
10. Departmental plan to connect students with resources available at VCC
11. Increase student centered approaches to learning, problem-based learning activities, and critical thinking and research skills into curriculum.
12. **Increase opportunities for students to apply theory to practice**

External Review of Self-Study Recommendations

Re: Recommendation #9: Recommend adding a strategy for regular review. For example, the following wording could be used: "Ensure the employment outcomes are explicit, both domestically and internationally, and **develop an ongoing strategy to review federal and provincial policy, and labour market conditions that impact student employment as well as TESOL program enrolment.**"

External Review Site Visit Recommendations

Observation per recommendation #9: Ensure the employment outcomes are explicit, both domestically and internationally: From the site visit, it was clear from both graduates that employability has been an ongoing concern, and that information regarding employability--including types or the hierarchy of available employment opportunities in the industry, time to enter gainful employment, hours of work, and expected wages--be communicated to students in the program.

Further Recommendations by Dr. Han

Recommendation #8: To promote "student success", recommends paying attention to needs of various groups minoritized or disadvantaged on specific grounds, such as indigenous students, working-class students (economic, technology), students being the first generation attending college (cultural capital such as academic learning skills), recent immigrants, and students being marginalized on the basis of Sexual Orientation and Gender Identity (SOGI) , race, religion, (dis)ability, mental health, and so on.

KPI: <u>Faculty and Staff</u> – Recommendations

Self-Study Recommendations

13. Review and revise area hiring criteria to ensure faculty meet TESL Canada standards as well as the requirements for Instructor Education
14. Review AHC to ensure that online teaching experience or credentials are included
15. Ensure that there is a core of regularized faculty to support continuity and sustainability.
16. Create an official workload profile
17. Establish guidelines to ensure faculty demonstrate currency in TESOL

External Review of Self-Study Recommendations

 Re: Recommendation #14: Recommend clarifying "included." For example, the following wording could be used: "Review AHC for instructors to ensure that online teaching experience or credentials are recognized, OR recognized and required."

Re: Recommendation #15: Recommend adding detail about term instructors to specify the meaning of continuity and sustainability. For example, the following wording could be used: "Ensure that there is a core of regularized faculty**, as well as a succession plan that includes opportunities for professional development and mentoring for TESOL term instructors,** to support continuity and sustainability."

External Review Site Visit Recommendations

During the site visit, it was difficult to get a wholesome faculty perspective given that only one previous TESOL instructor was present as a member of the Review-and-Renewal Committee, although the perspective of the administrative challenges was appreciated.
Re: recommendation #17: Establish guidelines to ensure faculty demonstrate currency in TESOL: The ERT would suggest adding provision for term instructors to have access to some aspects of professional development as normally funds would not be available to them, and it would be unreasonable to expect them to take on the expectation to "demonstrate currency" without department support.

Further Recommendations by Dr. Han

Re: Recommendation#13,: I recommend remove the reference to "native speaker" level English proficiency in the AHC, and instead using track records aligned with the program's stated values and goals as an indicator when revising AHC for TESOL faculty, both core faculty and term instructors, in terms of currency of knowledge and skills in TESOL, and experience in TESOL and as teacher educators, balanced with areas of expertise, values and practices.
Some examples of the track records can include, but not limited to, practicing critical thinking, such as being familiar with current knowledge, skills, policies, and trends of a given time, but also able to critically analyze them; acting on awareness of the socio-political nature of TESOL in terms of promoting diversity, facilitating intra-/intercultural communication, and widening accessibility for identifiable under-served or marginalized groups.
Additional Recommendation : Additionally, given the crucial role of staff members in communicating with students and the larger community, the ERT recommends developing AHC for hiring support staff members, taking into consideration skills and experiences, values, and practices that align with the program's stated values and goals.

KPI: Program and Student Support Services – Recommendations
Self-Study Recommendations 18. Provide library with information re direction of the program and what information and support needs there are. 19. Provide Registrar's Office with schedules in a timely fashion and ensure standardized language for program prerequisites that is easy to follow. 20. Develop departmental strategy to refer students to appropriate services (i.e. Learning Centre, Indigenous Education, Counselling, Arbiter of Student Issues etc.) in a timely manner to support positive student outcomes. **21.** Provide TESOL program updates to college and external community.
External Review Recommendations **Re: Recommendation #20**: Recommend adding and emphasizing "training for staff" to be an important part of the departmental strategy. For example, the following wording could be used: "Develop departmental strategy, including training for staff, to refer students to appropriate services (i.e. Learning Centre, Indigenous Education, Counselling, Arbiter of Student Issues etc.) in a timely manner to support positive student outcomes."
External Review Site Visit Recommendations **Observation as per the above section and per SS recommendation #18:** Provide library with information re direction of the program and what information and support needs there are: It was clear from the site visit that the library has been working to ensure the collection is relevant to TESOL students as per program directions, and the ERT agrees that it is important to ensure that TESOL department maintains a close connection with their library liaison and communicate the updated program needs timely.

KPI: Program Planning and Administration – Recommendations

Self-Study Recommendations

22. Move TESOL programs to the School of Instructor Education
23. Explore partnerships/pathways; laddering of program(s) into Master's program
24. Consider 2-3 year plan for development and implementation of all programming (i.e. design an overall plan, then start with diploma program with certificate exit;
25. Maintain TESL Canada accreditation
26. Renew Program Advisory Committee to provide support during program development and implementation
27. Allow for ample time and resources to market programs.
28. Explore setting up Articulation with other public post secondary institutions offering TESOL programs.

External Review Recommendations

Re: Recommendation #25: Recommend adding explore other possibilities. For example, the following wording could be used: "Maintain TESL Canada accreditation, **and explore other accreditation possibilities; e.g., TESL Ontario**."

Re: Recommendation #26: Recommend adding curriculum development, as well as regular reviews after implementation to capture the need for input from multiple stakeholders into the curriculum development, and to ensure currency of the curriculum and the program after their respective launch. For example, the following wording could be used: "Renew Program Advisory Committee to provide support during **curriculum development,** program development, **their respective** implementation, **and subsequent regular curriculum reviews and program reviews, e.g., every five-years,** and etc."

External Review Site Visit Recommendations

Observation per recommendation #22: Move TESOL programs to the School of Instructor Education: It seems clear from the site visit that this is supported by SIE and that they indicated that they currently have instructors who would meet TESOL hiring requirements; the ERT further notes that the self-study recommendations included that TESOL AHC will be reviewed and updated.

Observation per recommendation #23: Explore partnerships/pathways; laddering of program(s) into Master's program: This recommendation was strongly supported by several of those whom we met with during the site visit, which appears to be a strong priority going forward.

KPI: Learning Environment - Recommendations

Self-Study Report Recommendations

29. Designate office space for faculty
30. Provide access to classrooms with interactive smart board and other classroom technologies
31. Provide access to computer labs
32. Update library resources
33. Explore Open Education Resources

External Review of Self-Study Recommendations

Re: Recommendation #30 and 31: Given that smart boards and computer labs may become outdated even during the time of curriculum renewal, recommend combining these two recommendations into one. For example, the following wording could be used: "**Provide access to current classroom technologies (e.g. smart boards, tablets, smartphone apps, high-speed Wi-Fi, and secure data storage such as Cloud storage/server, etc.) and develop a strategy to review and update new/emerging classroom technologies to serve curriculum and instructional needs.**"

External Review Site Visit recommendation

ERT recommendation per recommendation #30: Provide access to classrooms with interactive smart board and other classroom technologies: Although specific classrooms for TESOL students were not seen during the site visit, the ERT would also encourage classrooms that are supportive of active classroom techniques--not only technology--as EAL classes are depended upon classroom configurations that allow for flexible arrangements (e.g., modular, movable desks and tables).

TESOL Program Renewal Steering Committee Response to External Review Report

The TESOL Program Renewal Steering Committee appreciates the thoughtfulness, thoroughness, and effort put into the external report. The External Report validates, extends, clarifies, and provides reflection on points in the self-study.

The recommendations and comments made in the External Report challenged the Steering Committee to look more deeply into the self study and question the adequacy of VCC's policies and practices. On review, the Steering Committee felt comments made in the External Review are covered by VCC policies currently in place.

The Steering Committee was very impressed at the depth of the external report especially given there was no department or current students to consult. The professionalism and passion of the External Review Team was apparent.

The Steering Committee also appreciated that the External Review recognized the need for VCC to maintain/enhance TESOL programming.

Responses to External Report

David Wells, Dean of Arts and Sciences

With gratitude to the Renewal Committee and the External Review Committee, the recommendations are thorough and largely supportive of a TESOL program that is situated as part of a larger teacher education continuum, much of which is offered at VCC. I believe the primary challenges for the program have been the result of being a standalone credential(s) that operate in a vacuum, isolated both from other teacher education programming, as well as the other credentials within the TESOL area itself. As a result the content became frozen in time and the small scale of the offerings limited the ability to ensure program sustainability, or to support the required ongoing development of the curriculum and the faculty charged with the delivery of that curriculum. The recommendation to focus on laddering is essential for educators, increasingly looking for routes towards career development.

Situating these components within the School for Instructor Education better lends itself towards integration with a PIDP program that already ladders into a Master's Degree Program at VCC. I believe this integration will also reduce duplication of instructional learning that may jointly occur within the Certificate, the Diploma, and for that matter the PIDP program itself. If the PIDP is the operating framework, than TESOL can focus on the competencies that are required in addition to those included within the PIDP portfolio, as well allowing for the assembly of interim credentials that will achieve the same ends as the Certificate and Diploma in a more efficient and flexible manner. More actively engaging technology and alternate learning formats will be essential to this redevelopment.

Shirley Lew, Dean Library, Teaching and Learning

I appreciate the thoughtful insights and recommendations from the ERT on the TESOL programs at VCC, particularly their endorsement of moving TESOL to the School of Instructor Education. Their comments, in combination with the self-study recommendations, provide a very helpful starting point to understand the impact and tremendous opportunities bringing together these programs under one unit represents.

Kathryn McNaughton, VP Academics, Students and Research

VCC is well-positioned to provide revised TESOL programming at both the certificate and diploma levels. Highly-qualified faculty, our location in a diverse metropolitan area, and our reputation in the area of language studies are all assets for a contemporary TESOL program. I am in support of the renewal of this program, and commend both the internal and external teams for their significant work on the review process. The outcome of curriculum renewal will be a program which will offer a strong learning experience for students.

Final Comments

The TESOL Program Renewal Steering Committee has reviewed and considered the External Review recommendations, as well as the recommendations in the self-study. Following this deliberation, the Steering Committee is making 35 final recommendations. These recommendations can be found in the table below.

The committee would like to extend their appreciation to the faculty, graduates, staff, administration, and external reviewers for their professionalism, objectivity and support throughout this Program Renewal process.

Final Recommendations of the TESOL Program Renewal Steering Committee:

KPI: Curriculum and Instruction

1. Integrate laddering of programs into curriculum revision and restructuring – i.e. certificate to diploma, diploma to Master's degree
2. Develop an online strategy for department, including the delivery and incorporating teaching about methods of online delivery.
3. Include more opportunities for authentic application of theory, as well as consider timing and length of practicum(s)
4. Align with Indigenous education protocol, intercultural competencies, employability skills and other initiatives directed by the college strategic plans.
5. Make curriculum proprietary to VCC and available for all TESOL faculty, as directed by Departments' leadership.
6. Reflect requirements of governance and policy when making revisions
7. Provide resources to develop and implement the curriculum
8. Align curriculum with local (e.g. settlement, international, EAP, etc.) and overseas teaching contexts

KPI: Student Outcomes

9. Continue with degree requirement for both certificate and diploma admissions
10. Ensure the employment outcomes, both domestically and internationally, are explicit and up-to-date.
11. Ensure departmental plan to connect students with resources available at VCC
12. Ensure current adult educational practices in TESOL (such as student centered approaches to learning, problem-based learning activities, critical thinking, and research skills) are present in the curriculum.
13. Increase opportunities for students to apply theory to practice

KPI: Faculty and Staff

14. Review and revise area hiring criteria to ensure faculty meet TESL Canada standards as well as the demands of the School of Instructor Education
15. Review AHC to ensure that online teaching experience or credentials are recognized and required
16. Ensure that there is core faculty and designated IRA release to support continuity and sustainability.
17. Create an official workload profile
18. Establish Department guidelines to encourage and support faculty currency in TESOL

KPI: Program and Student Support Services

19. Provide library with information re direction of the program and what information and support needs there are.
20. Provide Registrar's Office with schedules in a timely fashion and ensure standardized language for program prerequisites that is easy to follow.
21. Develop departmental strategy to refer students to appropriate services (i.e. Learning Centre, Indigenous Education, Counselling, Arbiter of Student Issues etc.) in a timely manner to support positive student outcomes.
22. Provide TESOL program updates to college and external community.

KPI: Program Planning and Administration

23. Move TESOL programs within the School of Instructor Education
24. Pursue partnerships, pathways, and laddering of program(s) into Master's program
25. Plan for development and implementation of all programming with a targeted start date of Sep 2020 (e.g. design an overall plan for Diploma program with a Certificate exit)
26. Establish PLAR processes for past graduates for entry into the Diploma
27. Maintain TESL Canada accreditation and explore other accreditation possibilities (e.g. TESL Ontario)
28. Renew Program Advisory Committee to provide support during program development, implementation, and ongoing delivery
29. Allow for ample time and resources to market programs
30. Explore setting up Articulation with other public post-secondary institutions offering TESOL programs

KPI: Learning Environment

31. Designate office space for faculty
32. Provide access to current classroom technologies (e.g. smart boards, tablets, smartphone apps, high-speed Wi-Fi, and secure data storage such as Cloud storage/server, etc.) and develop a strategy to review and update new/emerging classroom technologies to serve curriculum and instructional needs.
33. Provide classrooms that are supportive of active classroom techniques (e.g. modular, movable desks and tables)
34. Update library resources
35. Explore Open Education Resources

Program Renewal: TESOL Certificate and Diploma
Education Council Report June 10, 2019

Action Plan

Based on the findings from the program review Self-Study Report, and the feedback from the External Review, the program has identified the following final key projects and initiatives.

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required / Assigned To	Evaluation Plan
1	Expression of interest	Posted on Jun 14 2019 Selected by Jun 28 2019	David Wells, Shirley Lew, Francesco Barillaro	SME appointed by date
2	Release someone from SIE? (if available)	Jun 28 2019	50 hrs of release	Delivered by deadline
3	Gap analysis plus report	Sep 30 2019	50 hrs release person; plus Francesco; plus SIE release person	Delivered by deadline
4	Area hiring criteria (coordinator and faculty)	Sep 30 2019	Shirley Lew; support from David Wells	Delivered by deadline
5	Form steering committee	Begin now; ongoing to Fall 2019	Francesco, Shirley	Delivered by deadline
6	Concept paper (include Dept structure) for Oct EdCo meeting	Sep 30 2019	10 hrs release person; Francesco; SIE release person	Pass EdCo in Oct 2019
7	Program and course design	Jan 2020	40 hrs release person; Francesco; SIE release person	Delivered by deadline
8	Renew CD funding	Feb 2020	5 hrs release person; Francesco	Pass Quality Assurance Committee
9	Curriculum documentation	May 2020	Francesco, Shirley	Pass EdCo, FAC, BoG
10	IRA release	Jun 2020	Shirley	Delivered by deadline

Program Renewal: TESOL Certificate and Diploma
Education Council Report June 10, 2019

#	Key Projects and Initiatives	Reasonable Timeline for completion of project	Resources Required / Assigned To	Evaluation Plan
11	Update resources (library, etc.)	Jun 2020 – Dec 2020	Shirley Lew	Delivered by deadline
12	Curriculum development	Jun 2020 – Dec 2020	Internal Faculty, Francesco	Delivered by deadline
13	Program rollout (marketing; website; registration; etc.)	Fall 2020		Delivered by deadline
14	Renew TESL Canada accreditation	Fall 2020 (Jan 2021 expiry)		Delivered by deadline
15	Find office space / teaching space	Fall 2020		Delivered by deadline
16	Hiring faculty and staff	Fall 2020		Delivered by deadline
17	Course development (including online courses)	Fall 2020		Delivered by deadline
18	Program start date	Jan 2021		Delivered by deadline

VCC Education Council
ANNUAL REPORT
January 1 – December 31, 2018

2018 HIGHLIGHTS

- Academic Plan 2018-2023
- Academic Schedule 2019-2020
- Campus Master Plan Process
- CourseLeaf Implementation
- English Language Proficiency Requirements Website Update
- Enrolment Plan 2018-19
- Institutional Learning Outcomes (ILOs)
- Integrated College Plan 2018-19
- New Health Sciences Admission Requirements Summary Grid
- Online Learning Strategy
- Quality Assurance Process Audit (QAPA)

PROPOSALS FOR NEW PROGRAMS

Education Council accepted the following concept papers for information:

Computer Systems Technology Diploma	February 13, 2018
Access to Salon and Spa Citation	September 11, 2018
Access to Computer System Technology Citation	September 11, 2018
Transportation Trades Sampler Citation	September 11, 2018
Mechanical Technician Certificate	September 11, 2018
Provincial Instructor Diploma Program	October 9, 2018
Certificate in Educational Leadership	October 9, 2018
Gladue Report Writing Short Certificate	November 13, 2018

MEETINGS

Education Council met on the second Tuesday of each month, except for July and August. There was a consent resolution in July.

2018 meeting dates:			
	January 9	February 13	March 13
	April 10	May 8	June 12
	September 11	October 9	November 13
	December 11		

MEMBERSHIP

Chair: Todd Rowlatt
Vice-Chair: Jo-Ellen Zakoor
Executive: Todd Rowlatt, Jo-Ellen Zakoor, Taryn Thomson, Paul Yeung

Faculty, Transportation Trades	Robert Kunka	Nov 2017–Oct 2019
Faculty, Arts and Sciences	Janet Theny	Nov 2016–Oct 2018
	Natasha Mandryk	Nov 2018–Oct 2020
Faculty, College-at-Large	David Branter	Nov 2016–Apr 2018

Faculty, College-at-Large	Denise Beerwald	Jun 2018–Oct 2018
		Nov 2018–Oct 2020
Faculty, Arts and Sciences	Andrew Candela	Nov 2016–Oct 2018
		Nov 2018–Oct 2020
Faculty, Health Sciences	Jo-Ellen Zakoor	Nov 2017–Sep 2018
	Heidi Parisotto	Nov 2018–Oct 2019
Faculty, Hospitality, Food Studies & Applied Business	Mike Tunnah	Nov 2016–Jun 2018
	John Demeulemeester	June 2018–Oct 2018
		Nov 2018–Oct 2020
Faculty, Student Development	Nona Coles	Nov 2016–Oct 2018
		Nov 2018–Oct 2020
Faculty, College-at-Large	Taryn Thomson	Nov 2017–Dec 2018
Faculty, Instructor Education; Centre for Teaching, Learning & Research; Music, Dance & Design	Elle Ting	Nov 2017–Oct 2019
Faculty, Library & Learning Centre	Todd Rowlatt	Nov 2017–Oct 2019
Registrar	Dave McMullen	Jan 2018–Dec 2018
Dean, School of Health Sciences	Debbie Sargent	Jan 2018–Jun 2018
	Jo-Ellen Zakoor	Oct 2018–Dec 2018
Dean, School of Arts and Sciences	David Wells	Jan 2018–Dec 2018
Vice President, Academic, Students & Research	Kathryn McNaughton	Jan 2018–Dec 2018
Broadway Campus	Kimberly Sanchez	Nov 2017–Jun 2018
Broadway Campus	Ilyes Belhacene	Nov 2018–Oct 2019
Broadway Campus	Vacant	Nov 2017–Oct 2018
		Nov 2018–Oct 2019
Downtown Campus	Ali Sayad Mousavi Azad	Nov 2017–Jun 2018
Downtown Campus	Dharuv Puri	Nov 2018–Oct 2019
Downtown Campus	Vacant	Nov 2017–Oct 2018
		Nov 2018–Oct 2019
Support Staff, College-at-Large	Karen Crossett	Nov 2017–Oct 2019
Support Staff, College-at-Large	Paul Yeung	Nov 2017–Oct 2019
VCC President	Peter Nunoda	Ex Officio

EDUCATION COUNCIL ELECTIONS

Education Council had its elections for this year at its December 2017 meeting. All elections were by acclamation. The following members were elected for the period of January–December 2018:

- Chair of Education Council: Todd Rowlatt
- Vice Chair of Education Council: Jo-Ellen Zakoor
- EDCO Executive Members: Taryn Thomson and Paul Yeung
- Chair of Appeals Oversight Committee: Debbie Sargent
- Chair of Curriculum Committee: David Branter
- Chair of Education Policy Committee: Michael Tunnah
- Chair of Program Review and Renewal Committee: Jo-Ellen Zakoor

Several by-elections were held for committee chairs. All elections were by acclamation. The following members were elected:

- Chair of Curriculum Committee: Todd Rowlatt (June–December 2018)
- Chair of Education Policy Committee: John Demeulemeester (June–December 2018)
- Chair of Appeals Oversight Committee: Andrew Candela (September–December 2018)
- Chair of Program Review and Renewal Committee: Elle Ting (October–December 2018)

EDCO PLANNING DAY
Education Council held a half-day planning day on June 4, and a full planning day on December 7, 2018. In December, Disability Services discussed student accommodations, and the Indigenous Education and Community Engagement (IECE) department presented the Indigenous Education Protocol and the 7 Principles. In the afternoon, members of EDCO's four standing committees were invited to a lunch to thank them for their valuable service to the College, followed by planning meetings for the Curriculum and Education Policy Committees.

STANDING COMMITTEES

CURRICULUM COMMITTEE
Chair: David Branter (Jan 2018–Apr 2018)
      Todd Rowlatt (Jun 2018–Dec 2018)

Curriculum Committee ensures that College curriculum development and revisions are consistent with approved processes and are undertaken in compliance with educational policies. The Committee provides quality assurance helping to ensure College curricula reflect sound pedagogical practices. Curriculum Committee is the first stop in the curriculum approval governance process, as its recommendations are formally considered by Education Council for approval or for advice to the Board of Governors.

In 2018 Curriculum Committee approved 8 proposals and recommended 51 proposals to Education Council.

Approved by Curriculum Committee:

- Minor revision to the CCAC 1084 Communications for Health Sciences course description
- Updates to the course pre-requisites for BIOL 1120, ENGL 1100, MATH 1111, and PYSC 1100
- Update to the CLFE 0311 Career Literacy Foundations course outline
- Removal of the pre-requisites for PSYC 1100 and PSYC 1200
- Update to HRCA 1391 pre-requisites to include HRCA 1390
- Name change for the Professional Cook 1 + Catering program
- Updates to the pre-requisites for CULI 1507
- Updates to Provincial Instructor Diploma Program content guide and course outlines for both PIDP and ONEL

Approved by Education Council and/or Board of Governors:

New Programs:

        Associate of Arts Degree (pending Board approval)
        Associate of Science Degree
        Bachelor of Applied Science in Dental Hygiene
        Business & Project Management Post-Degree Diploma
        Computer Systems Technology Diploma
        Counselling Skills Foundational Certificate
        Heavy Mechanical Technology Diploma
        Trades Instructor Short Certificate (pending Board approval)

Suspended Programs:

        Applied Technology for the Visually Impaired Certificate
        Interior Design Certificate (approved by Board of Governors February 13, 2019)
        Office Administration for the Visually Impaired Certificate
        TESOL Certificate and Diploma

Arts & Sciences

New Courses:

Code	Course		Code	Course
BIOL 2100	Cell Biology		MUSC 1064	Preparatory Class Piano 2
BIOL 2110	Microbiology 1		MUSC 1301	Musicianship 1
BIOL 2210	Microbiology 2		MUSC 1303	Theory and Practice of Music 1
BIOL 2134	Genetics 1		MUSC 1305	Music in Context 1
BIOL 2234	Genetics 2		MUSC 1310	Individual Instruction 1
BIOL 2200	Biochemistry		MUSC 1401	Musicianship 2
CHEM 2130	Organic Chemistry 1		MUSC 1403	Theory and Practice of Music 2
CHEM 2230	Organic Chemistry 2		MUSC 1405	Music in Context 2
ELSK 0730	Communication for Engineering and Technology		MUSC 1410	Individual Instruction 2
ELSK 1006	IELTS Test Prep – Academic		MUSC 2301	Musicianship 3
ELSK 0925	EAL Pathway to University Transfer English		MUSC 2302	Electronic Music 1
			MUSC 2303	Theory and Practice of Music 3
ENGL 0985	English 12 First Peoples Part 1		MUSC 2305	Musicology 1
ENGL 0995	English 12 First Peoples Part 2		MUSC 2307	Social Media Skills
ENGL 0992	Technical and Professional English		MUSC 2310	Individual Instruction 3
MATH 0863	Business/Technical Math 11 Part 1		MUSC 2317	Jazz Improvisation 1
MATH 0873	Business/Technical Math 11 Part 2		MUSC 2401	Musicianship 4
MTSK 0750	Math 10 Skills Part 1		MUSC 2402	Electronic Music 2
MTSK 0760	Math 10 Skills Part 2		MUSC 2403	Theory and Practice of Music 4
MUSC 1010	Preparatory Individual Instruction 1		MUSC 2405	Musicology 2
MUSC 1011	Preparatory Musicianship 1		MUSC 2407	Career Opportunities for Musicians 1
MUSC 1013	Preparatory Music Theory 1		MUSC 2410	Individual Instruction 4
MUSC 1020	Preparatory Individual Instruction 2		MUSC 2417	Jazz Improvisation 2
MUSC 1021	Preparatory Musicianship 2		MUSC 2490	Performance Ensemble
MUSC 1023	Preparatory Music Theory 2		VOVI 0100	Introduction to Assistive Technology for the Visually Impaired
MUSC 1054	Preparatory Class Piano 1			

- Revisions to the Music Diploma program content guide and seven courses: MUSC 1030, MUSC 1031, MUSC 1033, MUSC 1155, MUSC 1255, MUSC 1399 and MUSC 1499
- Changes to the ASL & Deaf Studies program, including moving the courses from non-credit to credit-based
- Revisions to the University Transfer Science Certificate to include assured and competitive transfer pathways to SFU
- Revisions to the grading standard for ENGL 0661 Fundamentals of English 6A and ENGL 0662 Fundamentals of English 6B
- Revisions to admissions requirements for the University Transfer Arts Certificate program and the University Transfer Pathway to Health Sciences Certificate program

Continuing Studies
New Courses:

CNSK 1502	Foundations of Counselling	CNSK 1507	Diversity, Inclusion and Culture
CNSK 1503	Theories of Counselling	CNSK 1508	Assessment Practices
CNSK 1504	Introduction to Family Systems	CNSK 1509	Personal and Professional Development
CNSK 1505	Individual Counselling Skills	CNSK 1510	Indigenous Perspectives
CNSK 1506	Lifespan Development	CNSK 1511	Practicum

- Updates to Medical Device Reprocessing Technician admission requirements
- Revisions to CNSK 1401 Basic Counselling Skills and CNSK 1505 Individual Counselling Skills
- Renaming the credential from "Citation" to "Short Certificate" for the Renal Dialysis Technician program

Health Sciences
New Courses:

DENT 1505	Dental Radiography 1	HRCA 1130	Health and Healing 1
DENT 2995	Dental Radiography 2	HRCA 1140	Common Health Challenges 1
DENT 3745	Dental Radiography 3	HRCA 1230	Health and Healing 2
DNTL 1107	Dental Radiography Module	HRCA 1240	Common Health Challenges 2

- Changes to admission requirements for the Dental Reception Coordinator and Certified Dental Assisting (Distance) programs
- Changes to admission requirements and course modifications for the Certified Dental Assisting (Onsite) program, including three new courses
- Updates to admission requirements for NURS 1602 Human Anatomy & Physiology
- Updates to admission requirements for the Pharmacy Technician Diploma program
- Updates to the Acute Care for Health Care Assistants Citation program
- Updates to the Health Care Assistant Certificate (ESL Cohort), including the separation of two courses into four new courses
- Renaming the credential from "Citation" to "Short Certificate" for the Acute Care for Health Care Assistants program

Hospitality, Food Studies & Applied Business
New Courses:

CULI 1517	Flavour Principles & Menus IE	MGMT 2023	Scope Management
CULI 1520	Korean Cuisine	MGMT 2024	Risk and Procurement Management
HOSP 4365	Independent Study Project	MGMT 2025	Project Scheduling Cost Management
HOSP 4375	Hospitality Revenue and Analysis	MGMT 2027	Integration Management
MGMT 1011	Information Technology Management	MGMT 2028	Quality and Resource Management
MGMT 2006	Business Analysis and Systems Design	MGMT 2029	Communication Stakeholder Management
MGMT 2021	Project Management Fundamentals		
MGMT 2022	Project Leadership	MGMT 2030	Capstone

- Updates to the Legal Administrative Assistant Full-Time program admission requirements
- Updates to the Culinary Arts Diploma (International Cohort) program
- Creation of separate program content guides for the Bachelor of Hospitality Management Daytime and Executive Cohort programs and two new courses for the Executive Cohort
- Revisions to the Professional Cook 1 ITA Youth Certificate program
- Updates to the admission requirements for Professional Cook 1 Plus and Professional Cook 2
- Revisions to PLAR for the Bachelor of Hospitality Management program
- Revisions to admission requirements for the Hospitality Management Diploma program

School of Instructor Education
New Courses:

PIDP 3300	Teaching Adults with the Brain in Mind	TRAI 3001	Industry Training Authority Fundamentals
PIDP 3310	Intercultural Competence		
PIDP 3320	Facilitating Learning Online Fundamentals	TRAI 3002	Trades Specific Facilitating Learning
PIDP 3330	Facilitating Learning Online Design	TRAI 3003	Trades Specific Assessment and Evaluation
PIDP 3340	Collaborative Learning in the College Classroom	TRAI 3004	Trades Specific Student Engagement Techniques

- Updates to the Provincial Instructor Diploma Program, including revisions to the admission requirements, course list and instructional strategies

Trades, Technology & Design
New Courses:

ACRD 1135	Detailing 1	ACRD 2240	Advanced Refinishing
ACRD 1140	Welding, Heating and Cutting Steel 1	ACRD 2250	Mechanical and Electrical Systems
ACRD 1155	Estimating, Planning and Scheduling 1	ACRD 2255	Estimating, Planning and Scheduling 4
ACRD 1220	Construction and Components 2	ACRT 1120	Welding, Heating and Cutting Steel 1
ACRD 1240	Welding, Heating and Cutting Steel 2	ACRT 1121	Automotive Detailing
ACRD 1255	Estimating, Planning and Scheduling 2	ACRT 1205	Transition to Industry
ACRD 2135	Detailing 2	ACRT 1230	Welding, Heating and Cutting Steel 2
ACRD 2140	Refinishing Tools & Equipment	ACRT 1240	Welding, Heating and Cutting Steel 2
ACRD 2145	Surface Preparation and Masking	ARPT 1170	Refinishing Tools and Equipment
ACRD 2150	Using Refinishing Materials and Equipment	ARPT 1180	Technical Information and Documents
		ARPT 1181	Workplace Planning and Scheduling
ACRD 2155	Estimating, Planning and Scheduling 3	ARPT 1190	Using Materials and Equipment
ACRD 2236	Auto Glass Repair and Replacement	ARPT 1195	Components and Pre-Delivery

ATAP 4011	Automotive Service Technician Harmonized Apprentice Level 4	CSTP 2103	IT Development Project 1
		CSTP 2104	Advanced Programming 1
CSTP 1101	Organizational Behaviour	CSTP 2105	IT Development Project Management 1
CSTP 1102	Data Communications and Networking 1	CSTP 2106	Security 1
CSTP 1103	Data and Document Management Fundamentals	CSTP 2107	Internet Programming & Web Applications 2
CSTP 1104	Operating Systems Fundamentals	CSTP 2108	Mathematics of Computation
CSTP 1105	Introduction to Programming	CSTP 2201	Advanced Operating Systems
CSTP 1106	Web Site Development	CSTP 2202	Systems Administration 2
CSTP 1107	Workplace Communication	CSTP 2203	Enterprise Server Administration
CSTP 1201	Introduction to Database Management	CSTP 2204	IT Development Project 2
CSTP 1202	Hardware	CSTP 2205	Advanced Programming 2
CSTP 1203	Systems Administration 1	CSTP 2206	Advanced Mobile Application Programming
CSTP 1204	Systems Analysis and Design		
CSTP 1205	Intermediate Programming	CSTP 2207	IT Development Project Management 2
CSTP 1206	Internet Programming & Web Applications 1	CSTP 2208	Career Path Search
		CSTP 2301	Emerging Technologies
CSTP 1207	Technical Communication	CSTP 2302	Systems Administration 3
CSTP 1301	Systems Project	CSTP 2303	Security 2
CSTP 1302	Mobile Applications Programming	DRFT 1330	Advanced Road Design
CSTP 1303	Systems Project Management	DRFT 1331	Civil Utility Services
CSTP 1304	Website Interface Design	HAIR 1100	Hairstylist Foundation 1
CSTP 2101	Database Management Systems	HAIR 1200	Hairstylist Foundation 2
CSTP 2102	Enterprise Systems Support	HAIR 1300	Hairstylist Foundation 3

Deactivated Courses:
DRFT 1320 Architectural Concepts
DRFT 1386 Residential Wood Framing

- Updates to English and Math admission requirements for the Architectural Technician Certificate, CAD Technician Citation, Civil/Structural Technician Certificate, and Steel Detailing Technician Certificate programs
- Revisions to the program content guide and courses for the Hairstylist Certificate program
- Revisions to the Civil/Structural Technician Certificate program, including the creation of two new courses and deactivation of two courses
- Revisions to the program content guide and courses for the Auto Collision Repair Technician Certificate and the Auto Collision Repair Technician Certificate (High School Cohort) programs
- Revisions to five apprentice courses: ACAP 1001, ACAP 2001, ACAP 3001, ARAP 1001 and APAP 1001
- Revisions to courses and program content guide for the Auto Refinishing Prep Technician Certificate program
- ITA-mandated revisions to courses and program content guide for the Auto Collision and Refinishing Diploma program
- Name change and revisions to admission requirements for the Esthetics Certificate program
- Renaming the credential from "Citation" to "Short Certificate" for the CAD Technician program
- Revisions to the Automotive Service Technician Harmonized Foundation Certificate program

MEETINGS
Curriculum Committee met on the third Tuesday of each month, except in July.

2018 meeting dates:	January 16	February 20	March 20
	April 17	May 15	June 19
	August 21	September 18	October 16
	November 21	December 18	

MEMBERSHIP
Alison Rudko, Associate Registrar, International Education (from June 2018)
Andy Sellwood, Faculty, Centre for Teaching, Learning & Research
Claire Sauvé, Senior Program Coordinator, Continuing Studies
David Branter, Faculty, Music, Dance & Design (to April 2018)
Denis Seremba, Associate Registrar
Emily Simpson, Faculty, Library & Learning Centre
Ilyes Belhacene, Student Representative (from November 2018)
Jacquie Harrison, Faculty, Instructor Education
Jo-Ellen Zakoor, Vice-Chair, Education Council (Ex Officio)
Karen Crossett, Support Staff, Records
Kathryn McNaughton, Vice President, Academic, Students & Research
Ken McMorris, Faculty, Language Studies
Lorena Espinoza, Faculty, Music, Dance & Design
Natalie Wood-Wiens, Manager, Indigenous Education & Community Engagement (from June 2018)
Natasha Mandryk, Faculty, Arts & Sciences (from December 2018)
Rachel Warick, Student Development
Reynaldo Chang, Faculty, Hospitality, Food Studies & Applied Business (from April 2018)
Robert Kunka, Faculty, Transportation Trades
Sarah Zelitt, Student Development (from November 2018)
Sheetal Donaldson, Faculty, Health Sciences
Shirley Lew, Dean, Library and Teaching & Learning Services
Tami Pierce, Director, Indigenous Education & Community Engagement (from June 2018)
Todd Rowlatt, Chair, Education Council (Ex Officio)
Vacant, Faculty, Arts & Sciences (to December 2018)
Vacant, Student Representative (to November 2018)

EDUCATION POLICY COMMITTEE
Chair: Mike Tunnah (Jan 2018–Jun 2018)
        John Demeulemeester (Jun 2018–Dec 2018)

The members of Education Policy are responsible for the development and review of VCC's educational policies. The committee reviews existing policies on a five-year cycle, and helps in the creation of new policies. Members aim to ensure the policies are sound, consistent, and fair, as well as striving to make each policy readable, clear and practical. Education Policy Committee acts in an advisory role to Education Council on all policy review-related matters.

In 2018, Education Policy Committee reviewed 15 policies and recommended 11 policies to Education Council.

Approved by Education Council and/or Board of Governors:
C.1.1 Grading, Progression and Withdrawals
C.1.3 Granting of Credentials
C.1.6 Registration

C.3.2 Program Review & Renewal
C.3.14 Curriculum Development and Approval
D.1.2 Selection of Library Materials
D.2.2 Awards
D.3.6 Admissions

Rescinded by Education Council and/or Board of Governors:
D.2.1 Student Academic Medal Awards
D.3.8 Criminal Record Check

In Governance Review:
A.1.2 Student Appeal to the Board
C.1.4 Assignment of Credits to Courses
C.3.7 Student Field Trips
C.3.8 Transportation of Students
D.1.4 Curriculum/Instructional Materials Created within the College

MEETINGS
Education Policy Committee met on the second Wednesday of each month, except for July and December.

2018 meeting dates:	January 10	February 14	March 14
	April 11	May 9	June 13
	August 8	September 12	October 10
	November 14		

MEMBERSHIP

Alison Woods, Faculty, Arts & Sciences
Cheryl Howrigan, Faculty, Language Studies
Dennis Innes, Dean, Hospitality, Food Studies & Applied Business
Ella-Fay Zalezsak, Faculty, Library & Learning Centre
John Demeulemeester, Faculty, Hospitality, Food Studies & Applied Business
Karen Brooke, Faculty, Instructor Education
Kathryn McNaughton, Vice President, Academic, Students & Research
Ken Morrison, Faculty, Music, Dance & Design
Les Apouchtine, Associate Registrar
Maija Wiik, Faculty, Student Development
Marilyn Heaps, Faculty, Centre for Teaching, Learning & Research
Matt Stevenson, Program Coordinator, Centre for Continuing Studies
Mike Tunnah, Faculty, Hospitality, Food Studies & Applied Business (to June 2018)
Moreah Hamend, Faculty, Health Sciences
Natalie Wood-Wiens, Manager, Indigenous Education & Community Engagement (from Sep 2018)
Nicole Degagne, Coordinator, Curriculum & Policy
Paul Yeung, Support Staff, Admissions
Tami Pierce, Director, Indigenous Education & Community Engagement (from Sep 2018)
Tanny Marks, Arbiter of Student Issues (Ex Officio)
Todd Rowlatt, Chair, Education Council (Ex Officio)
Wendy LaFrance, Student Development (Designate)
Vacant, Student Representative
Vacant, Faculty, Transportation Trades

APPEALS OVERSIGHT COMMITTEE
Chair: Debbie Sargent (Jan 2018–Jun 2018)
        Andrew Candela (Sep 2018–Dec 2018)

The Appeals Oversight Committee is responsible for defining the standard processes through which VCC conducts its appeals. Members are responsible for ensuring consistency and fairness across all of VCC's appeals procedures, including redefining appeals policies for the betterment of the College and all those involved. The Appeals Oversight Committee is also one of the key resources for training for appeal panels through its [annual] Tribunal Training Day. Appeals Oversight Committee acts in an advisory capacity to Education Council on all appeals-related matters. One of the committee's main projects in 2018–2019 was the development of an online Tribunal Training Moodle course, which has been promoted on myVCC and is open for all members of the college community to access and utilize prior to sitting on appeal tribunals. The committee is in the process of integrating appeals-related resources into a consistent space and package.

MEETINGS
The Appeals Oversight Committee met four times: February 7, April 4, June 6 and October 3.

MEMBERSHIP
        Andrew Candela, Faculty, Arts & Sciences (from September 2018)
        Andy Sellwood, Faculty, Centre for Teaching, Learning & Research (from June 2018)
        Dave McMullen, Registrar (to September 2018)
        Debbie Sargent, Dean, Health Sciences (to June 2018)
        Denis Seremba, Associate Registrar (from October 2018)
        Denise Beerwald, Faculty, Health Sciences (from October 2018)
        Dennis Innes, Dean, Hospitality, Food Studies & Applied Business
        Gordon McIvor, Dean, Continuing Studies
        Jane Shin, Dean, Student Development (to April 2018)
        Janet Theny, Faculty, Arts & Sciences
        Jo-Ellen Zakoor, Faculty, Health Sciences (to September 2018)
        Nona Coles, Student Development (Designate) (from April 2018)
        Tanny Marks, Arbiter of Student Issues (Ex Officio)
        Todd Rowlatt, Chair, Education Council (Ex Officio)
        Vacant, Faculty (to June 2018)
        Vacant, Student Representative

PROGRAM REVIEW AND RENEWAL COMMITTEE
Chair: Jo-Ellen Zakoor (Jan 2018–Sep 2018)
        Elle Ting (Oct 2018–Dec 2018)

The Program Review and Renewal Committee is responsible for guiding fundamental aspects of VCC, such as program review, program renewal, and CD fund allocation. Members of the Program Review and Renewal Committee ensure all of these processes are clearly defined, and are constantly on the lookout for new and better methods to improve integral College processes.

In 2018–2019 the College underwent the Quality Assurance Process Audit (QAPA), a process commissioned by the Ministry of Advanced Education, Skills & Training (AEST) and developed by the Degree Quality Assurance Board (DQAB) to support "rigorous, ongoing program and institutional quality assessment" (QAPA webpage).

Following months of preparation and dialogue, VCC hosted a panel of three (3) assessors who completed a 1.5-day site visit on November 21–22, 2019, as part of the external review phase of the QAPA process. The QAPA assessment team was chaired by Dr. Robin Fisher of the Degree Quality Assessment Board (DQAB) and included Mr. John Boraas (Vice President-Education, Camosun College) and Ms. Kathy Siedlaczek (Associate

Dean, Academic Planning and Quality Assurance, BCIT). During this site visit, the assessors met with representatives from the three (3) sample programs (Bachelor of Science in Nursing, Jewellery, and School of Instructor Education), as well as a cross-sectional group that included those directly involved with quality assurance work at VCC.

The site visit and subsequent review culminated in the assessors' report, which was received by VCC on December 10, 2018. The report was extremely positive: the assessors praised VCC's "well thought out and developed policy structure around quality assurance" and its committed, collaborative approach to quality improvement. The key recommendation put forth in the report was for the College to reexamine the frequency of [annual] program reviews.

As per the QAPA Framework Timeline, VCC had ninety (90) days to respond to the report and created a response in the form of an action plan, which was approved by Education Council on March 12, 2019 and submitted to the QAPA assessment team on March 25, 2019. A letter dated August 16, 2019 confirmed that VCC successfully completed the QAPA process with no need for a follow-up progress report.

CURRICULUM DEVELOPMENT FUNDS 2018/19
The College sets aside an annual budget for curriculum development funds that support projects related to our educational programming. It is meant to support new ideas, and foster creativity and innovation. The budget is $400,000. Education Council's Standing Committee on Program Review and Renewal provides advice to the Vice President, Academic, Students & Research in allocating the funds.
The request for funds was overwhelming – over $1.1 million was requested. As a result, the committee gave priority to: 1) projects identified in the Academic or department-level plans; 2) projects currently in-progress needing additional funds for completion; 3) projects arising from Program Reviews or Renewals; and 4) projects needed for program accreditation.

The funded projects were:
1. Renewal of Bachelor of Music Degree program
2. LINC: Curriculum Module Bank, Blended Learning Master Shell and Welcome LINC
3. New Moodle course development in CCA–Computer Studies–Intermediate: Intro to Word Processing and Computing Skills
4. EAL Pathways: blended learning–completion of ELSK 0720; development of ELSK 0815 and ELSK 0820
5. EAL Pathways: digitizing Portfolio Based Language Assessment
6. EAL Pathways: development of lower-level introductory options (ELSK 0415 and ELSK 0420)
7. EAL Pathways: part-time option for ELSK 0930 Intensive Academic Reading and Writing
8. Renewal of Applied Business programming
9. New curriculum development: Professional Baking
10. New program development: Business and Project Management Post-Degree Diploma
11. Development of student success strategies for the Hospitality Diploma program
12. Upgrade and expansion of Automotive Service Technician (AST) E-pprentice/Moodle courses
13. Development of new Mechanical Technician Certificate to align with other certificates in the CAD & BIM Technologies department
14. Major program revision for Civil Structural Technician Certificate
15. Program development: Heavy Mechanical Technology (HMT) International Diploma
16. Renewal of PIDP (Provincial Instructor Diploma) and ONEL (Online e-Learning Certificate)
17. Renewal of VCC's Counselling Skills programs: development of the Addiction Counselling Advanced Certificate
18. Merchandising Associate Certificate revision and online course development

19. Gladue Report Writing Program credential and online development to expand pilot into a VCC credentialed program
20. Renewal of Leadership program area (suite of seven certificate programs)
21. Makeup Artistry Certificate program: preparation for program renewal
22. Bachelor of Applied Science in Dental Hygiene: to complete the DQAB external review process
23. Bachelor of Science in Nursing: Progression and Unsafe Practice
24. Denturist Sciences Program: to complete development of the new Denturist program
25. Review and realignment of two courses in the Health Care Assistant/ESL program to improve student success
26. Revisions to Occupational/Physical Therapist Assistant program (part 3 of curriculum plan)
27. Practical Nursing (PN)/Access to Practical Nursing (APN) curriculum updates
28. New program development: Pre-Health Sciences

MEETINGS

Program Review and Renewal Committee met on the fourth Tuesday of each month, except for July, August, and December.

2018 meeting dates:	January 23	February 21	February 27
	March 2 (CD Funds)	April 24	May 22
	June 26	September 25	October 23
	November 27		

MEMBERSHIP

Brett Griffiths, Dean, School of Trades, Technology & Design
Brian Beacham, Director, Institutional Research (to September 2018)
Claire Sauvé, Senior Program Coordinator, Continuing Studies
Elle Ting, Faculty, Centre for Teaching, Learning & Research (from October 2018)
Garth Manning, Faculty, Centre for Teaching, Learning & Research
Janet Latter, Manager, Institutional Research (from September 2018)
Jo-Ellen Zakoor, Faculty/Dean, Health Sciences
Kathryn McNaughton, Vice President, Academic, Students & Research
Kimberly Sanchez, Student Representative (to June 2018)
Marilyn Heaps, Faculty, Centre for Teaching, Learning & Research
Paul Yeung, Support Staff, Admissions
Pervin Fahim, Coordinator, Office of the Vice President, Academic, Students & Research
Shirley Lew, Dean, Library, Teaching & Learning Services
Todd Rowlatt, Chair, Education Council (Ex Officio)
Ysabel Sukic, Faculty, School of Hospitality, Food Studies & Applied Business (from June 2018)
Vacant, Faculty (to June 2018)
Vacant, Student Representative (from July 2018)

PREPARED BY: Elle Ting, Chair, Education Council

DATE: September 3, 2019