



Vancouver Community College Education Council
Meeting Agenda
January 11, 2022
3:30–5:30 p.m. Videoconference

<https://vcc.zoom.us/j/67451050630?pwd=QTlibmdDcVlxMWdnWmdpUTd1NkNXZz09>

Meeting ID: 674 5105 0630

Passcode: 156431

| Item | Topic | Action | Speaker | Time | Attachment | Page |
|------|---|----------|---------------|--------|------------|----------------|
| 1. | CALL TO ORDER | | N. Mandryk | 1 min | | |
| 2. | ACKNOWLEDGEMENT | | N. Mandryk | 1 min | | |
| 3. | ADOPT AGENDA | Approval | N. Mandryk | 1 min | ✓ | 1-2 |
| 4. | APPROVE PAST MINUTES | Approval | N. Mandryk | 1 min | ✓ | 3-8 |
| 5. | ENQUIRIES & CORRESPONDENCE | Info | N. Mandryk | 1 min | | |
| 6. | BUSINESS ARISING | | | | | |
| | a. Strategic Innovation Plan Implementation | Info | J. Shin | 25 min | | |
| | b. Library Update | Info | T. Morgan | 5 min | | |
| | c. Program Reset Working Group | Info | T. Morgan | 15 min | | |
| | d. Annacis Island Update | Info | D. Wells | 5 min | | |
| 7. | COMMITTEE REPORTS | | | | | |
| | a. Curriculum Committee | | | | | |
| | i. New Course: BIOL 1602 Human Anatomy & Physiology | Approval | N. Mandryk | 2 min | ✓ | 9-14 |
| | ii. New course: PIDP 3351 & Program Update: Provincial Instructor Diploma | Approval | J. Harrison | 5 min | ✓ | 15-28 |
| | iii. New Program: Applied Leadership and Business Management Certificate | Approval | J. Dalla-Tina | 10 min | ✓ | 29-111 |
| | iv. Minor Curriculum Changes | Info | T. Rowlatt | 1 min | ✓ | 112-113 |
| | b. Policy Committee | Info | S. Kay | 5 min | | |
| | c. Appeals Oversight Committee | Info | N. Mandryk | 5 min | | |
| | d. Education Quality Committee | | | | | |
| | i. CD Fund 2022 | Info | T. Rowlatt | 5 min | ✓ | 114-117 |
| 8. | RESEARCH REPORT | Info | E. Ting | 5 min | | |

| | | | | |
|-----|---------------------------------------|------|-------------|-------|
| 9. | CHAIR REPORT | Info | N. Mandryk | 5 min |
| 10. | STUDENT REPORT | Info | P. Sachdeva | 5 min |
| 11. | NEXT MEETING & ADJOURNMENT | Info | N. Mandryk | 1 min |

Next Meeting:

February 8, 2022, 3:30-5:30 p.m.



VANCOUVER COMMUNITY COLLEGE EDUCATION COUNCIL

DRAFT – MEETING MINUTES

December 7, 2021

3:30–5:30 p.m., Videoconference

ATTENDANCE

Education Council Members

Todd Rowlatt (Chair)
 Natasha Mandryk (Vice-Chair)
 Dave McMullen
 David Wells
 Ishaan Saini
 Jessica Yeung
 Jo-Ellen Zakoor
 John Demeulemeester
 Louise Dannhauer
 Lucy Griffith
 Marcus Ng
 Poshak Sachdeva
 Sarah Kay
 Shantel Ivits

Guests

Adrian Lipsett
 Claire Sauvé
 Clay Little
 Dawn Cunningham Hall
 Dennis Innes
 Elle Ting
 Jennifer Gossen
 Joy Dalla-Tina
 Julie Anctil
 Julie Gilbert
 Karin Jones
 Lisa Beveridge
 Mari Paz Vera
 Pervin Fahim
 Sarah Murray
 Shirley Lew
 Sydney Sullivan
 Taryn Thomson

Regrets

Heidi Parisotto
 Janita Schappert

Recording Secretary

Darija Rabadzija

1. CALL TO ORDER

- The meeting was called to order at 3:32 p.m. L. Griffith, Associate Director, School of Trades, Technology & Design, was welcomed in her new role as an administrator on Education Council, replacing B. Griffiths.

2. ACKNOWLEDGEMENT

- T. Rowlatt acknowledged that the College is located on the traditional unceded territory of the Sk̓w̓x̓wú7mesh Úxwumixw (Squamish), xʷməθkʷəy̓əm (Musqueam) and Tseil-Waututh peoples, and extended the acknowledgement to the ancestral territories of all participants joining remotely.

3. ADOPT AGENDA

MOTION: THAT Education Council adopt the December 7, 2021 agenda as presented.

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

- T. Thomson requested a conversation about staffing levels at the Library and the impact on students, in the context of the Academic Plan; the Library is currently short one faculty member. EdCo will ask T. Morgan to provide an update at the January Education Council meeting.

4. APPROVE PAST MINUTES

MOTION: THAT Education Council approve the November 9, 2021 minutes as presented.

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

5. ENQUIRIES & CORRESPONDENCE

- There were none.

6. BUSINESS ARISING

a) Annacis Island Update

- D. Wells reported on the four key considerations in the process around the transition of the HMT program: people, programming, lease, and equipment. Consultations are taking place, including with the ITA. The goal is to finalize some details next week.

b) Duolingo Score Recalibration & Extension

MOTION: THAT Education Council approve the revised minimum scores for base programs and Pathways courses, and extend the use of Duolingo as an approved method for demonstrating English proficiency to any programs starting before or during the January-April 2023 term.

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

- D. McMullen presented an update on the Duolingo English Test, which was adopted as an alternative English Language Proficiency (ELP) assessment at the beginning of the pandemic in March 2020, since VCC's Assessment Centre was closed. This assessment was also adopted by other post-secondary institutions.
- Due to the urgency of implementing an alternative assessment, Duolingo scores were set at that time based on a limited amount of available data. Since then, the Registrar's Office has evaluated data on student results, and will continue gathering longitudinal data on student success.
- Duolingo scores have been recalibrated in extensive consultation with faculty, including department heads KJ Hills, K. McMorris, and L. Perras. Minimum scores were increased slightly to support students' success; it was found that students scored significantly better on Duolingo than the previous assessment. The Registrar's Office is working on a process for students who have already taken the test to avoid repeated testing; departments can connect with the RO regarding pending applications.
- In addition to recalibration, the Registrar's Office proposed extending the use of Duolingo (originally approved as a pilot) until the January–April 2023 term to enable continued admission of international students. There were questions about the possibility of accepting Duolingo on a permanent basis. This will be part of a larger discussion about assessments, informed by additional data and a current research project at VCC on assessments.
- EdCo members requested similar data on the previously used VCC English Language Assessment (ELA). The Registrar's Office will assess this data and present it as part of regular updates to Education Council over the next months. It was clarified that no FTEs were lost in the Assessment Centre, and there is a small number of assessments available on site.

c) Academic Master Plan Update

- D. Wells presented an update to the Academic Master Plan (AMP), mapping its five priorities to the Strategic Innovation Plan (SIP): academic innovation (AMP), campuses of the future, operational excellence, engaged communities, and empowered people and inclusive culture.

- The previous AMP categories were restructured into: Indigenization by reconciliation and decolonization; justice, equity, diversity & inclusion; student experience; educational delivery; and fiscal sustainability.
- The Academic Plan template will be restructured accordingly and shared with departments in early spring. There will be consultations before that time around AMP language.

d) Program Reset Working Group

- T. Morgan was unable to attend the meeting; the item was deferred to January.

e) EdCo Meeting Time

- EdCo members completed an online poll on the meeting time for next year; there was a slight preference for the current meeting time. EdCo will continue to meet on Tuesdays from 3:30–5:30 p.m.

f) EdCo Planning Day Debrief

- T. Rowlett thanked members for attending Planning Day and asked for feedback. He thanked D. Kirk from Capilano University for facilitating the afternoon session on Indigenizing curriculum.

g) EdCo Annual Planning Calendar

- The document was included in the meeting package for information and feedback. No changes were requested.

7. COMMITTEE REPORTS

a) Curriculum Committee

i) New Course: BUSI 1334 Foundations of Business

MOTION: THAT Education Council approve, in the form presented at this meeting, the new course BUSI 1334 Foundations of Business.

Moved by N. Mandryk, Seconded & CARRIED (Unanimously)

- J. Dalla-Tina and C. Sauvé presented the proposal for this gamified online business simulation course, which will be one of the electives in the redesigned Applied Leadership and Business Management Certificate program. The course was developed by faculty from Lambton College in Ontario and is licensed through their company Online & Digital Education Academy (ODEA). The course is offered at over 20 institutions in Canada.
- With regards to the assignment of 3 credits, it was noted that the course is paced and encompasses several components in addition to 30-35 hours of game play: an introductory session with a facilitator, content modules, weekly quizzes, and case studies; some components are part of a Moodle course that accompanies the game. The workload overall is more than 45 hours, and the course is worth 3 credits at all other institutions as well.
- Regarding accessibility, it was noted that the course is ADA/AODA compliant: accessible for students with disabilities (colour blindness, dyslexia-friendly font, hearing impaired). There are accessible testing options for students with accommodations. With regards to student privacy, a PIA (Privacy Impact Assessment) was completed; basic student data will be saved on Canadian servers. Students do not create anything in the game that would fall under intellectual property considerations.

ii) Program Update: Jewellery Art & Design Diploma

MOTION: THAT Education Council approve, in the form presented at this meeting, the revised Jewellery Art & Design Diploma program content guide and one (1) new course: JADE 1128 History and Culture of Jewellery 2.

Moved by S. Ivits, Seconded & CARRIED (Unanimously)

- K. Jones presented this new course, which was developed as part of a significant program revision arising from the renewal. This course was missed when the original proposal went through governance. The department took an explicitly decolonized approach in the first part of History and Culture of Jewellery; the second course JADE 1128 focuses on Western design and art movements but incorporates the influences of non-Western cultures. 6

iii) Program Updates: Fashion Design & Production Certificate and Diploma

MOTION: THAT Education Council approve, in the form presented at this meeting, the revised Fashion Design and Production Certificate and Diploma program content guides and 23 revised course outlines.

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

- S. Murray presented the proposal for minor updates, mostly to pre-requisites and hours.

iv) New Program: Health Care Assistant Diploma (International Cohort)

MOTION: THAT Education Council approve, in the form presented at this meeting, the new Health Care Assistant Diploma (International Cohort) program and 12 new courses, and recommend the Board of Governors approve the credential.

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

- L. Beveridge presented the proposal for this new two-year diploma program designed for international students looking to work in the Canadian health care sector. The program combines the existing Health Care Assistant (HCA) Certificate curriculum with enhanced training in communication skills, information technology, dementia, and the impacts of colonization on Indigenous people. Graduates will qualify for a three-year postgraduate work permit and a BC Care Aide Registry number, which is required for work in public care institutions.
- Responding to questions, L. Beveridge confirmed that 2SLGBTQIA health perspectives, access to health care and advocacy are part of a common health challenges course. T. Rowlett added that Curriculum Committee commended L. Beveridge for her work on this proposal.

b) Policy Committee

i) A.3.2 Policy Development and Management

- N. Mandryk reported that policy A.3.2 Policy Development and Management was discussed at the last committee meeting; revisions were developed by a working group consisting of C. Munro, R. Noel, T. Rowlett, D. Lucas and N. Degagne. Review and approval responsibilities were clarified, and an expedited process for changes to procedures and definitions included. As this policy is approved solely by the Board, it was presented to Education Council for information. Education Policy Committee provided feedback, and the community feedback process is underway.
- The Board of Governors approved policies D.1.5 Use of Library Resources and D.3.6 Admissions; C.2.1 International Students on Study Permits was rescinded, as it was merged with D.3.6.

c) Appeals Oversight Committee

- L. Griffith reported that the committee has not met since the last EdCo meeting. Discussions are ongoing about the future of the committee's work.

d) Education Quality Committee

i) CD Fund 2022

- T. Rowlett reported that EQC has been discussing criteria for CD funding; the plan is to finalize the guidelines and proposal form this week and send out the call for proposals shortly. \$400,000 will be available; proposals will be due in February.

- There was a session on the annual program review process at Leaders' Forum on December 6; feedback from deans and department leaders will be discussed by the committee in January.

8. RESEARCH REPORT

- E. Ting reported that the Research Ethics Board is working on revising forms to make them more manageable and user friendly. Options to move to online forms are being explored.
- The next VCC [Teaching, Learning, and Research Symposium](#) will be held on March 10 & 11, 2022 - Untangling and Weaving Our History, Knowledge, and Ways of Being: Co-Creating and Making Space for Indigenization and Decolonization in Teaching, Learning, and Research. Presentation proposals can be submitted until January 21, 2022.

9. CHAIR REPORT

- T. Rowlatt attended the Board of Governors retreat in November with N. Mandryk. Education Council has received one student appeal. T. Rowlatt and N. Mandryk met with A. Patel and D. Wells and discussed micro-credentials. A by-election for two support staff and two faculty seats (Student Success and CTRLR/SIE) on EdCo will be held early next year.

10. STUDENT REPORT

- P. Sachdeva announced that a by-election for a student representative on the Board of Governors will be held in January. M. Ng reported on SUVCC holiday events for students.

11. ELECTIONS

a. Education Council Chair

- D. McMullen thanked E. Ting and T. Rowlatt for serving as EdCo Chairs this year.
- L. Griffith and M. Ng nominated N. Mandryk. Nomination accepted.
Second and third call for nominations: There were none.
By acclamation, N. Mandryk was announced Chair of Education Council.

b. Education Council Vice-Chair

- T. Rowlatt nominated S. Ivits. Nomination accepted.
Second and third call for nominations: There were none.
By acclamation, S. Ivits was announced Vice-Chair of Education Council.

c. Two Executive Committee Members

- J.-E. Zakoor nominated L. Griffith. Nomination accepted.
N. Mandryk nominated S. Kay. Nomination accepted.
Second call for nominations: M. Ng nominated P. Sachdeva. Nomination accepted.
Third call for nominations: There were none.
An online vote was conducted. With a majority of the votes, L. Griffith and S. Kay were elected Executive Committee Members of Education Council.

d. Standing Committee Chairs

i. Curriculum Committee

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

ii. Education Policy Committee

- N. Mandryk nominated S. Kay. Nomination accepted.
Second and third call for nominations: There were none.

By acclamation, S. Kay was announced Chair of Education Policy Committee.

iii. Education Quality Committee

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

iv. Appeals Oversight Committee

- S. Kay nominated N. Mandryk. Nomination accepted.
Second and third call for nominations: There were none.
By acclamation, N. Mandryk was announced Chair of Appeals Oversight Committee.
- D. McMullen and T. Rowlatt thanked all those running for positions for their engagement.

12. NEXT MEETING AND ADJOURNMENT

- The next Education Council meeting will be held on January 11, 2022, 3:30-5:30 p.m.

MOTION: THAT Education Council adjourn the December 7, 2021 meeting.

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

- The meeting was adjourned at 5:10 p.m.

Todd Rowlatt
Chair, VCC Education Council



DECISION NOTE

PREPARED FOR: Education Council

DATE: January 11, 2022

ISSUE: New course: BIOL 1602 Human Anatomy & Physiology

BACKGROUND:

This course has been numbered as NURS 1602 for many years but is taught by the Science department and is a pre-requisite for the Practical Nursing program. After consultation with the Registrar's Office and the department heads in both Science and Practical Nursing, the decision was made to change the course number to BIOL 1602 to better match its content. Otherwise, no changes to the course have been made.

DISCUSSION:

Curriculum Committee had no concerns about this proposal.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the new course BIOL 1602 Human Anatomy & Physiology.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: December 15, 2021

Course Change Request

New Course Proposal

Date Submitted: 11/30/21 2:53 pm

Viewing: **BIOL 1602 : Human Anatomy & Physiology**

Last edit: 12/13/21 3:13 pm

Changes proposed by: trowlatt

Course Name:

Human Anatomy & Physiology

Effective Date:

September 2022

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. 11/30/21 2:55 pm
Jennifer Kelly (jekelly): Approved for 2018 Leader
2. 12/06/21 12:49 pm
Shirley Lew (slew): Approved for SAS Dean
3. 12/15/21 10:12 am
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair
4. 12/15/21 11:27 am
Natasha Mandryk (nmandryk): Approved for EDCO Chair
5. 01/04/22 9:37 am
Darija Rabadzija (drabadzija): Rollback to EDCO Chair for Records

| Name | E-mail | Phone/Ext. |
|------|--------|------------|
| | | |

| Name | E-mail | Phone/Ext. |
|----------------|----------------|--------------|
| Jennifer Kelly | jekelly@vcc.ca | 604-871-7293 |

Banner Course Name: Human Anatomy & Physiology

Name:

Subject Code: BIOL - Biology

Course Number: 1602

Year of Study: 1st Year Post-secondary

Credits: 3

Bridge College Code: VO

Bridge Billing Hours: 0-3

Bridge Course Level: 01

Course Description:

This course is an admission requirement for entrance into the Practical Nursing Program. The course intends to provide the learner with the opportunity to learn the terminology used in health professions and to become familiar with the anatomy and physiology of the human integumentary, musculoskeletal, nervous, endocrine, cardiovascular, immune, respiratory, digestive and urinary systems.

Course Pre-Requisites (if applicable):

Pre-Calculus 11 with a minimum grade of 'C' or Foundations of Math 11 with a minimum grade of 'C' or equivalent; Biology 12 with a minimum grade of 'C' within the last five years or equivalent; English 12 with a minimum grade of 'B' or equivalent or English Language Proficiency at a grade 12 level.

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:

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

| | |
|--------|---|
| CLO #1 | Comprehend and appropriately use anatomical terminology. |
| CLO #2 | Identify and locate organs responsible to specific functions. |
| CLO #3 | Describe the structure, and explain the relationship between structure and function in each organ system. |
| CLO #4 | Describe physiological processes that occur in each organ system. |

Instructional

Strategies:

The course material is delivered through lectures, breakout group discussions/reviews, and through viewing of animations and videos. The student is encouraged to pre-read the text before lecture, and to actively participate in class discussions and presentations.

Evaluation and Grading

Grading System: Letter Grade (A-F)
D (50%)

Passing grade:

Evaluation Plan:

| Type | Percentage | Brief description of assessment activity |
|---------------|------------|--|
| Quizzes/Tests | 60 | 5 quizzes worth 12% each |
| Assignments | 5 | May include written and oral assignments |
| Final Exam | 35 | Comprehensive exam |

Hours by Learning Environment Type

Total Hours 60

Lecture, Seminar, Online

60

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

Introduction to Tissues

Integumentary System

Osseous Tissue and Skeletal System

Articulations

Muscle Tissue and Muscle System

Nervous Tissue

Spinal Nerves and Spinal Reflexes

The Brain and Cranial Nerves

Neural Integration

Special Senses

Endocrine System

Cardiovascular System (blood, heart and vessels)

Lymphatic and Immune System

Respiratory System

Digestive System

Urinary System (including fluids and electrolytes)

Reproductive System

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

Rationale and Consultations

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

No

Provide a rationale
for this proposal:

This course has been numbered as NURS 1602 for many years but it is taught by the Science department and is a pre-req for the Practical Nursing program. After consultation with the Registrar's Office and department heads in both Sciences and Practical Nursing, it makes sense to change the course number to BIOL 1602

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

None

Consultations

| Consulted Areas | Consultation Comments |
|--------------------|---|
| Registrar's Office | Consulted with Dawn Cunningham Hall and Pricilla Stone from a transfer credit perspective. the RO suggested the change. |
| Faculty/Department | Consulted with Janita Schappert in Practical Nursing. No concerns. |

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Darija Rabadzija (drabadzija) (01/04/22 9:37 am): Rollback: rollback

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Make Available on Website:



DECISION NOTE

PREPARED FOR: Education Council

DATE: January 11, 2022

ISSUE: New course: PIDP 3351 Feedback Strategies

BACKGROUND:

This new course is an additional elective available for students in the Provincial Instructor Diploma program. Students are required to take seven credits in electives to complete the program, and the School of Instructor Education (SIE) has been developing new options. An additional course on giving feedback was suggested during the program's recent program renewal as being of interest to students and will support the skill development for effective feedback strategies.

DISCUSSION:

The proposal was presented by Jacquie Harrison from the SIE. Curriculum Committee asked for two small adjustments: 1) substituting the more common term "feedback" in the course learning outcomes for the term "feedforward," a concept learned in the course; and 2) adding to the course description more information about the practical application of the concepts that will be learned in the course – students will get extensive experience providing and receiving feedback. These changes have been made.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the new course PIDP 3351 Feedback Strategies and the revision to the program content guide for the Provincial Instructor Diploma.

PREPARED BY: Todd Rowlett, Chair, Curriculum Committee

DATE: December 15, 2021

Program Change Request

Date Submitted: 11/29/21 11:09 am

Viewing: **Provincial Instructor Diploma Program**

Last approved: 06/16/21 12:58 pm

Last edit: 12/10/21 3:10 pm

Changes proposed by: jharrison

Catalog Pages Using
this Program

[Provincial Instructor Diploma Program](#)

Program Name:

Provincial Instructor Diploma Program

Credential Level:

Diploma

Effective Date:

May 2022 ~~April 2020~~

Effective Catalog
Edition:

2021-2022

School/Centre:

Library, Language, and Teaching & Learning
Services

Department

Provincial Instructor Diploma (1500)

Contact(s)

In Workflow

1. **1500 Leader**
2. **LLTL Dean**
3. **Curriculum
Committee Chair**
4. EDCO Chair

Approval Path

1. 11/30/21 9:52 am
Doug Mauger
(dmauger):
Approved for 1500
Leader
2. 12/10/21 12:37 pm
Tannis Morgan
(tmorgan):
Approved for LLTL
Dean

History

1. Dec 20, 2017 by
clmig-jwehrheim
2. May 30, 2018 by
Karen Brooke
(kbrooke)
3. Dec 14, 2018 by
Karen Brooke
(kbrooke)
4. Jun 19, 2019 by
Karen Brooke
(kbrooke)
5. Aug 21, 2019 by
Nicole Degagne
(ndegagne)

6. Nov 4, 2019 by Nicole Degagne (ndegagne)
7. Mar 9, 2020 by Nicole Degagne (ndegagne)
8. Jun 23, 2020 by Todd Rowlatt (trowlatt)
9. Aug 31, 2020 by Karen Brooke (kbrooke)
10. Aug 31, 2020 by Darija Rabadzija (drabadzija)
11. Feb 11, 2021 by Jacquie Harrison (jharrison)
12. Jun 16, 2021 by Marian Hassett (mhassett)

| Name | E-mail | Phone/Ext. |
|--|--|----------------------|
| Jacquie Harrison Karen Brooke | jharrison@vcc.ca kbrooke@vcc.ca | 7514 7507 |

Program Content Guide

Purpose

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

VCC manages the BC Provincial Instructor Diploma Program on behalf of the Ministry of Advanced Education, Skills & Training. The PIDP is recognized by public and private colleges and institutes.

English language proficiency at an English 11 level

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

Prior Learning Assessment & Recognition (PLAR)

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

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

~~PIDP 3220 Delivery of Instruction~~–PIDP 3270 Capstone Project

Applying for PLAR: ~~Identify courses for which you will be requesting PLAR:~~

Identify courses for which you will be requesting PLAR. Submit the following to the department:

Submit the following to the department: ~~Actual curriculum products/artifacts created and used by the applicant in their workplace which are judged equivalent to the curriculum documents required in the course assignments.~~

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

~~describes the development of their thinking related to the themes, issues, and concepts of the course.~~

An essay in which the applicant describes the development of their thinking related to the themes, issues, and concepts of the course. ~~A successful interview with the department.~~

A successful interview with the department.

Students may apply for a maximum of 12 program credits through PLAR. Tuition and fees may still apply to PLAR candidates.

To request PLAR, please contact the department directly.

~~-~~ See the D.3.5 Prior Learning Assessment and Recognition [Policy](#) and [Procedures](#) for more information.

-

Program Duration & Maximum Time for Completion

30 credits (450 hours)

Completion time will vary depending on individual circumstances. The program is designed for working professionals. It is designed to allow for flexibility, and may be completed at an accelerated pace. The minimum completion time is ten months. The program must be completed within 5 years.

Upon completion of the program, students will be able to:

Design, deliver and evaluate adult learning and teaching on a continuum of instructional approaches.

Create positive and engaging learning environments that promote respect for the diversity of learners.

Communicate effectively and work collaboratively in the workplace and in the community.

Act in an ethical and professional manner when working in an adult education setting.

Integrate critical reflection strategies to stay current in education and bring about change in one’s own practice.

Instructional Strategies, Design, and Delivery Mode

A wide variety of instructional strategies is used in the program. Instructional strategies may include interactive lecture, presentations, assignments, guest speakers, discussions, group work, field trips, and case studies.

Courses may be offered in online, face-to-face, and blended formats.

Evaluation of Student Learning

The PIDP consists of eight core courses (23 credits) and electives (7 credits) to total 30 credits.

Evaluation of student learning is based on completion of course assignments. Due dates and criteria for successful completion of each course assignment will be outlined by the instructor at the beginning of each course. Students must achieve a minimum grade of C- in each course with letter grades, or S in each course with successful/unsuccessful grades to be awarded the PIDP.

To achieve the Provincial Instructor Diploma, students must successfully complete 23 credits from eight core courses and seven (7) credits from elective courses for a total of 30 credits.

To achieve the Train the Trainer Short Certificate, students must successfully complete [PIDP 3210](#) Curriculum Development, [PIDP 3220](#) Delivery of Instruction, and [PIDP 3230](#) Evaluation of Learning.

Recommended Characteristics of Students

The PIDP is appropriate from those with no teaching experience to those with substantial teaching experience but little training in instructional skills. Students should have:

- a willingness to participate in a wide variety of instructional strategies, both face-to-face and online
- basic computer skills
- the ability to work independently and with others

Courses

Core Courses (23 credits)

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

| | | |
|------------------------------|--|----------|
| <u>PIDP 3220</u> | Delivery of Instruction | 2 |
| <u>PIDP 3230</u> | Evaluation of Learning | 3 |
| <u>PIDP 3240</u> | Media Enhanced Learning | 3 |
| <u>PIDP 3250</u> | Instructional Strategies | 3 |
| <u>PIDP 3260</u> | Professional Practice | 3 |
| <u>PIDP 3270</u> | Capstone Project | 3 |
| Electives (7 credits) | | 7 |
| PIDP-3300 | Teaching Adults with the Brain in Mind | |
| PIDP-3310 | Intercultural Competence | |
| PIDP-3320 | Facilitating Learning Online Fundamentals | |
| PIDP-3330 | Facilitating Learning Online Design | |
| PIDP-3340 | Collaborative Learning in the College Classroom | |
| PIDP-3350 | Supporting Multilingual Learners | |
| TRAI-3001 | Industry Training Authority Fundamentals | |
| TRAI-3002 | Trades Specific Facilitating Learning | |
| TRAI-3003 | Trades Specific Assessment and Evaluation | |
| TRAI-3004 | Trades Specific Student Engagement Techniques | |
| EDUC-4250 | Foundations of Online Teaching and Learning | |
| EDUC-4251 | Developing and Designing Online Learning | |
| EDUC-4252 | Facilitation of Online Learning | |
| Total Credits | | 30 |
| Electives (7 credits) | | |
| <u>PIDP 3300</u> | Teaching Adults with the Brain in Mind | 2 |
| <u>PIDP 3310</u> | Intercultural Competence | 1 |
| <u>PIDP 3320</u> | Facilitating Learning Online Fundamentals | 2 |
| <u>PIDP 3330</u> | Facilitating Learning Online Design | 2 |
| <u>PIDP 3340</u> | Collaborative Learning in the College Classroom | 2 |
| <u>PIDP 3350</u> | Supporting Multilingual Learners | 2 |
| <u>PIDP 3351</u> | Feedback Strategies | 2 |

| | | |
|-------------------------|--|----------|
| <u>EDUC 4250</u> | Foundations of Online Teaching and Learning | 3 |
| <u>EDUC 4251</u> | Developing and Designing Online Learning | 3 |
| <u>EDUC 4252</u> | Facilitation of Online Learning | 3 |
| <u>TRAI 3001</u> | Industry Training Authority Fundamentals | 1 |
| <u>TRAI 3002</u> | Trades Specific Facilitating Learning | 2 |
| <u>TRAI 3003</u> | Trades Specific Assessment and Evaluation | 2 |
| <u>TRAI 3004</u> | Trades Specific Student Engagement Techniques | 2 |

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 each course. The transcript typically shows a letter grade or S/U (successful/unsuccessful) for each course. The grade point equivalent for a course is obtained from letter grades as follows:

Grading Standard

Grading Standard

| Grade | Percentage | Description | Grade Point Equivalency |
|---------------|-------------------|---|--------------------------------|
| A+ | 98-100 | | 4.33 |
| A | 94-97 | | 4.00 |
| A- | 90-93 | | 3.67 |
| B+ | 85-89 | | 3.33 |
| B | 80-84 | | 3.00 |
| B- | 75-79 | | 2.67 |
| C+ | 70-74 | | 2.33 |
| C | 65-69 | | 2.00 |
| C- | 60-64 | | 1.67 |
| F | 0-59 | Failing Grade | 0.00 |
| S | 60 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 |
| Grade | Percentage | With/without | Grade Point Equivalency |
| 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.

Changes to the PCG include: the addition of four new electives to our program offerings.

Changes to the PLAR eligibility for 3220 Deliver of Instruction. We wish to make this course eligible for PLAR as are all other course in the PIDP.

Are there any expected costs to this proposal.

Consultations

Additional Information

Provide any additional information if necessary.

~~An email pertaining to our new PIDP electives was sent to the following departments on February 10th: CTLR, Library Services, Finance and the Registrar's Office. Two departments have replied with supportive comments and, as well, have offered helpful suggestions and resource suggestions. Please note that a few additional elective courses will soon be added to the workflow in the area of leadership.~~

Supporting documentation:

Marketing Information

Course Change Request

New Course Proposal

Date Submitted: 11/29/21 10:58 am

Viewing: **PIDP 3351 : Feedback Strategies**

Last edit: 12/16/21 11:14 am

Changes proposed by: jharrison

Programs
referencing this
course

[82: Provincial Instructor Diploma Program](#)

Course Name:

Feedback Strategies

Effective Date:

July 2022

School/Centre:

Library, Language, and Teaching & Learning
Services

Department:

Provincial Instructor Diploma (1500)

Contact(s)

In Workflow

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

Approval Path

1. 02/03/21 7:10 pm
Doug Mauger
(dmauger):
Approved for 1500
Leader
2. 02/07/21 9:59 pm
Shirley Lew (slew):
Approved for LLTL
Dean
3. 03/17/21 10:28 am
Todd Rowlatt
(trowlatt): Rollback
to Initiator
4. 11/30/21 9:52 am
Doug Mauger
(dmauger):
Approved for 1500
Leader
5. 12/10/21 10:42 am
Tannis Morgan
(tmorgan):
Approved for LLTL
Dean
6. 12/15/21 10:33 am
Todd Rowlatt
(trowlatt): Approved

24
for Curriculum

Committee Chair

7. 12/15/21 11:28 am

Natasha Mandryk

(nmandryk):

Approved for EDCO

Chair

8. 12/15/21 12:24 pm

Darija Rabadzija

(drabadzija):

Rollback to EDCO

Chair for Records

| Name | E-mail | Phone/Ext. |
|------------------|------------------|------------|
| Jacquie Harrison | jharrison@vcc.ca | 6048717514 |

Banner Course Feedback Strategies
Name:

Subject Code: PIDP - Provincial Instructor Diploma

Course Number 3351

Year of Study 3rd Year Post-secondary

Credits: 2

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course is for educators who would like to use a variety of strategies to provide feedback to their students to promote learning. Through interactive activities and practical application of the concepts, learners will explore how to give and accept feedback and prepare their learners to accept feedback. Participants will explore how to use audio, video and written feedback to support formative and summative assessments.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

1. Actual curriculum products / portfolio created and used by the applicant in their workplace which are judged equivalent to the curriculum documents required in the PIDP 3351 course assignments.
2. A successful interview with the SIE Department Head or one of the full-time SIE faculty.
3. An essay in which the applicant describes the development of their thinking related to the themes, issues, and concepts of the PIDP 3351 course.

Course Learning

Outcomes (CLO):

| | Upon successful completion of this course, students will be able to: |
|--------|---|
| CLO #1 | Differentiate the use of assessment Of/For/As learning. |
| CLO #2 | Use the Growth and Learner's mindset to prepare learners to receive feedback. |
| CLO #3 | Use audio, video and written feedback to promote learning. |
| CLO #4 | Select appropriate strategies to provide feedback. |
| CLO #5 | Implement feedback strategies in a current learning environment. |

Instructional

Strategies:

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

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
60

Evaluation Plan:

| Type | Percentage | Brief description of assessment activity |
|-------------|-------------------|---|
| Assignments | 25 | Develop an assessment as learning plan |

| Type | Percentage | Brief description of assessment activity |
|-------------|------------|--|
| Assignments | 25 | Prepare learners for growth |
| Assignments | 25 | Present feedback |
| Assignments | 25 | Reflection on of/for/as learning |

Hours by Learning Environment Type

Total Hours 30

Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

Assessment Of/For/As learning
Growth and Learner's Mindset
Formative and summative assessment
Media enhanced feedback approaches

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

Online resources. No textbook is required.

Rationale and Consultations

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

Yes

Is this the primary proposal?

Provide a rationale
for this proposal:

Effective April 2021, the number of credits required to complete the Provincial Instructor Diploma increased from 23 to 30. This change was made to comply with College policy. To satisfy graduation requirements students need to complete the core courses (23 credits) and 7 elective credits.

Following recommendations from our Program Renewal, we are proposing four new courses: three in the area of Educational Leadership and one in Evaluation, specifically in giving feedback. These topics were identified as of interest to our student demographic through the Program Renewal process.

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

No

Consultations

| Consulted Areas | Consultation Comments |
|--|---|
| Centre for Teaching, Learning, and Research (CTLR) | Francesco Barillaro Assisted in revision of Course Outlines. |
| Other | Emily Simpson Provided feedback in the area of Equity, Diversity and Inclusion Shantel Ivits email sent. |
| Library | 3390 - Strategic Leadership and 3392 - Women in Leadership the textbook are available as ebooks with unlimited uses. |
| Registrar's Office | Implementation date and minor edit to PLAR description revised based on feedback from Dawn Cunningham Hall in the Registrar's office. |
| Department Support Staff | Met with department assistant to review documentation. |
| Faculty/Department | These courses have been discussed at several faculty meetings to ensure fit with program. |

Additional Information

Provide any additional information if necessary.

Effective April 2021, students are required to complete 7 Elective credits to satisfy graduation requirements. This course is one of four new elective courses.

Supporting
documentation:

Reviewer

Comments

Todd Rowlatt (trowlatt) (03/17/21 10:28 am): Rollback: additional review needed

Darija Rabadzija (drabadzija) (12/15/21 12:24 pm): Rollback: rollback to EdCo Chair

Marketing Information

FOR MARKETING PURPOSES ONLY. NOT REQUIRED FOR GOVERNANCE APPROVAL.

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

Make Available on Website: Yes

Key: 9077

[Preview Bridge](#)



DECISION NOTE

PREPARED FOR: Education Council

DATE: January 11, 2022

ISSUE: New program: Applied Leadership and Business Management Certificate

BACKGROUND:

The Leadership and Business area in Continuing Studies completed a program renewal for their programs in 2019. VCC has taught leadership programming for many years, and the renewal found that the College has a niche of “leadership training for every person,” appealing to a very wide range of people working in many areas of employment. It has low barriers to entry and flexible offerings.

The previous structure was of multiple overlapping programs. A strong recommendation from the renewal was to streamline the different programs into one with a set of core courses and a series of elective specializations. Students who complete the core courses (9 credits) and an additional 9 credits in electives will receive a Certificate in Applied Leadership and Business Management. Additionally, the electives have been organized into 3-4 course specializations; a student who finishes all courses in a specialized area can also receive a micro-credential “Award of Achievement” in that specialty. Students can complete all the specializations if they want to, and additional specializations can be designed and added as options as market needs are identified.

DISCUSSION:

The proposal was presented by Joy Dalla-Tina, Program Coordinator for Applied Leadership, and Claire Sauvé, Associate Director of Continuing Studies. Curriculum Committee appreciated the design of the new program with micro-credentials integrated into the certificate, providing multiple options for students to gain recognition of their learning.

The Committee requested a number of edits, but all were generally minor. The key changes were:

- The removal of “18 years old or high school graduate” as an admissions requirement. The College’s general admission requirement is a minimum age of 16 years, and there is no sensitive content in this program that would necessitate a higher age.
- Clarifying how students can achieve the certificate and the awards of achievement.
- A number of edits to course learning outcomes and assessments to align the learning activities throughout the program.

All the changes have been made.

RECOMMENDATION:

THAT Education Council approve, in the form presented at this meeting, the curriculum for the new Applied Leadership and Business Management Certificate program, including 18 new courses, and recommend the Board of Governors approve the credential.

PREPARED BY: Todd Rowlett, Chair, Curriculum Committee

DATE: December 15, 2021

Program Change Request

New Program Proposal

Date Submitted: 12/02/21 3:06 pm

Viewing: **Applied Leadership and Business Management Certificate**

Last edit: 12/16/21 2:57 pm

Changes proposed by: jdallatina

In Workflow

1. **6065 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. Ministry Review
7. Board of Directors

Program Name:

Applied Leadership and Business Management Certificate

Credential Level: Certificate

Effective Date: September 2022

Effective Catalog Edition: 2021-2022

Edition:

School/Centre: Continuing Studies

Department: Leadership Skills Certificate (6065)

Contact(s)

Approval Path

1. 12/02/21 2:27 pm
Darija Rabadzija (drabadzija):
Rollback to Initiator
2. 12/03/21 12:16 pm
Joy Dalla-Tina (jdallatina):
Approved for 6065 Leader
3. 12/06/21 10:50 am
Claire Sauve (csauve): Approved for Senior PC
4. 12/06/21 12:48 pm
Adrian Lipsett (alipsett): Approved for CCS Dean
5. 12/16/21 2:58 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

| Name | E-mail | Phone/Ext. |
|------|--------|------------|
| | | |

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

Program Content Guide

Purpose

The purpose of the Applied Leadership and Business Management Certificate is to provide learners with the skills and knowledge necessary to transition into leadership and management roles in a wide range of workplace settings, as well as to provide practical training for those already working in leadership and management positions. The program is designed to meet the needs of a variety of learners by introducing, developing, and applying key competencies related to leadership and management, as well as specific business principles such as HR management, ethics, sales, and marketing. In addition, the program includes a set of elective course options in Ecommerce, small business, and communication, as well as skill courses in leadership and coaching.

Admission Requirements

None.

Prior Learning Assessment & Recognition (PLAR)

PLAR is not available for this program.

Program Duration & Maximum Time for Completion

This part-time program can be completed over 2 years. Courses are offered during the evening and on weekends. Maximum time for completion: 3 years.

Program Learning Outcomes

Upon completion of this program, graduates will be able to:

Communicate effectively as a manager, coordinator, or leader

Demonstrate leadership competencies in a variety of settings

Employ appropriate decision making and evaluation practices

Apply sales and marketing principles

Act ethically and professionally in regard to relevant stakeholders and the environment

Apply critical thinking and problem solving techniques to make sound leadership and management decisions

Utilize basic accounting principles in the operation of a business or organization

Apply human resources processes and systems in both small and large organizations

Manage client, customer, and stakeholder relations

Instructional Strategies, Design, and Delivery Mode

Classes may be offered face-to-face, fully online, or through a blended delivery model, by instructors who are working in a field related to the course content.

Instruction will emphasize practical skill and knowledge development through interactive and collaborative learning activities.

Evaluation will focus on assessments directly related to an individual student's context and goals.

Students must have a minimum GPA of 'C' (2.00) in order to graduate.

To achieve the Applied Leadership and Business Management Certificate, students must successfully complete all of the six core courses listed below (total 9 credits) and must complete 9 credits of elective courses for a total of 18 credits.

Students may also complete one or more Awards of Achievement in a number of specialization areas as described below:

To achieve an Award of Achievement in Business Communication and Project Management, students must complete the following courses: Interpersonal Communication & Relationships, Communication in the Workplace, and Project and Change Management.

To achieve an Award of Achievement in Leadership Skills, students must complete the following courses: Reflective Leadership, Public Speaking and Strategic Narratives for Leaders, Workplace Culture and Organizational Success, and Leading from Conflict to Collaboration.

To achieve an Award of Achievement in Coaching Skills, students must complete the following courses: Essential Coaching Skills for Leaders, Taking Your Leadership Coaching to the Next Level, and Coaching Your Team for High Performance.

To achieve an Award of Achievement in Small Business Administration, students must complete the following courses: Entrepreneurship for Small Business, Operations for Small Business, and Foundations of Business.

To achieve an Award of Achievement in Ecommerce, students must complete the following courses: Developing Ecommerce, Maintaining Ecommerce, and Growing Ecommerce.

Recommended Characteristics of Students

Interest in leadership, management and/or business

Strong oral and written communication skills in English

Ability to work with confidence independently or on a team

Strong analytical skills

Ability to conduct themselves in a responsible and professional manner

Willingness to share experiences and reflect on past actions as part of the learning process

Courses

Core Courses (9 credits)

| | | |
|----------------------------------|--|-----|
| <u>LEAD 1201</u> | Introduction to Business Management | 1.5 |
| <u>LEAD 1202</u> | The Fundamentals of Leadership | 1.5 |
| <u>LEAD 1203</u> | Sales and Marketing Fundamentals | 1.5 |
| <u>LEAD 1204</u> | Foundations of Human Resource Management | 1.5 |

| | | |
|----------------------------------|-------------------------------------|-----|
| <u>LEAD 1205</u> | Ethics in Business | 1.5 |
| <u>LEAD 1206</u> | Finance and Accounting Fundamentals | 1.5 |
| Electives (9 credits) | | 9 |
| Total Credits | | 18 |

Electives - Students may take any of the following courses. Students who successfully complete all courses in a specialized area will receive an Award of Achievement in that specialization. Students may complete any number of Awards of Achievement but only require all core courses and nine (9) credits in electives to complete the Applied Leadership and Business Management Certificate.

Business Communication and Project Management Electives:

| | | |
|----------------------------------|---|-----|
| <u>LEAD 1207</u> | Interpersonal Communication & Relationships | 1.5 |
| <u>LEAD 1208</u> | Communicating in the Workplace | 1.5 |
| <u>LEAD 1209</u> | Project and Change Management | 1.5 |

Leadership Skills Electives:

| | | |
|----------------------------------|--|-----|
| <u>LEAD 1210</u> | Reflective Leadership | 1 |
| <u>LEAD 1211</u> | Public Speaking and Strategic Narratives for Leaders | 1 |
| <u>LEAD 1212</u> | Workplace Culture and Organizational Success | 1 |
| <u>LEAD 1216</u> | Leading from Conflict to Collaboration | 1.0 |

Coaching Skills Electives:

| | | |
|----------------------------------|---|-----|
| <u>LEAD 1213</u> | Essential Coaching Skills for Leaders | 1.0 |
| <u>LEAD 1214</u> | Taking Your Leadership Coaching to the Next Level | 1.0 |
| <u>LEAD 1215</u> | Coaching Your Team for High Performance | 1.0 |

Small Business Administration Electives:

| | | |
|----------------------------------|-------------------------------------|-----|
| <u>SMBU 1201</u> | Entrepreneurship for Small Business | 1.0 |
| <u>SMBU 1203</u> | Operations for Small Business | 1.0 |
| <u>BUSI 1334</u> | Foundations of Business | 3 |

Ecommerce Electives:

| | | |
|----------------------------------|-----------------------|-----|
| <u>ECOM 1001</u> | Developing Ecommerce | 1 |
| <u>ECOM 1002</u> | Maintaining Ecommerce | 1.5 |
| <u>ECOM 1003</u> | Growing Ecommerce | 2 |

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

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

Grade Point Average (GPA)

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

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

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

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

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

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

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

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

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

well as key courses or topics to include in the core.

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

Are there any expected costs to this proposal.

Consultations

| Consultated Area | Consultation Comments |
|--|---|
| Centre for Teaching, Learning, and Research (CTLR) | Andy Sellwood and Francesco Barillaro worked on this re design |
| Registrar's Office | Les referred program area to Karima Samnani re course numbers |
| Faculty/Department | Extensive consultation was done with instructors, who submitted draft course outlines. |
| Faculty/Department | Erin Lenz and Claire Sauve provided feedback on the design |
| Counselling | Cindy and Nona indicated their department is continuing to offer both in-person or Zoom/phone appointments for our CS students. No comments regarding this new program. |
| Disabilities Services | Ali to discuss with Brianna and their team. Any comments from the group will be forwarded. |
| Indigenous Education & Community Engagement (IECE) | No response to date. |
| International Education | Consulted with International Education over email - this program is part-time and not for the International market. |
| Learning Centre | No response to date. |
| Library | No response to date. |
| Marketing & Communications | No response to date but will be an integral part of the launch and promoting this new program. |

| Consultated Area | Consultation Comments |
|------------------|---|
| Finance | Erin Lenz and Finance are collaborating on program costing. |

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Marketing Information

FOR MARKETING PURPOSES ONLY. DO NOT EDIT.

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

This program is for:

Marketing Description

What you will learn

What to expect

Reviewer

Comments

Darija Rabadzija (drabadzija) (12/02/21 2:27 pm): Rollback: rollback

Course Change Request

New Course Proposal

Date Submitted: 12/02/21 1:52 pm

Viewing: **LEAD 1201 : Intro to Business Management**

Last edit: 12/16/21 2:58 pm

Changes proposed by: asellwood

Programs
referencing this
course

[161: Applied Leadership and Business Management Certificate](#)

Course Name:

Introduction to Business Management

Effective Date:

September 2022

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Leadership Skills Certificate (6065)

Contact(s)

In Workflow

1. **6065 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum
Committee Chair**
5. **EDCO Chair**
6. CS Associate
Registrar
7. Banner

Approval Path

1. 12/02/21 3:07 pm
Joy Dalla-Tina
(jdallatina):
Approved for 6065
Leader
2. 12/03/21 10:16 am
Claire Sauve
(csauve): Approved
for Senior PC
3. 12/03/21 10:59 am
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 12/16/21 2:58 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

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

Banner Course Name: Intro to Business Management

Name:

Subject Code: LEAD - Leadership

Course Number: 1201

Year of Study: 1st Year Post-secondary

Credits: 1.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

An introductory class that provides an overview of business management and the essential knowledge that managers and staff need to operate a business. Participants are provided with a foundational look at key business functions, and cover issues that arise within Canadian business organizations. Subjects will include marketing, finance and accounting, human resources, government policies, ethics, and leadership and management.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

| | Upon successful completion of this course, students will be able to: |
|--------|---|
| CLO #1 | Identify business trends and discuss how globalization and the role of economics and government can impact a business. |
| CLO #2 | Discuss concepts and principles of Human Resource Management, Sales & Marketing, and Accounting & Finance, as well as issues relating to Canadian businesses. |

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

| | |
|--------|--|
| CLO #3 | Identify the various forms of business ownership. |
| CLO #4 | Identify marketing strategies. |
| CLO #5 | Identify and describe key financial statements used to communicate the financial health of a business. |
| CLO #6 | Describe management practices and labour-management relations as they apply to current organizations. |

Instructional

Strategies:

Instruction involves lectures, presentations, group discussions, practical examples, and individual research and projects. Learning will be enhanced through a variety of interactive classroom and collaborative activities. The interactive and practical exercises give students the opportunity to take an active role and learn by doing.

Depending on student interests and backgrounds instructors may choose to personalize individual work and projects.

Evaluation and Grading

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

Evaluation Plan:

| Type | Percentage | Brief description of assessment activity |
|---------------|------------|---|
| Assignments | 15 | Marketing assignment - Company Profile |
| Assignments | 15 | Financial statements assignment |
| Quizzes/Tests | 30 | At least 2 quizzes |
| Assignments | 15 | Reflection assignment |
| Assignments | 15 | External Forces Assignment - Company Presentation |
| Participation | 10 | Preparation for class, and participation in active discussion during class. |

Hours by Learning Environment Type

Total Hours 24

Lecture, Seminar, Online

24

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

Forms of Business Ownership

Role of Government

Entrepreneurship Management and Small Business

Understanding How Economics Affects Business

Marketing

Accounting & Finance

Human Resource Management

Leadership & Management

Strategic Planning

Ethics & Corporate Social Responsibility

Understanding Global Markets

Organizational Management and the role of Board of Directors

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

Course Change Request

New Course Proposal

Date Submitted: 12/02/21 1:52 pm

Viewing: **LEAD 1202 : The Fundamentals of Leadership**

Last edit: 12/03/21 10:18 am

Changes proposed by: asellwood

Programs
referencing this
course

[161: Applied Leadership and Business Management Certificate](#)

Course Name:

The Fundamentals of Leadership

Effective Date:

September 2022

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Leadership Skills Certificate (6065)

Contact(s)

In Workflow

1. **6065 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum
Committee Chair**
5. **EDCO Chair**
6. CS Associate
Registrar
7. Banner

Approval Path

1. 12/02/21 3:07 pm
Joy Dalla-Tina
(jdallatina):
Approved for 6065
Leader
2. 12/03/21 10:19 am
Claire Sauve
(csauve): Approved
for Senior PC
3. 12/03/21 10:58 am
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 12/16/21 2:58 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

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

Banner Course Name: The Fundamentals of Leadership

Subject Code: LEAD - Leadership

Course Number: 1202

Year of Study: 1st Year Post-secondary

Credits: 1.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Fundamentals of Leadership is designed to expand the skills, tools and behaviours that students will require to confidently carry out the responsibilities of their role whether it is in a formal or informal leadership capacity.

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 leadership and management theory and practices |
| CLO #2 | Build and develop effective teams that encourage cooperation, teamwork and trust |
| CLO #3 | Develop people through coaching, building their confidence to perform to the best of their ability |
| CLO #4 | Employ critical thinking and problem solving skills to make sound leadership and management decisions |

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

| | |
|--------|--|
| CLO #5 | Prepare, implement, and follow through on a change process |
| CLO #6 | Select the right roles for people and effectively delegate tasks |
| CLO #7 | Demonstrate the leadership practices that promote a climate of diversity and inclusion |

Instructional

Strategies:

Instruction involves lectures, presentations, discussions, practical examples, and individual work. Learning will be enhanced through a variety of interactive classroom and collaborative activities. The interactive and practical exercises give students the opportunity to take an active role and learn by doing.

Evaluation and Grading

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

Evaluation Plan:

| Type | Percentage | Brief description of assessment activity |
|---------------|------------|--|
| Project | 20 | Group project on building teams. |
| Project | 20 | Coaching: 10 hours of coaching with a summary of coaching experience |
| Assignments | 15 | Case study using problem solving and critical thinking skills |
| Assignments | 15 | Case study on managing change |
| Assignments | 20 | Reflection assignment |
| Participation | 10 | Preparation for class, active discussion, participation during class |

Hours by Learning Environment Type

Total Hours 24

Lecture, Seminar, Online

24

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual Learning

Course Topics

Course Topics:

Leadership Principles and Practices - Definition of Leadership, Managing and Administration

Working with Teams – the ability for teams to work together interdependently and cooperatively to accomplish a specific set of goals and commitments

Coaching skills for leaders

From Conflict to Collaboration – building cohesive relationships that are able to healthy conflict conversations and collaborate on reaching organization goals.

Getting work done through others – delegating and allowing others to develop to best of their potential.

Decision Making – learning different types of decision making tools to solve problems and finding alternative solutions to complex issues

Managing Change - Overview of change and transition

Culture and Climate in an organization - building trust, psychological safety, diversity and inclusivity

Resiliency – knowing oneself, leading from purpose and continually learning builds resiliency, which is required to lead successfully in complex times

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

PCG

Course Change Request

New Course Proposal

Date Submitted: 12/02/21 1:52 pm

Viewing: **LEAD 1203 : Sales/Marketing**

Fundamental

Last edit: 12/06/21 1:06 pm

Changes proposed by: asellwood

Programs
referencing this
course

[161: Applied Leadership and Business Management Certificate](#)

Course Name:

Sales and Marketing Fundamentals

Effective Date:

September 2022

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Leadership Skills Certificate (6065)

Contact(s)

In Workflow

1. **6065 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum
Committee Chair**
5. **EDCO Chair**
6. CS Associate
Registrar
7. Banner

Approval Path

1. 12/02/21 3:07 pm
Joy Dalla-Tina
(jdallatina):
Approved for 6065
Leader
2. 12/03/21 10:21 am
Claire Sauve
(csauve): Approved
for Senior PC
3. 12/03/21 10:22 am
Adrian Lipsett
(alipsett): Rollback
to Senior PC for CCS
Dean
4. 12/03/21 10:29 am
Claire Sauve
(csauve): Approved
for Senior PC
5. 12/03/21 10:57 am
Adrian Lipsett
(alipsett): Approved
for CCS Dean
6. 12/16/21 2:58 pm
Todd Rowlett

⁴⁹
(trowlatt): Approved
for Curriculum
Committee Chair

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

Banner Course Name: Sales/Marketing Fundamental

Subject Code: LEAD - Leadership

Course Number: 1203

Year of Study: 1st Year Post-secondary

Credits: 1.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Sales and Marketing Fundamentals explores the fundamentals of marketing and sales. In addition to the "four Ps" of marketing—product, price, place, and promotion—students will be introduced to how marketers create customer-driven marketing strategies based on their research and understanding of the marketing environment and customers. This course also provides the fundamental skills, tools and processes of professional selling. The focus is on “relationship” and “need-satisfaction” selling in a business-to-business environment. Through experiential exercises, practical applications and discussions, students develop, deliver and evaluate a wide range of selling methods and presentations.

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 how marketing and sales creates value for customers in order to capture value from customers in return. |
| CLO #2 | Describe marketing strategies and how marketers measure and manage the return on marketing. |
| CLO #3 | Select suitable primary and secondary market research approaches. |
| CLO #4 | Differentiate between consumer and business markets and their buying processes. |
| CLO #5 | Conduct market segmentation, target market selection, and product positioning. |
| CLO #6 | Evaluate the marketing decisions made throughout a product's life cycle. |
| CLO #7 | Explain the role of personal selling in a business-to-business environment. |
| CLO #8 | Describe the characteristics, knowledge, and skills necessary to be a successful salesperson. |
| CLO #9 | Explain the steps in the sales process, and apply effective methods involved with each step. |

Instructional

Strategies:

The course will involve a combination of lectures, presentations, discussions, and individual and group work.

Evaluation and Grading

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

Evaluation Plan:

| Type | Percentage | Brief description of assessment activity |
|--------------|------------|--|
| Assignments | 20 | Sales presentation |
| Assignments | 20 | Assignments related to subject matter |
| Assignments | 10 | Group assignment |
| Midterm Exam | 20 | |
| Final Exam | 20 | |

| Type | Percentage | Brief description of assessment activity |
|---------------|------------|---|
| Participation | 10 | Preparation for class, and participation in active discussion during class. |

Hours by Learning Environment Type

Total Hours 24

Lecture, Seminar, Online

24

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

Marketing: Creating and Capturing Customer Value and Sustainable Marketing, Social Responsibility, and Ethics
 Company and Marketing Strategy: Partnering to Build Customer Relationships
 Marketing Environment and Managing Marketing Information
 Consumer and Business Buyer Behaviour
 Segmentation, Targeting, and Positioning
 Marketing mix: Product, Branding, and Life-Cycle Strategies; Pricing; Place decisions and Marketing Channels and
 Integrated Marketing Communication: Advertising and Public Relations; Sales Promotion, and Public Relations;
 Direct, Online, Social Media, and Mobile Marketing
 Fundamental skills, tools, and processes of professional selling
 Relationship and need-satisfaction selling in a business-to-business environment.
 Customer relationship management
 Sales psychology and sales technologies
 Handling Objections – uncovering, types of objections
 Closing the Sale – coming to agreement, trial closes, buying signals, closing methods
 Ethical Issues in Selling – ethical and legal considerations

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

Course Change Request

New Course Proposal

Date Submitted: 12/02/21 1:52 pm

Viewing: **LEAD 1204 : Foundations of HR Mgmt**

Last edit: 12/13/21 3:34 pm

Changes proposed by: asellwood

Programs
referencing this
course

[161: Applied Leadership and Business Management Certificate](#)

Course Name:

Foundations of Human Resource Management

Effective Date:

September 2022

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Leadership Skills Certificate (6065)

Contact(s)

In Workflow

1. **6065 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum
Committee Chair**
5. **EDCO Chair**
6. CS Associate
Registrar
7. Banner

Approval Path

1. 12/02/21 3:07 pm
Joy Dalla-Tina
(jdallatina):
Approved for 6065
Leader
2. 12/03/21 10:25 am
Claire Sauve
(csauve): Approved
for Senior PC
3. 12/03/21 10:57 am
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 12/16/21 2:58 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

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

Banner Course Name: Foundations of HR Mgmt

Name:

Subject Code: LEAD - Leadership

Course Number: 1204

Year of Study: 1st Year Post-secondary

Credits: 1.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

People are the essential component in a company's ability to compete and succeed. This course will provide students with an understanding of how Human Resources contributes to positive culture and ultimately organizational success through the attraction, development, retention and engagement of employees.

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 | Examine the role and value of Human Resource Management (HRM) as Strategic Partner. |
| CLO #2 | Define organizational culture and its impact on organizational success. |
| CLO #3 | Identify Human Resources' role in developing and maintaining positive culture through strong employee relations. |

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

| | |
|--------|---|
| CLO #4 | Examine the components of Employment and Health Safety legislation and how it impacts organizations. |
| CLO #5 | Explain the role of Human Resources in ensuring the organization is compliant with Health and Safety legislation. |
| CLO #6 | Analyze the components of the Employee Life Cycle and associated HRM tools. |
| CLO #7 | Discuss the relationship between unions and Human Resources. |
| CLO #8 | Explain how strategic use of technology increases HRM and organizational effectiveness. |

Instructional

Strategies:

Instruction involves lectures, presentations, discussions, practical examples, and individual work. Learning will be enhanced through a variety of interactive classroom and collaborative activities. The interactive and practical exercises give students the opportunity to take an active role and learn by application of material.

Evaluation and Grading

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

Evaluation Plan:

| Type | Percentage | Brief description of assessment activity |
|---------------|------------|--|
| Assignments | 40 | Two or more case studies: students analyze human resource situations in a small business; apply HR tools and topics to improve situations and reach positive outcomes. |
| Assignments | 15 | Students apply material discussed to a real or fictional organization. |
| Assignments | 35 | Students apply course material to support an organization's success in reaching strategic goals from an HR perspective. |
| Participation | 10 | Preparation for class, active discussion, participation during class |

Hours by Learning Environment Type

Total Hours 24

Lecture, Seminar, Online

24

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

Human Resources: From Administrative Function to Strategic Partner

Tools Human Resources uses to impact and influence the direction and success of the organization

Human Resources' role and responsibility for Employment and Health and Safety Legislation compliance

Human Resources, Organizational Culture and Employee Engagement

Job Analysis, Design and Evaluation

The Employee Life Cycle

Human Resource Management and Labour Relations

Human Resources and Technology

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

Course Change Request

New Course Proposal

Date Submitted: 12/02/21 1:53 pm

Viewing: **LEAD 1205 : Ethics in Business**

Last edit: 12/06/21 1:07 pm

Changes proposed by: asellwood

Programs
referencing this
course

[161: Applied Leadership and Business Management Certificate](#)

Course Name:

Ethics in Business

Effective Date:

September 2022

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Leadership Skills Certificate (6065)

Contact(s)

In Workflow

1. **6065 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum
Committee Chair**
5. **EDCO Chair**
6. CS Associate
Registrar
7. Banner

Approval Path

1. 12/02/21 3:07 pm
Joy Dalla-Tina
(jdallatina):
Approved for 6065
Leader
2. 12/03/21 10:34 am
Claire Sauve
(csauve): Approved
for Senior PC
3. 12/03/21 10:56 am
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 12/16/21 2:58 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

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

| | |
|---------------------|-------------------------|
| Banner Course Name: | Ethics in Business |
| Subject Code: | LEAD - Leadership |
| Course Number | 1205 |
| Year of Study | 1st Year Post-secondary |
| Credits: | 1.5 |

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Ethics in Business explores a variety of topics related to ethics, and the ethical issues and dilemmas encountered by managers. The emphasis is on the relationships between the various stakeholders involved in business situations and will look at government issues, individual issues, group issues, corporations, and nations.

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 ethical issues in the world of business and professional practice. |
| CLO #2 | Identify ethical and moral constraints in dealings with different stakeholders. |
| CLO #3 | Explain various decision making models and analyze an ethical issue using these models. |
| CLO #4 | Explain how personal values guide decision making. |

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

| | |
|--------|--|
| CLO #5 | Recognize the barriers that businesses can encounter in adopting ethical practices |
| CLO #6 | Explain how ethical business practice can be a source of competitive advantage |

Instructional

Strategies:

Course involves lectures, presentations, discussions, practical examples, and individual and group work. Learning will be enhanced through a variety of interactive classroom activities, collaborative activities, and case studies. The interactive and practical exercises give students the opportunity to take an active role and learn by doing.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

| Type | Percentage | Brief description of assessment activity |
|---------------|------------|---|
| Assignments | 20 | Reflective writing assignment |
| Assignments | 20 | Assignment to identify personal values |
| Assignments | 20 | Group assignment on ethical decision-making models, including a presentation |
| Assignments | 20 | Case studies - ethical issues relating to consumers, competitors, companies and/or employees. |
| Final Exam | 10 | |
| Participation | 10 | Preparation for class, participation in active discussions during class. |

Hours by Learning Environment Type

Total Hours 24

Lecture, Seminar, Online

24

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

Personal Values and Ethics

Ethical Decision Making

The Relationship between Business, Society, and Government

Corporate Social Responsibility

Ethics and Responsibilities in the Workplace and Marketplace

Ethics and Professionalism

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

PCG

Additional Information

Provide any additional information if necessary.

Course Change Request

New Course Proposal

Date Submitted: 12/06/21 11:56 am

Viewing: **LEAD 1206 : Finance/Accounting**

Fundamental

Last edit: 12/16/21 2:50 pm

Changes proposed by: drabadzija

Programs
referencing this
course

[161: Applied Leadership and Business Management Certificate](#)

Course Name:

Finance and Accounting Fundamentals

Effective Date:

September 2022

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Leadership Skills Certificate (6065)

Contact(s)

In Workflow

1. **6065 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum
Committee Chair**
5. **EDCO Chair**
6. CS Associate
Registrar
7. Banner

Approval Path

1. 12/06/21 12:25 pm
Joy Dalla-Tina
(jdallatina):
Approved for 6065
Leader
2. 12/06/21 12:54 pm
Claire Sauve
(csauve): Approved
for Senior PC
3. 12/06/21 12:57 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 12/16/21 2:58 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

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

Banner Course Name: Finance/Accounting Fundamental

Subject Code: LEAD - Leadership

Course Number: 1206

Year of Study: 1st Year Post-secondary

Credits: 1.5

Bridge College Code: CO

Bridge Billing Hours: .1

Bridge Course Level: 30

Course Description:

Finance and Accounting Fundamentals offers a basic introduction to accounting or finance principles. Students learn about accounting principles and processes, how financial statements are created, and how to analyze and plan for the financial health of a business. Students also analyze effective financial strategies, including budgeting and investment options for business.

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 and apply basic accounting principles and concepts used in the creation of key financial statements. |
| CLO #2 | Identify, review, and compare key financial statements. |
| CLO #3 | Employ basic financial mathematics and ratios to determine the financial health of a business. |
| CLO #4 | Apply basic financial mathematics to assess a business' operations and investment opportunities. |

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

| | |
|--------|---|
| CLO #5 | Identify the importance of financial planning and produce a basic budget. |
| CLO #6 | Identify and summarize financial and accounting terms. |

Instructional

Strategies:

Instruction involves lectures, presentations, discussions, practical examples, and individual and group work.

Learning will be enhanced through a variety of interactive classroom activities and collaborative activities.

The interactive and practical exercises give students the opportunity to take an active role and learn by doing.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

| Type | Percentage | Brief description of assessment activity |
|---------------|------------|--|
| Participation | 10 | Preparation for class, active discussion, participation during class, and participation through reflective activities. |
| Assignments | 50 | Four assignments involving calculations and/or analyses using financial metrics and providing conclusions. |
| Quizzes/Tests | 20 | Two quizzes |
| Final Exam | 20 | |

Hours by Learning Environment Type

Total Hours 24

Lecture, Seminar, Online

24

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

Understanding the difference between Finance and Accounting

Introduction to Accounting Principles and Concepts

Understanding Financial Statements

Financial Statement Analysis using Ratios

Practical Tools for Financial Analysis: Cost Benefit Analysis, Break Even Analysis

Financial Planning and Budgeting

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

Applied Leadership and Business Management Certificate

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Course Change Request

New Course Proposal

Date Submitted: 12/02/21 1:57 pm

Viewing: **LEAD 1207 : Interpersonal Communication**

Last edit: 12/16/21 2:50 pm

Changes proposed by: asellwood

Programs
referencing this
course

[161: Applied Leadership and Business Management Certificate](#)

Course Name:
Interpersonal Communication & Relationships

Effective Date: September 2022

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Leadership Skills Certificate (6065)

Contact(s)

In Workflow

1. **6065 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

Approval Path

1. 12/02/21 3:07 pm
Joy Dalla-Tina (jdallatina): Approved for 6065 Leader
2. 12/03/21 10:47 am
Claire Sauve (csauve): Approved for Senior PC
3. 12/03/21 10:54 am
Adrian Lipsett (alipsett): Approved for CCS Dean
4. 12/16/21 2:58 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

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

Banner Course Interpersonal Communication

Name:

Subject Code: LEAD - Leadership

Course Number 1207

Year of Study 1st Year Post-secondary

Credits: 1.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Explore strategies to support productivity and profitability through the effective management of dynamic interpersonal relationships. Good leadership begins with effective self-leadership, and this course provides students with an opportunity to identify their own communication preferences and learn how to build positive, accountable relationships with individuals and groups in the workplace.

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 and critically analyze the components of effective interpersonal communication skills. |
| CLO #2 | Examine their personal communication styles and the attitudes, beliefs and values that underlie them. |
| CLO #3 | Employ interpersonal communication skills to establish and enhance personal and work-based relationships characterized by open and honest communication. |

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

| | |
|--------|--|
| CLO #4 | Identify various forms of non-verbal communication and their significance in human communication. |
| CLO #5 | Use a range of conflict resolution techniques to identify underlying causes and generate possible solutions to the conflict. |
| CLO #6 | Create a workplace environment that is inclusive and open to a wide variety of viewpoints and perspectives. |
| CLO #7 | Identify what motivates their team and apply strategies to increase motivation in a performance-based environment. |
| CLO #8 | Apply strategies to deal with challenging employees. |

Instructional

Strategies:

The course will involve a combination of interactive lectures, presentations, discussions, and individual and group work.

Evaluation and Grading

Grading System: Letter Grade (A-F)
C

Passing grade:

Evaluation Plan:

| Type | Percentage | Brief description of assessment activity |
|---------------|------------|---|
| Assignments | 25 | Personal communication style assignment |
| Project | 20 | Group assignment: improving communication within a team |
| Assignments | 25 | Conflict resolution assignment |
| Project | 20 | Group assignment: motivating teams and individuals |
| Participation | 10 | Active participation, engagement with subject matter |

Hours by Learning Environment Type

Total Hours 24

Lecture, Seminar, Online

24

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

Verbal and non-verbal communication strategies

Communication and Identity

Perception, Emotions, Language, Body Language

Active Listening

Communication and Relational Dynamics

Improving Communication Climates

Managing Interpersonal Conflicts

Decision making in individual and group situations

Behavioural Styles

Assertiveness Techniques

Motivational Strategies in a Performance-based Environment

Being a Team Player

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

Rationale and Consultations

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

Yes

Course Change Request

New Course Proposal

Date Submitted: 12/02/21 1:58 pm

Viewing: **LEAD 1208 : Communicating in the Workplace**

Last edit: 12/16/21 2:51 pm

Changes proposed by: asellwood

Programs
referencing this
course

[161: Applied Leadership and Business Management Certificate](#)

Course Name:

Communicating in the Workplace

Effective Date: September 2022

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Leadership Skills Certificate (6065)

Contact(s)

In Workflow

1. **6065 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum
Committee Chair**
5. **EDCO Chair**
6. CS Associate
Registrar
7. Banner

Approval Path

1. 12/02/21 3:07 pm
Joy Dalla-Tina
(jdallatina):
Approved for 6065
Leader
2. 12/03/21 10:50 am
Claire Sauve
(csauve): Approved
for Senior PC
3. 12/03/21 10:53 am
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 12/16/21 2:58 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

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

Banner Course Name: Communicating in the Workplace

Name:

Subject Code: LEAD - Leadership

Course Number: 1208

Year of Study: 1st Year Post-secondary

Credits: 1.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Clear and respectful communication is one of the most powerful tools we all have within our control but not everyone communicates effectively, persuasively and ethically. This course is appropriate for anyone who needs or wants to strengthen their communications skills to advance their careers. Communicating in the Workplace guides students to plan and use a variety of business communication vehicles that are targeted to the specific audience and topic; attention will be devoted to the development of clarity in communication.

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 the principles and ethical standards of workplace communication. |
| CLO #2 | Explain the issues surrounding plagiarism, and use referencing conventions to appropriately cite sources when creating workplace documents. |

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

| | |
|--------|--|
| CLO #3 | Differentiate between workplace communication vehicles to determine appropriate use for diverse audience expectations and outcomes. |
| CLO #4 | Identify contributors and barriers to effective verbal and written communication. |
| CLO #5 | Recognize the influence of culture and diversity on communication. |
| CLO #6 | Analyze the principals of and components for writing persuasive correspondence including reports, emails, letters, resumes, proposals. |
| CLO #7 | Identify the components and skills required for leading meetings and presentations. |
| CLO #8 | Communicate respectfully in difficult conversations. |

Instructional

Strategies:

Instruction involves lectures, presentations, discussions, practical examples, and individual work. Learning will be enhanced through a variety of interactive classroom and collaborative activities. The interactive and practical exercises give students the opportunity to take an active role and learn by doing.

Evaluation and Grading

Grading System: Percentages

Passing grade:

C

Evaluation Plan:

| Type | Percentage | Brief description of assessment activity |
|---------------|------------|--|
| Assignments | 40 | A number of written communication assignments |
| Assignments | 35 | Presentation assignment |
| Assignments | 15 | Difficult conversations assignment |
| Participation | 10 | Preparation for class, active discussion, participation during class |

Hours by Learning Environment Type

Total Hours 24

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

Communication Principals and Ethics

Effective Layout, Tone, Style, Language for Professional Written Communication

Components of Persuasive Written and Verbal Communication

Interpersonal Communication: Respecting and Responding to Diversity in Voice, Body, Style, Language and Tone to Connect with Your Audience

Professional Presentations

Planning, Participating in and Leading meetings

Preparing for, Delivering and Participating in Difficult Conversations

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

PCG

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 12/02/21 1:59 pm

Viewing: **LEAD 1209 : Project & Change Management**

Last edit: 12/16/21 2:51 pm

Changes proposed by: asellwood

Programs
referencing this
course

[161: Applied Leadership and Business Management Certificate](#)

Course Name:

Project and Change Management

Effective Date: September 2022

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Leadership Skills Certificate (6065)

Contact(s)

In Workflow

1. **6065 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

Approval Path

1. 12/02/21 3:07 pm
Joy Dalla-Tina (jdallatina): Approved for 6065 Leader
2. 12/03/21 10:53 am
Claire Sauve (csauve): Approved for Senior PC
3. 12/03/21 11:04 am
Adrian Lipsett (alipsett): Approved for CCS Dean
4. 12/16/21 2:58 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

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

Banner Course Name: Project & Change Management

Subject Code: LEAD - Leadership

Course Number: 1209

Year of Study: 1st Year Post-secondary

Credits: 1.5

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Students examine the principles of leading and managing projects from inception to close. Topics include preparing project charters and project plans, creating change management plans, tracking and evaluating project progress and managing teams. This course will provide students with the fundamentals of Project and Change Management and the building blocks to obtain their Professional Project Management certification.

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 | Prepare a project charter. |
| CLO #2 | Create a Work Breakdown Structure for a project. |
| CLO #3 | Evaluate a project plan. |

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

| | |
|--------|--|
| CLO #4 | Create a list of criteria for vendor selection. |
| CLO #5 | Describe key project management concepts and terminology. |
| CLO #6 | Explain the requirements for each phase of a project. |
| CLO #7 | Prepare change requirements for each of the project phases. |
| CLO #8 | Prepare a plan to complete the requirements for a professional project management certificate. |

Instructional

Strategies:

Lectures, interactive and collaborative group work.

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C

Evaluation Plan:

| Type | Percentage | Brief description of assessment activity |
|---------------|------------|--|
| Assignments | 15 | Case study - Project Charter |
| Assignments | 15 | Case study - Work Breakdown Structure |
| Assignments | 15 | Case study - Project Plan |
| Assignments | 15 | Case study - Change Management Plan |
| Assignments | 15 | Case study - Vendor Selection |
| Assignments | 10 | Study Plan - Students will prepare and submit a self-guided plan for the completion of their project management certification. |
| Quizzes/Tests | 15 | A take-home quiz |

Hours by Learning Environment Type

Total Hours 24

Lecture, Seminar, Online

24

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

Project Initiation: Preparing a project scope and outline

Project Planning: Developing Work Breakdown Structure, Resource Plan, Schedule, Budget, Risk Plan, Quality Plan and Communication Plan

Procurement Plan: Review the requirements from both a buyer and seller perspective

Change Management Plan: Discuss change requirements throughout the project lifecycle

Execution: Tracking and planning, scope change process, and managing human resources

Project Close: Documenting Lessons learned, project evaluation and hand off

Further Study: Next steps in acquiring project management credentials

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

PCG

Provide a rationale
for this proposal:

Are there any

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 12/02/21 1:59 pm

Viewing: **LEAD 1210 : Reflective Leadership**

Last edit: 12/16/21 2:52 pm

Changes proposed by: asellwood

Programs
referencing this
course

[161: Applied Leadership and Business Management Certificate](#)

Course Name:

Reflective Leadership

Effective Date:

September 2022

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Leadership Skills Certificate (6065)

Contact(s)

In Workflow

1. **6065 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum
Committee Chair**
5. **EDCO Chair**
6. CS Associate
Registrar
7. Banner

Approval Path

1. 12/02/21 3:07 pm
Joy Dalla-Tina
(jdallatina):
Approved for 6065
Leader
2. 12/03/21 10:58 am
Claire Sauve
(csauve): Approved
for Senior PC
3. 12/03/21 11:04 am
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 12/16/21 2:59 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

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

| | |
|---------------------|-------------------------|
| Banner Course Name: | Reflective Leadership |
| Subject Code: | LEAD - Leadership |
| Course Number | 1210 |
| Year of Study | 1st Year Post-secondary |
| Credits: | 1.0 |

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Students expand their knowledge of themselves as a leader and learn how to lead and manage others. Students explore their leadership vision, values, strengths, and beliefs and how these relate to dealing with changing circumstances, uncertainty, and ambiguity. The focus in the course is in moving from doing to leading and learning how to lead and manage a team with flexibility whether virtually or face to face. A key aspect of the course concerns how leaders can create a safe environment that supports a culture of diversity, inclusion and employee wellbeing.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning

Outcomes (CLO):

| | Upon successful completion of this course, students will be able to: |
|--------|---|
| CLO #1 | Identify their leadership strengths, beliefs, and values, and build a leadership vision |
| CLO #2 | Utilize emotional flexibility – the ability to cope with changes in situations and tasks in new and creative ways |

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

| | |
|--------|--|
| CLO #3 | Explain the shift from doing to leading – how to match the team’s strengths to their appropriate tasks |
| CLO #4 | Establish a safe environment that embraces diversity, inclusion and well-being |
| CLO #5 | Lead employees and teams virtually, face to face or in a hybrid environment |
| CLO #6 | Manage change in times of uncertainty and ambiguity |

Instructional

Strategies:

Lecture, discussion, interactive classroom and collaborative activities

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

S

Evaluation Plan:

| Type | Percentage | Brief description of assessment activity |
|---------------|------------|---|
| Participation | 10 | Participation in class activities and self reflection |
| Assignments | 20 | Reflection assignment applying course concepts |
| Project | 35 | In-class presentation or written assignment |
| Project | 35 | In-class presentation or written assignment |

Hours by Learning Environment Type

Total Hours 15

Lecture, Seminar, Online

15

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual Learning

Course Topics

Course Topics:

Developing a Personal Leadership Vision

Leadership Values and Beliefs

Emotional Flexibility

Diversity, Equity and Inclusion

Delegation - Learning employees' strengths to match talent to task

Problem Solving and Critical Thinking in Decision Making

Managing Change

Leading in a hybrid or all-remote model

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

PCG

Additional Information

Provide any additional information if necessary.

Course Change Request

New Course Proposal

Date Submitted: 12/02/21 2:00 pm

Viewing: **LEAD 1211 : Public Speaking &**

Narratives

Last edit: 12/02/21 2:00 pm

Changes proposed by: asellwood

Programs
referencing this
course

[161: Applied Leadership and Business Management Certificate](#)

Course Name:

Public Speaking and Strategic Narratives for Leaders

Effective Date: September 2022

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Leadership Skills Certificate (6065)

Contact(s)

In Workflow

1. 6065 Leader
2. Senior PC
3. CCS Dean
4. Curriculum
Committee Chair
5. EDCO Chair
6. CS Associate
Registrar
7. Banner

Approval Path

1. 12/02/21 3:08 pm
Joy Dalla-Tina
(jdallatina):
Approved for 6065
Leader
2. 12/03/21 11:04 am
Claire Sauve
(csauve): Approved
for Senior PC
3. 12/03/21 3:44 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 12/16/21 2:58 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

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

Banner Course Name: Public Speaking & Narratives

Name:

Subject Code: LEAD - Leadership

Course Number: 1211

Year of Study: 1st Year Post-secondary

Credits: 1.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Students learn about public speaking and how it helps leaders communicate ideas more powerfully. Learners will overcome nervousness and handle impromptu speaking situations by using a selection of proven techniques. Students also learn to develop and deliver strategic narratives. These narratives can help leaders and their organizations share brand values and marketing messages, and communicate appropriately in times of crisis or change, while building trusting and deeply engaged relationships with consumers and staff. This course involves giving a variety of presentations and receiving constructive feedback in a safe and supportive 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 | Describe the role and importance of strategic narrative in organizations and to leaders |
| CLO #2 | Explain the importance of audience awareness when planning and delivering a presentation |

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

| | |
|--------|---|
| CLO #3 | Employ both verbal and non-verbal techniques to enhance the impact of a spoken narrative |
| CLO #4 | Explain how to use and care for their voice to project an appropriate level of confidence |
| CLO #5 | Apply techniques to speak effectively in impromptu, emergent or adversarial situations |
| CLO #6 | Develop and deliver an audience-specific narrative to a group verbally |

Instructional

Strategies:

Lecture, discussion, interactive classroom and collaborative activities, presentations

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
S

Evaluation Plan:

| Type | Percentage | Brief description of assessment activity |
|---------------|------------|---|
| Participation | 10 | Participation in class activities and self reflection |
| Assignments | 20 | Written assignments |
| Project | 35 | Presentation |
| Project | 35 | Presentation |

Hours by Learning Environment Type

Total Hours 15

Lecture, Seminar, Online

15

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

Course Topics:**Public Speaking Skills for Leaders**

The Spoken Voice: How it works and how to maximize its potential through effective breathing and other techniques

Speaking for maximum impact, believability, audience engagement and action

The power of strategic narratives and storytelling in communicating brand and organizational messages in an impactful manner

Understanding the importance of tailoring specific narrative messages to different audiences

Communicating effectively and empathetically in times of change or crisis

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

PCG

Provide a rationale
for this proposal:

Are there any

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 12/02/21 2:00 pm

Viewing: **LEAD 1212 : Workplace Cult. & Org.**

Success

Last edit: 12/03/21 11:05 am

Changes proposed by: asellwood

Programs
referencing this
course

[161: Applied Leadership and Business Management Certificate](#)

Course Name:

Workplace Culture and Organizational Success

Effective Date: September 2022

School/Centre: Continuing Studies

Is this a non-credit course? No

Department: Leadership Skills Certificate (6065)

Contact(s)

In Workflow

1. 6065 Leader
2. Senior PC
3. CCS Dean
4. Curriculum
Committee Chair
5. EDCO Chair
6. CS Associate
Registrar
7. Banner

Approval Path

1. 12/02/21 3:08 pm
Joy Dalla-Tina
(jdallatina):
Approved for 6065
Leader
2. 12/03/21 11:06 am
Claire Sauve
(csauve): Approved
for Senior PC
3. 12/03/21 3:40 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 12/16/21 2:59 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

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

Banner Course Name: Workplace Cult. & Org. Success

Subject Code: LEAD - Leadership

Course Number: 1212

Year of Study: 1st Year Post-secondary

Credits: 1.0

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

A positive workplace culture encourages employees and the organization to collaborate in meeting goals. This course helps learners identify the leader's responsibility for using diverse tools that contribute to culture and organizational success.

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 | Define workplace culture |
| CLO #2 | Identify key contributors to positive culture |
| CLO #3 | Explain the relationship between positive culture and organization success |
| CLO #4 | Identify the responsibility of leaders in impacting culture, in static and changing organizations |
| CLO #5 | Evaluate a variety of different workplace cultures |

Instructional

Strategies:

Lecture, discussion, interactive classroom and collaborative activities

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
S

Evaluation Plan:

| Type | Percentage | Brief description of assessment activity |
|---------------|------------|---|
| Participation | 10 | Participation in class activities and self reflection |
| Assignments | 20 | Workplace culture case study |
| Project | 35 | Presentation or written assignment |
| Project | 35 | Presentation or written assignment |

Hours by Learning Environment Type

Total Hours 15

Lecture, Seminar, Online

15

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

Workplace Culture: What it is, why it's relevant, and what it says about the organization

The Benefits of Positive Workplace Culture

Contributors to Workplace Culture

The Leader's Impact on and Contribution to Workplace Culture

Course Topics:

Developing a Culture Specific to the Organization

Practices that Support the Culture

Measuring an Organization's Culture

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

PCG

Provide a rationale
for this proposal:

Are there any

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer
Comments

Course Change Request

New Course Proposal

Date Submitted: 12/02/21 2:00 pm

Viewing: **LEAD 1213 : Essential Coaching Skills**

Lead

Last edit: 12/15/21 11:03 am

Changes proposed by: asellwood

Programs
referencing this
course

[161: Applied Leadership and Business Management Certificate](#)

Course Name:

Essential Coaching Skills for Leaders

Effective Date:

September 2022

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Leadership Skills Certificate (6065)

Contact(s)

In Workflow

1. 6065 Leader
2. Senior PC
3. CCS Dean
4. Curriculum
Committee Chair
5. EDCO Chair
6. CS Associate
Registrar
7. Banner

Approval Path

1. 12/02/21 3:08 pm
Joy Dalla-Tina
(jdallatina):
Approved for 6065
Leader
2. 12/03/21 11:12 am
Claire Sauve
(csauve): Approved
for Senior PC
3. 12/03/21 3:38 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 12/16/21 2:59 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

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

Banner Course Essential Coaching Skills Lead

Name:

Subject Code: LEAD - Leadership

Course Number 1213

Year of Study 1st Year Post-secondary

Credits: 1

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Learners are introduced to the specialized tools, skills, and practical resources used in leadership coaching. Students are then provided with an opportunity to practice using these tools and skills in a series of coaching situations. Students learn about the Coaching Model, and apply in-depth listening, and questioning techniques that stimulate coachee insight/results and inspire the coachee to take responsibility for agreed upon actions. The course will also include how leaders can create a coaching environment, and build support for coaching in the workplace.

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 four step coaching model. |
| CLO #2 | Use a set of coaching skills to ensure a deeper understanding of the coachee's situations, challenges and development. |

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

| | |
|--------|---|
| CLO #3 | Build on an empowered relationship between leader and employee. |
| CLO #4 | Define the importance of coaching. |
| CLO #5 | Develop a working set of best practices for coaching. |
| CLO #6 | Identify the readiness of the organization to embrace a coaching environment. |

Instructional

Strategies:

Lecture, discussion, team exercises and assignments

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

S

Evaluation Plan:

| Type | Percentage | Brief description of assessment activity |
|---------------|------------|--|
| Participation | 10 | Participation in class and self reflection assignment. |
| Assignments | 20 | Coaching conversation assignment |
| Project | 35 | Presentation or written assignment |
| Project | 35 | Presentation or written assignment |

Hours by Learning Environment Type

Total Hours 15

Lecture, Seminar, Online

15

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

Definitions of leadership coaching
 Best practices for coaching
 How to coach using a four step coaching model
 Coaching skills and competencies
 Creating a safe environment for coaching
 Building and enhancing trusting relationships with coachees
 Assessing the readiness of coaching in an organization

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

PCG

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Reviewer

Comments

Marketing Information

Course Change Request

New Course Proposal

Date Submitted: 12/02/21 2:01 pm

Viewing: **LEAD 1214 : Leadership Coach Next Level**

Last edit: 12/15/21 11:03 am

Changes proposed by: asellwood

Programs
referencing this
course

[161: Applied Leadership and Business Management Certificate](#)

Course Name:

Taking Your Leadership Coaching to the Next Level

Effective Date:

September 2022

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Leadership Skills Certificate (6065)

Contact(s)

In Workflow

1. **6065 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum
Committee Chair**
5. **EDCO Chair**
6. CS Associate
Registrar
7. Banner

Approval Path

1. 12/02/21 3:08 pm
Joy Dalla-Tina
(jdallatina):
Approved for 6065
Leader
2. 12/03/21 11:09 am
Claire Sauve
(csauve): Approved
for Senior PC
3. 12/03/21 3:36 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 12/16/21 2:59 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

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

Banner Course Leadership Coach Next Level

Name:

Subject Code: LEAD - Leadership

Course Number 1214

Year of Study 1st Year Post-secondary

Credits: 1

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course builds on the basics of leadership and coaching in order for learners to hone their conversational leadership coaching skills. Students learn the strategies and concepts that enhance a leader's ability to further develop coaching conversations by encouraging self-awareness, deeper relationships, increased performance levels, enhanced engagement, higher levels of motivation and sustainable change. Students learn when to use leadership skills and/or motivational coaching and how to conduct collaborative, behavioural and performance focused discussions.

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 | Assess and employ appropriate coaching styles and methods for different coaching situations. |
| CLO #2 | Use a variety of coaching skills with confidence in organizational situations. |
| CLO #3 | Coach on motivational issues. |

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

| | |
|--------|--|
| CLO #4 | Assist and support others in taking the necessary actions to achieve their plans. |
| CLO #5 | Use an expanded leadership coaching action plan that can be applied in a variety of settings. |
| CLO #6 | Develop enhanced self awareness regarding their own strengths and internal challenges. |
| CLO #7 | Apply self-management and self regulation techniques in order to coach others towards greater results. |

Instructional

Strategies:

Lecture, exercises, group discussion, role plays and practical applications.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
S

Evaluation Plan:

| Type | Percentage | Brief description of assessment activity |
|---------------|------------|--|
| Participation | 10 | Participation in class activities and a self-reflection assignment |
| Assignments | 20 | Performance coaching assignment |
| Project | 35 | Presentation or written assignment |
| Project | 35 | Presentation or written assignment |

Hours by Learning Environment Type

Total Hours 15

Lecture, Seminar, Online

15

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

Definition of “next level” leadership coaching
 Coaching for Performance - what, why and when
 Performance coaching - a seven step model
 Uncovering hidden obstacles to performance (coaching to shift behaviour)
 Common coaching pitfalls/challenges and ways to avoid and overcome them
 Coaching to inspire and motivate (a leader's biggest challenge)
 The magical skill of Reframing - a coach's best friend

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

PCG

Provide a rationale
for this proposal:

Are there any

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 12/02/21 2:01 pm

Viewing: **LEAD 1215 : Coach Your Team for High Perf**

Last edit: 12/15/21 11:03 am

Changes proposed by: asellwood

Programs
referencing this
course

[161: Applied Leadership and Business Management Certificate](#)

Course Name:

Coaching Your Team for High Performance

Effective Date:

September 2022

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Leadership Skills Certificate (6065)

Contact(s)

In Workflow

1. 6065 Leader
2. Senior PC
3. CCS Dean
4. Curriculum
Committee Chair
5. EDCO Chair
6. CS Associate
Registrar
7. Banner

Approval Path

1. 12/02/21 3:08 pm
Joy Dalla-Tina
(jdallatina):
Approved for 6065
Leader
2. 12/03/21 11:03 am
Claire Sauve
(csauve): Approved
for Senior PC
3. 12/03/21 11:06 am
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 12/16/21 2:59 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

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

Banner Course Name: Coach Your Team for High Perf

Subject Code: LEAD - Leadership

Course Number: 1215

Year of Study: 1st Year Post-secondary

Credits: 1

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course provides an understanding of team dynamics and the readiness required for coaching a team to achieve high productivity and results. Students will learn how to align a team around a common purpose, and how to establish vision and values to create healthy team relationships while agreeing on roles and responsibilities. Students learn how to work with a team, learn with them, review progress, and help the team resolve issues by drawing out capabilities and commitments until the vision is achieved.

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 | Define the characteristics of high performing teams and team leaders. |
| CLO #2 | Describe the five stages of team development and a leader's role during each stage. |
| CLO #3 | Differentiate between individual coaching and team coaching. |

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

| | |
|--------|--|
| CLO #4 | Use the coaching skills process to gain understanding and take effective action as a team. |
| CLO #5 | Demonstrate how team dynamics and team coaching work together. |
| CLO #6 | Gauge the readiness of implementing a team coaching plan and gain commitment to the process. |

Instructional

Strategies:

Lecture, discussion, and team exercises.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
S

Evaluation Plan:

| Type | Percentage | Brief description of assessment activity |
|---------------|------------|---|
| Participation | 10 | Participation in class activities and self-reflection |
| Assignments | 20 | Team coaching assignment |
| Project | 35 | Presentation or written assignment |
| Project | 35 | Presentation or written assignment |

Hours by Learning Environment Type

Total Hours 15

Lecture, Seminar, Online

15

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

Difference between Individual and Team Coaching
 Five Essential Disciplines of Effective Teams
 Readiness of Team Coaching
 Role of Leader-Coach
 Team Coaching Process
 Skills for Team Coaching
 Coaching Team Development
 Coaching a strong team culture in a hybrid or all-remote model

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

PCG

Provide a rationale
for this proposal:

Are there any

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Course Change Request

New Course Proposal

Date Submitted: 12/02/21 2:01 pm

Viewing: **LEAD 1216 : Lead Conflict to Collaboration**

Last edit: 12/15/21 11:03 am

Changes proposed by: asellwood

Programs
referencing this
course

[161: Applied Leadership and Business Management Certificate](#)

Course Name:

Leading from Conflict to Collaboration

Effective Date:

September 2022

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Leadership Skills Certificate (6065)

Contact(s)

In Workflow

1. 6065 Leader
2. Senior PC
3. CCS Dean
4. Curriculum
Committee Chair
5. EDCO Chair
6. CS Associate
Registrar
7. Banner

Approval Path

1. 12/02/21 3:08 pm
Joy Dalla-Tina
(jdallatina):
Approved for 6065
Leader
2. 12/03/21 11:11 am
Claire Sauve
(csauve): Approved
for Senior PC
3. 12/03/21 3:34 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 12/16/21 2:59 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

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

Banner Course Name: Lead Conflict to Collaboration

Subject Code: LEAD - Leadership

Course Number: 1216

Year of Study: 1st Year Post-secondary

Credits: 1

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

This course will benefit anyone who deals with conflict in their personal, workplace or community settings. Students will learn what factors contribute to conflict, how to more effectively manage and reduce conflict, and how to effectively deal with challenging relationships. Students will also examine their own personal conflict style. As leaders, students will learn how unresolved conflict impacts culture and learn skills and concepts that not only reduce conflict but encourage an environment of collaboration and creativity.

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 the conflict Cycle – Beliefs, Attitudes, Responses and Consequences. |
| CLO #2 | Analyze diverse conflict styles and the impact each has on relationships. |
| CLO #3 | Identify their own predominant conflict style. |
| CLO #4 | Define challenging personalities and identify for themselves which personalities are a challenge. |

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

| | |
|--------|--|
| CLO #5 | Apply the model of collaborative conflict resolution. |
| CLO #6 | Explain the impact unresolved conflict has on culture and describe ways to influence a more productive, collaborative environment. |

Instructional

Strategies:

Lecture, interactive group work.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
S

Evaluation Plan:

| Type | Percentage | Brief description of assessment activity |
|---------------|------------|---|
| Participation | 10 | Participation in class activities and self reflection |
| Assignments | 20 | Conflict resolution assignment |
| Project | 35 | Presentation or written assignment |
| Project | 35 | Presentation or written assignment |

Hours by Learning Environment Type

Total Hours 15

Lecture, Seminar, Online

15

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

Defining Conflict and Identifying its Causes
 What's In it for All Parties to Resolve Conflict
 Determining What and How Much We Contribute to Conflict
 Common Conflict Resolution Styles and Appropriate Use for Each
 Steps towards Positive Conflict Resolution
 Appropriate and Respectful Communication During the Conflict Resolution Process
 How to Address Resistance from the Other Person
 Know When and Why to Elevate a Conflict Situation

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

PCG

Provide a i
 for this pr

Additional Information

Provide any additional information if necessary.

Supporting
 documentation:

Reviewer
 Comments

Course Change Request

New Course Proposal

Date Submitted: 12/02/21 2:03 pm

Viewing: **SMBU 1201 : Entrepreneurship for Small Bus**

Last edit: 12/15/21 11:04 am

Changes proposed by: asellwood

Programs
referencing this
course

[161: Applied Leadership and Business Management Certificate](#)

Course Name:

Entrepreneurship for Small Business

Effective Date:

September 2022

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Small Business (6068)

Contact(s)

In Workflow

1. 6068 Leader
2. Senior PC
3. CCS Dean
4. Curriculum
Committee Chair
5. EDCO Chair
6. CS Associate
Registrar
7. Banner

Approval Path

1. 12/03/21 12:16 pm
Joy Dalla-Tina
(jdallatina):
Approved for 6068
Leader
2. 12/06/21 10:51 am
Claire Sauve
(csauve): Approved
for Senior PC
3. 12/06/21 12:50 pm
Adrian Lipsett
(alipsett): Approved
for CCS Dean
4. 12/16/21 2:59 pm
Todd Rowlatt
(trowlatt): Approved
for Curriculum
Committee Chair

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

Banner Course Name: Entrepreneurship for Small Bus

Name:

Subject Code: SMBU - Small Business

Course Number: 1201

Year of Study: 1st Year Post-secondary

Credits: 1

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Students explore how to think like an entrepreneur, including the motivations, attitudes and actions of entrepreneurs; through both “big picture” principles and messy, real world examples and hands-on applications. Areas of exploration include ways to discover, pursue and assess opportunity, understand why the work matters and what it really involves for success (e.g. break rules and expectations, get rid of self-limiting beliefs, embrace failure) and how to improve thinking like an entrepreneur through ongoing practice and "smart fails".

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 | Demonstrate an evolving, holistic, and opportunity-oriented (i.e.entrepreneurial) mindset with evidence of curiosity, self-initiation / challenge and insight. |

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

| | |
|--------|--|
| CLO #2 | Identify and connect real-world needs / pain points and resources into working mental models and concepts with the intention to pursue real world opportunities. |
| CLO #3 | Practice “thinking in action” to develop and stress test potential market opportunities. |
| CLO #4 | Empathize with, and be motivated by, needs of others to serve in the marketplace. |
| CLO #5 | Discover market realities and value through a willingness to fail early and often |
| CLO #6 | Create new value in the marketplace by thinking in expansive, divergent ways in response to significant, unmet needs. |

Instructional

Strategies:

Autobiographical reflections, learning logs, expert interviews, resource scavenger hunt.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:
S

Evaluation Plan:

| Type | Percentage | Brief description of assessment activity |
|-------------|------------|---|
| Assignments | 25 | Journal - demonstration of entrepreneurial mindset |
| Project | 50 | Business model prototyping. Broken down into initial draft, short presentation and final project submission |
| Assignments | 25 | Interview with experienced entrepreneur. Includes notes from interview and reflections. |

Hours by Learning Environment Type

Total Hours 15
Lecture, Seminar, Online
15

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

Opportunity identification, pursuit and evaluation.
Nature and work of entrepreneurial domain.
Motivations, values, attitudes and habits of entrepreneurial mindset.

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

PCG

Provide a ratio
for this propose

Are there any

Additional Information

Provide any additional information if necessary.

Supporting
documentation:

Course Change Request

New Course Proposal

Date Submitted: 12/02/21 2:03 pm

Viewing: **SMBU 1203 : Operations for Small Business**

Last edit: 12/15/21 11:04 am

Changes proposed by: asellwood

Programs
referencing this
course

[161: Applied Leadership and Business Management Certificate](#)

Course Name:

Operations for Small Business

Effective Date:

September 2022

School/Centre:

Continuing Studies

Is this a non-credit course?

No

Department:

Small Business (6068)

Contact(s)

In Workflow

1. **6068 Leader**
2. **Senior PC**
3. **CCS Dean**
4. **Curriculum Committee Chair**
5. **EDCO Chair**
6. CS Associate Registrar
7. Banner

Approval Path

1. 12/03/21 12:17 pm
Joy Dalla-Tina (jdallatina): Approved for 6068 Leader
2. 12/06/21 11:00 am
Claire Sauve (csauve): Approved for Senior PC
3. 12/06/21 12:49 pm
Adrian Lipsett (alipsett): Approved for CCS Dean
4. 12/16/21 2:59 pm
Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

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

Banner Course Name: Operations for Small Business

Name:

Subject Code: SMBU - Small Business

Course Number: 1203

Year of Study: 1st Year Post-secondary

Credits: 1

Bridge College Code

Bridge Billing Hours

Bridge Course Level

Course Description:

Students acquire a basic understanding of bookkeeping and accounting for the operation of a small business. Students will learn bookkeeping procedures such as the double-entry system, and will become familiar with financial statements, accounting terms and concepts for businesses small and large. Students will learn how to record business transactions from start to finish as part of the accounting cycle.

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 fundamentals of basic accounting procedures. |
| CLO #2 | Identify and describe assets, liabilities and owners' equity. |
| CLO #3 | Balance the accounting equation and properly chart debits and credits. |
| CLO #4 | Describe the key elements of bookkeeping. |

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

| | |
|--------|---|
| CLO #5 | Recognize and compare the major financial reports required for a small business. |
| CLO #6 | Identify the accounts belonging to the income statement and balance sheet and prepare an income statement and balance sheet in good form. |
| CLO #7 | Adjust and close the books at the end of each period and prepare a post-closing trial balance. |

Instructional

Strategies:

This course is designed to present the fundamental concepts and theories of basic bookkeeping and promote the application to the workplace and professional practice. Course activities will include instructor presentations, required readings and interactive learning activities.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

S

Evaluation Plan:

| Type | Percentage | Brief description of assessment activity |
|---------------|------------|---|
| Assignments | 10 | Summary of required readings |
| Quizzes/Tests | 20 | Two or more quizzes covering debit/credit transactions, knowledge of basic bookkeeping principles / types of accounts |
| Quizzes/Tests | 20 | Two or more quizzes covering the preparation of a Balance sheet, income statement using journal information |
| Assignments | 50 | Completion of worksheets and other in-class assignments |

Hours by Learning Environment Type

Total Hours 15

Lecture, Seminar, Online

15

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum, Self-Paced, Individual
Learning

Course Topics

Course Topics:

Definitions: bookkeeping, accounting, ledger account
 Categories of accounts: assets, liabilities, revenues, expense and owner's equity
 Debit and credit as used in bookkeeping
 Recording transactions
 General journal and general ledger
 Trial balance: preparing trial balance, locating errors
 Basic steps in accounting cycle
 Net income, revenue, expense and the time period principle
 Matching and realization principles in recording revenue
 Prepare an income statement and statement of owners' equity
 Adjusting entries: four basic types of adjusting entries

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

Rationale and Consultations

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

Yes

Is this the primary proposal?

No

Primary Proposal

PCG

Provide a rationale
for this proposal:



INFORMATION NOTE

PREPARED FOR: Education Council

DATE: January 11, 2022

ISSUE: Minor curriculum changes approved by Curriculum Committee (Jun–Dec 2021)

From June to December 2021, Curriculum Committee approved the following minor curriculum changes:

- Updates to the course sequence in the Administrative Professional Certificate program content guide
- Updates to the list of elective courses in the Provincial Instructor Diploma program content guide
- Updates to the Certified Dental Assisting Certificate (distance) program content guide to remove the term structure
- Updates to the evaluation of student learning sections in the Practical Nursing and Access to Practical Nursing Diploma program content guides
- Revisions to the Associate of Science Degree program content guide, including updates to admission requirements, addition of a Computer Science pathway, and removal of the Biology Flexible Pre-Major pathway
- Updates to MATH 1120 Discrete Mathematics 1, including changes to the evaluation plan and course name
- Update to course MUSC 1255 Class Piano 2 to include PLAR (Prior Learning Assessment & Recognition)
- Updates to course pre-requisites for BIOL 1100 Biology 1 and BIOL 1200 Biology 2
- Update to the Culinary Arts Diploma program content guide to clarify course equivalencies for students who began the program prior to September 2022, as well as updates to recommended characteristics of students
- Update to course PIDP 3220 Delivery of Instruction to include Prior Learning Assessment & Recognition (PLAR)
- Deactivation of the following courses:

| | |
|---|---|
| <p>ACAP 2001 Auto Collision Repair Technician Apprentice Level 2</p> <p>AGAP 1010 Automotive Glass Apprentice</p> <p>APAP 1001 Auto Paint and Refinishing Technician Apprentice</p> <p>ASBT 2015 Head Body Massage Treatment</p> <p>ASBT 2020 Aromatherapy Massage Treatment</p> <p>CNSK 1402 Foundations of Counselling</p> <p>CNSK 1403 Theories of Counselling</p> <p>CNSK 1404 Lifespan Development</p> | <p>CNSK 1405 Individ Couns Skills-Community</p> <p>CNSK 1406 Individ Couns Skills-Addiction</p> <p>CNSK 1407 Diversity, Culture and Couns</p> <p>CNSK 1408 Group Counselling Skills</p> <p>CNSK 1409 Family Systems-an Overview</p> <p>CNSK 1410 Assessment Practices-Community</p> <p>CNSK 1411 Assessment Practices-Addiction</p> <p>CNSK 1412 Personal and Professional Development</p> <p>CNSK 1413 Aboriginal Counselling Skills</p> |
|---|---|

| | |
|--|---|
| CNSK 1414 Vocational Counselling Skills | HOSP 1101 Communications |
| CNSK 1415 Addiction and Human Behaviour | HOSP 1103 Food and Beverage Operations |
| CNSK 1416 Cns Skills A Youth Perspective | HOSP 1104 Food Production Principles |
| CNSK 1488 Practicum – Volunteer | HOSP 1106 Accommodations 1 |
| CNSK 1489 Practicum – Employment | HOSP 1107 Business Mathematics |
| CPEN 0646 Pronunciation A – Intermediate | HOSP 1202 Hospitality Computer Applications |
| CPEN 0647 Pronunciation B – Intermediate | HOSP 1203 Restaurant Operations |
| CPEN 0666 Pronunciation A – Advanced | HOSP 1206 Accommodations 2 |
| CPEN 0667 Pronunciation B – Advanced | HOSP 1207 Business Statistics |
| DTEC 3100 S/R/T:Bosch,Cav,AMBAC Fuel Sys | HOSP 1210 Financial Accounting |
| EASL 0620Q Upper Beginner | HOSP 1212 Human Resources Management |
| EASL 0643 Listening & Speaking - Lower Int | HOSP 4740 Canadian Labour Relations |
| EASL 0659Q Reading & Writing UI | LTCA 7492 Clinical 1A |
| EASL 0660F Lower Advanced | ORSK 0652 EPA Speak & Listen Level 1 |
| EASL 0660Q Lower Advanced | ORSK 0762 EPA Speak & Listen Level 2 |
| EASL 0663Q Listening & Speaking LA | SESL 091 SPESL Level 4 Writing |
| EASL 0666 Pronunciation A – Advanced | SETL 0602H Settlement English Lvl 2 Pt 1 |
| EASL 0667 Pronunciation B - Advanced | SETL 0606H Settlement English Lvl 6 Pt1 |
| ESTH 1156 Anatomy, Phys & Histology | VOVI 0710 Braille 1 |
| HAIR 1356 Men's Hair Styling | VOVI 0720 Braille 2 |

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: January 4, 2022



GUIDELINES FOR CURRICULUM DEVELOPMENT FUNDS 2022-2023

A. PURPOSE

The Curriculum Development (CD) Fund supports projects that advance and expand the College's educational programming. Priority is given to proposals identified in the Academic Plan, along with recommendations and action plans resulting from Program Reviews, Program Renewal, and external Accreditations.

The CD Funds budget for 2022-23 is **\$400,000**.

- The call for proposals is sent out on December 13, 2021.
- Proposals are due February 11, 2022.
- The Education Quality Committee (EQC) of Education Council meets in March to review proposals and recommend the allocation of funds to the Vice President Academic & Applied Research. The decisions are communicated to proposers in late March.
- Funds must be spent between April 2022 and March 31, 2023.

B. ELIGIBILITY FOR CD FUNDING

The CD Fund supports the development/revision of programs and courses up to the program and course mapping stage (referred to as Curriculum Materials in the Definitions section). It is not meant to support the development of teaching and learning material. Proposals spanning 2-3 years will be considered. Multi-year funding commitment is contingent on satisfactory progress reports and changes to the CD Fund budget. Proposals need to be submitted each year for multi-year projects.

CD Activities Eligible for Funding:

1. Curriculum revisions arising as a result of external Accreditation or Program Renewal recommendations, which can include the development of curriculum materials, such as program content guides and course outlines
2. Previously funded CD projects currently in-progress eligible for additional funds for completion
3. New program development
4. Curriculum revisions to existing program/course arising from annual Program Reviews
5. Transitioning of courses to online, hybrid or Hy-flex delivery, including the program/course mapping stage, and the development of online teaching and learning materials
6. Curriculum initiatives identified in Departmental plans and the Academic Plan
7. Curriculum development focused on Indigenization, decolonization, EDI (equity, diversity & inclusion) or UDL (universal design for learning)

Program Renewals

Programs undergoing renewal indicated in the approved Program Renewal schedule are automatically awarded **\$5000** of CD Funds for that fiscal year. Departments can use this funding for department release time to participate in the Program Renewal process and curriculum development activities

arising from recommendations and action plans. CD funding can support the Department to:

- Attend Steering Committee meetings
- Collect and analyze data
- Write the self-study report
- Hold departmental planning sessions
- Prepare for the external site visit
- Create an action plan

CD Activities Not Eligible For Funding

1. Development of face-to-face teaching and learning materials such as lectures, videos, lesson plans, learning activities (class, shops, labs), learning resources, assessment tools, PowerPoint, etc. Such activities would be part of classroom preparation/ assigned duty.
2. Start-up costs related to new program such as salary of a Department Leader or faculty salary to develop teaching and learning materials should be built into the new program implementation budget.
3. Accreditation-related expenses such as faculty salary to develop reports, conduct research, hosting expenses, and accreditation fees. Accreditation costs are built into department budgets. Discuss with your Dean for further information.

Factors to Consider in Estimating Cost

How much time a curriculum development project will take is always an estimate, and the CD Fund budget will rarely have enough funds to support all the time required to complete the CD activities. Almost all CD Funds money will be spent on release time for instructors/department leader.

Here are some factors to consider in your request:

1. Complexity, nature, and scope of the CD project
2. Length and complexity of the program or course content
3. Level and type of program/course (stand-alone course, certificate, diploma, degree)
4. Expertise of the curriculum developer(s)
5. Type and amount of curriculum materials needed to be produced
6. Current state of program/course documents
7. The amount of time required in CTLR, online developer, eLearning support or Instructional Associate time (e.g., are there experienced curriculum developers in your department; is it a complex project; are you developing online resources?)
8. Amount of support available from Department Leader, Dean and/or other faculty
9. Faculty release, Department Leader release, PD, and/or assigned duty time available

C. APPLICATION PROCESS

The following documents must be fully completed and submitted to the Executive Assistant, Vice President Academic & Applied Research on or prior to the due date of **February 11, 2022**:

- a. Curriculum Development Funding Proposal
- b. Salary and operating costing sheet

While the CD Fund Committee acknowledges that Departments/Schools may have a process for identifying curriculum development projects that require CD funding, the EQC supports and encourages the following processes:

1. Dean holds department meetings within their Schools to determine curriculum development needs and identify projects requiring CD funds.
2. Department Leader, with input from the project lead, prepares the CD Funding Proposal and costing sheet. The Dean could also prepare a CD Fund proposal.
3. Proposals are sent to the Dean for approval by **February 4** at the latest, or as set by the Dean. The checklist should be included in the proposal documents sent to the Dean to assist in their decision-making process.
4. The Dean vets all proposals from the departments within their School and prioritizes them based on the CD Fund requirements.
5. The Dean sends all required documentation to the Executive Assistant, VP Academic & Applied Research by the due date of February 11.
6. Dean attends CD Fund Adjudication meeting to present on their School's proposals.

D. ALLOCATION OF FUNDS

The Education Quality Committee meets in March to recommend the allocation of funds to the Vice President Academic & Applied Research. Awarded funds must be expended within the fiscal year ending March 31st. The Committee might decide to hold back a portion of funds to support a second call for proposals. The second call for proposals would be communicated in September and adjudicated by October 31st.

Procedure

- Executive Assistant and Chair of EQC provide the documents for all proposals to the Committee
- Deans present their proposals at the CD Fund Adjudication meeting; Committee members assess the proposals using the EQC checklist. In order to avoid conflict of interest, Committee members must recuse themselves from decisions pertaining to their own Department or School
- The Committee deliberates and seek a consensus on funding allocation. If consensus is not reached, the final decision is made by the Vice President Academic
- CD Fund allocations are communicated to Deans and Project Leaders at the end of March
- The Executive Assistant to the Vice President Academic provides budget codes to the Department Leaders in April

Roles and Responsibilities

- Vice President Academic: approves the Committee's recommendations for funding allocation, communicates final allocations to Deans and Project Leads, and provides updates on the projects to Education Council.
- Chair of Education Quality Committee: facilitates the adjudication process and discussion. Requests additional information from Project Leads and Deans as needed.
- Education Quality Committee Members: review all proposals against the CD Fund general criteria. Recuse themselves from decisions related to their own Departments or Schools.
- Deans, or delegates: present their Schools' proposals at the CD Funds Allocation meetings.
- Executive Assistant to the Vice President Academic: communicates with Project Leads, monitors project expenses, and provides reports to the EQC.

E. REPORTING

The Project Lead will be required to submit project updates to the VP Academic Office on the following dates:

- September 30, 2022

- January 13, 2023
- March 31, 2023

If the project is unable to proceed as planned, the VP Academic can require the department to relinquish funds or transfer funds to other areas. Departments that portray a regular pattern of not completing approved projects might be ineligible for funds in the future.

F. FAQs

Q: Are funds generally granted across schools equitably?

A: Funds are allocated based on responses to the general criteria noted in Section B, not based on schools.

Q: Does the committee evaluate base-funded programs/courses differently than cost-recovery programs/ courses?

A: No, the committee evaluates all proposals equally.

Q: Is there an expectation that faculty will devote PD to curriculum development projects?

A: Departments are encouraged to use Professional Development and Assigned Duty for the project.

G. DEFINITIONS

Curriculum Materials: Refers to the concept paper, implementation plan, business case, program/course maps, Program Content Guide (PCG), and course outlines.

New Program: A new credential or significant and extensive changes to a program, where these changes impact the nature or overall direction of a program.

Program Map: A representation of the relationship between the courses and the program outcomes. The program map indicates where and how each program learning outcome is addressed in each course across the program, and aligns program learning objectives, course learning objectives, assessment and instructional strategies.

Project Lead: Department Leader or faculty member who initiates the curriculum development; manages project budget, people, contracts, deadlines and risks; reviews course components or deliverables.

Teaching and Learning Materials: Types of materials that will be used by the faculty and the students to engage with the course content. These materials include lectures, videos, lesson plans, learning activities (class, shops, labs), learning resources, assessment tools, PowerPoint, etc.

H. SUPPORT FOR WRITING CD FUND PROPOSALS

The Instructional Associates in the CTLR are available to consult and assist in writing CD Fund proposals. They hold two workshops to support proposal writers (typically in late January – please consult myVCC for dates) and are available to support the work done with CD Funds. Please consult with them about the scope of work and the support needed prior to submitting the proposal to ensure they have the time to support the project. Contact iasupport@vcc.ca for assistance.