

Study

BEYOND BORDERS

MAGAZINE



International Education:

Can students study abroad, safely?

The Best Youth Can Be!



TREVOR H. SHIRTLIFF SCHOLARSHIP

Do you know a student like...

Veronika Copping

“What is particularly remarkable about Veronika is her extracurricular involvement for the City of Surrey. She is the most community minded student that I have advised and continues to involve herself in all kinds of leadership opportunities both on and off campus. She has vast experience with the youth leadership programming as well as 4H initiatives. As well, she is doing all that she can to be involved in service opportunities as a leadership student and on grad council.”

~ Carmen Meier

Vishal Vijay

Vishal Vijay was just 11 when he launched his career as a youth activist. Today, he runs an organization called EveryChildNow (ECN), a national non-profit organization that empowers young people to help other young people. Its programs foster youth activism in support of local and global initiatives designed to promote children’s rights and alleviate child poverty by providing for basic needs – food, education, clean drinking water, shelter and health care.

Canadian School Counsellor magazine will be awarding scholarships throughout the academic calendar year in memory of its founder, Trevor Shirliff to these motivated difference makers. Please submit your application online to nominate a student that you feel deserves the recognition.

To nominate, visit: canadianschoolcounsellor.com/scholarship



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Study Beyond Borders

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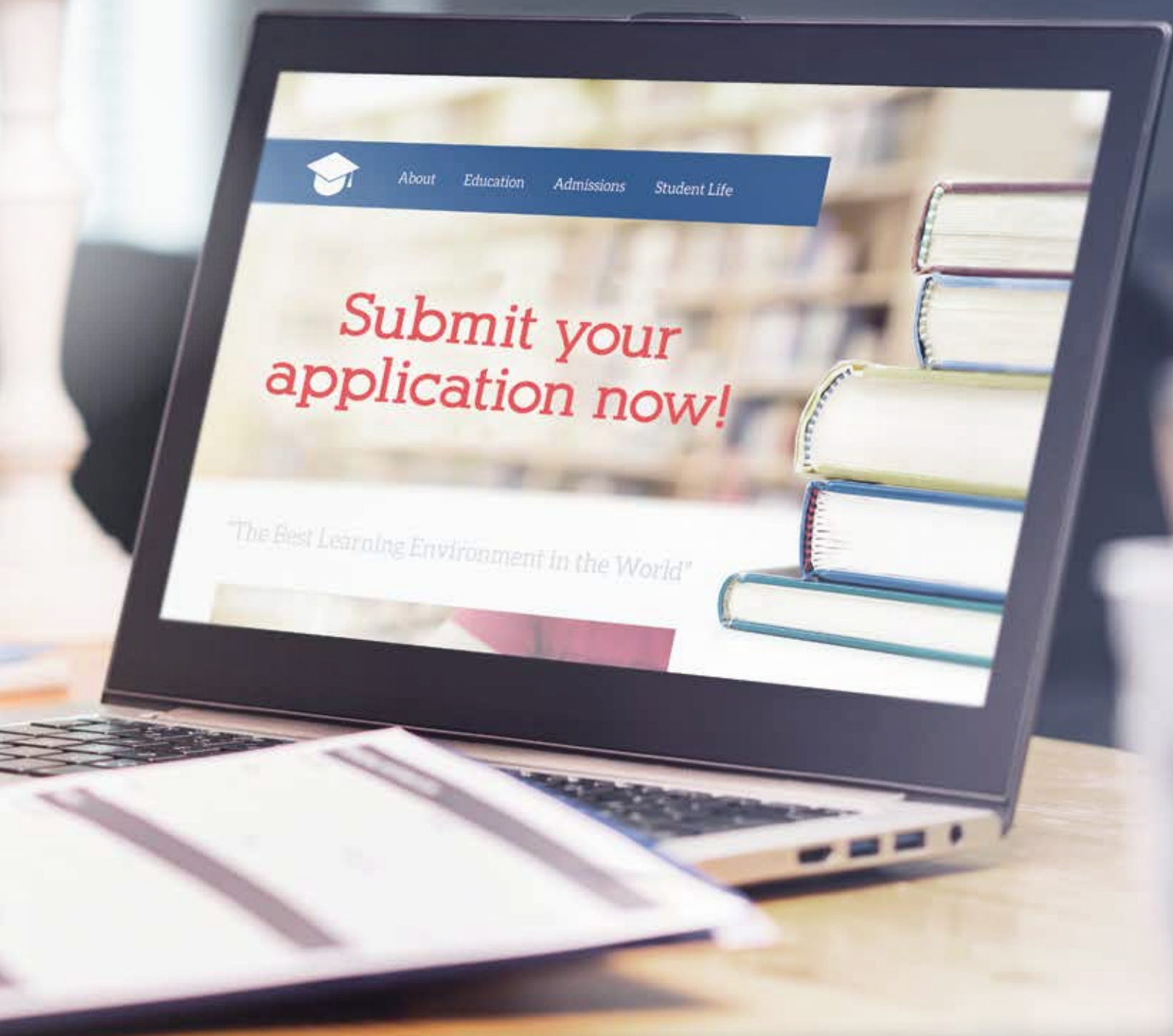
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Imperial College London | Ambrose University
Brock University | The Southern Alberta Institute of Technology
Centennial College | The Canadian College of Performing Arts



Admissions Advice: Navigating Applications Amid a Pandemic

Researching programs, submitting an application, and receiving a letter of acceptance from a university is an exciting chapter in the lives of young people and for their families across America. Scouring websites, taking tours, reviewing admission requirements, and then finally applying adds to the anticipation, and probably the anxiety, that surrounds receiving an offer of admission. The professionals in post-secondary Admissions offices who assist students through this process are equally excited about being part of such an important milestone in a young person's life and academic journey.



Since COVID-19 entered our reality, applicants and students have had to manage their lives, their decisions and their studies in a new way that has involved significant unpredictability, and most Admissions departments have needed to step up their efforts to support them.

This year, we all continue to face unprecedented precarities of a pandemic, making a student's transition to university far more challenging. The spring was extremely tumultuous, with colleges and universities acting quickly to get students home and to shift to virtual offerings for current students. For folks in Admissions offices, we were forced to make a similar transition, but with an emphasis on servicing prospective students and applicants. It began with the rapid move to digital Open Houses, campus tours, and orientation programs, and has continued into this school year with current student engagement as well as the development of plans for the next cycle.

As many worked through the summer to support the incoming class of 2020, there was as well a need to transition and support their own Admissions teams to a new remote work reality. This meant everything from investing in new technologies, adjusting work hours to accommodate staff child-care



obligations, developing new policies and adjusting old ones based on what could, and couldn't be done without regular access to campuses. In addition, so many activities that rely on the submission of information and documents from external sources needed to be rethought as to how to make that happen when those parties also did not have access to their usual resources. As the summer passed and the new admissions cycle came into view this fall, many realized that the temporary solutions that were developed in response to the pandemic were likely going to remain in place for the foreseeable future.

Initially, schools were faced a complete closure of campuses and offices. But this provided time to set up teams in many instances with equipment and IT access to the systems that they need to be able to fulfill their roles remotely. Shortly thereafter some transitioned to a hybrid model of remote and in-person work, which today is likely the most common experience throughout the sector. Staff are spending less time in the office, and those who are there are required to follow the dedicated campus COVID protocols such as social distancing and use of facemasks. A limited ability to have staff working in person has in some cases led to a re-evaluation of the existing processes including creating virtual on-the-spot admission meetings and altering policies relating to timelines and delivery methods of official and unofficial documents – which for some has meant piloting new forms of proof of English language proficiency. Many of these changes required approval through the university governance processes, which is not traditionally known for being especially quick but that in the face of pandemic has shown its ability to be nimble and extremely responsive to the needs to students, faculty, and staff.


While almost every industry has undergone changes resulting from remote work, Admissions departments have also been required to reevaluate and adjust policies while also navigating that workplace shift – or as some of us call it: “building the plane as we’re flying it.”. There is a requirement to maintain the integrity of the academic mission, while still recognizing that many students completed their final year in high school in an altered state of learning. As admissions professionals we

want future students to rest assured that we are aware of the obstacles they are facing, and have made firm commitments to assessing their academic achievements with those obstacles in mind. It is important for us to recognize that a student's success this year be taken into consideration differently than it would be in a typical year and it is most important to us that no student will be disadvantaged because of the alternate journey their studies may have taken them on.

If a student's formal studies occur through an adapted learning approach or environment, if their school's grading system has been modified, if their access to official transcripts is temporarily impeded, or final exam results are delayed, we are working to offer the greatest possible flexibility to ensure no applicant is left behind. In the admissions world we often operate within rules, equivalencies, standardized tests, and prerequisite course, and the gray area of subjective assessment. In these times, however, there is an increased need to offer significant latitude with respect to the processes and approach to assessing applications.

For example, students seeking admission to Brock University who may have had their SAT or ACT testing dates cancelled will not be disadvantaged as Brock does not use standardized tests for admissions. Instead, the institution can base an initial offer of admission on an unofficial transcript provided digitally, which indicates the grades achieved in each course. It is important to note that official transcripts, and all of the security processes that accompany them, are eventually required to register for courses. Given that students are eager to hear back about their applications and that there are so many impediments to getting document submitted through the usual channels, providing an early conditional offer, and basing it on work completed in the classroom (virtual or otherwise) is something we do to try to meet the needs of students.

It's also very important to not only amend policies, such as what tests are accepted and how transcripts can be submitted, but also looking forward towards policies that consider some of the realities of this current student experience. A new 'Fresh Start' option for students



"As admissions professionals we want future students to rest assured that we are aware of the obstacles they are facing, and have made firm commitments to assessing their academic achievements with those obstacles in mind."

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is an example that Brock University is piloting as an opportunity for those who may have started college or university studies in 2020, and due to many concurrent challenges of this fall did not have the best experience. Typically admission would be based on the most recent post-secondary experience, but under current circumstances a further look back is taken to see if perhaps the student was more a victim of circumstance, or may not for various reasons not be the best fit with an institution, rather than actually not being qualified to study.

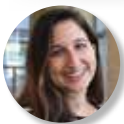
With so many students studying online for the first time, many are exploring multiple options for post-secondary, as well as increasingly hoping to start in different semesters. To accommodate these rolling applications, flexible deadlines for documentation have also been implemented and a variety of exceptions have been made for students who needed to adjust their start term to alternate intake dates. Also, many institutions are committed to not allowing this pandemic to negatively impact a student's chance of admission anymore than it already has by offering a Special Consideration option for students who experienced extenuating circumstances that impacted their academic record.

The adjectives to describe this time have become cliché, but it cannot be emphasized enough how unprecedented this all has been,

especially for high school students about to make the transition to college or university. They are missing out on many of the things that define their senior year; sports, proms, graduations, and the typical in-person search for the right post-secondary experience. One thing that they can count on, is that their partners in the admissions offices have redoubled their commitment to facilitating this process for them as smoothly and with as much flexibility as we can.

Admissions teams are, and will continue to work to find creative solutions and new strategies to ensure that every student situation is evaluated individually. There will be ongoing modifications to policies and operational changes that advantage students in this process, beyond what has already discussed. Ultimately it is goal of Admissions to provide applicants with a clear, transparent, and equitable admissions process. That part has not changed due to COVID. One aspect of admissions that is different, and is an aspect that perhaps is overlooked at times, is the infusion of more empathy and flexibility in all that we do. We truly do care about our students, and many have faced legitimate academic impediments through no fault of their own. As a community of post-secondary institutions, and also as staff within admissions offices, we want to ensure that their transition to post secondary marks a positive milestone in their lives as we move towards a brighter future together. 🌟

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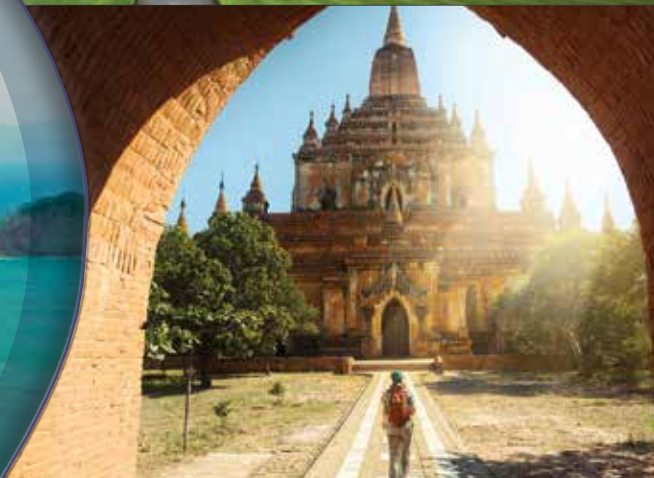
Studying Abroad in the Covid World



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It was like watching dominos fall. In March 2020, the novel coronavirus that causes COVID-19 reached pandemic proportions and borders around the world closed one after the other. Suddenly, American students studying abroad were told to get home or risk being stranded in their host nation. If ever there was a situation that deserved to be called a game-changer, COVID-19 proved to be a worthy recipient of the moniker.

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Top Ten Destinations for U.S. Students Studying Abroad (2019)

Top ten study destinations for U.S. students	Percentage of U.S. students choosing a school in this nation	COVID-19 infection rate	World Health Organization transmission classification
1. The United Kingdom	12%	2.0%	Community transmission
2. Italy	11%	1.9%	Cluster of cases
3. Spain	10%	3.1%	Community transmission
4. France	5%	2.9%	Community transmission
5. Germany	4%	0.9%	Cluster of cases
6. Ireland	4%	1.4%	Community transmission
7. China	3%	0.006%	Cluster of cases
8. Australia	3%	0.1%	Cluster of cases
9. Costa Rica	3%	2.4%	Community transmission
10. Japan	3%	0.09%	Cluster of cases

NOTE: The infection rate is calculated by considering the number of cases per 1,000,000 people living in each nation. The U.S. COVID-19 infection rate: 3.3%. The state with the highest transmission rate is North Dakota (7%) and the lowest is Vermont (0.4%). The state with the highest number of cases is Texas (over one million) and the state with the lowest number of cases is Vermont (just over 2,000). Statistics are based on mid-November numbers gathered by Statista and the World Health Organization. Check your states transmission rate to calculate a risk assessment for your area.

Now, a year after the coronavirus emerged from Wuhan, China, and a little less than that since the mass shut down that saw study abroad students forced out of their programs and back to their homes, the question is: what's next for American students who hope to study away from the U.S.?

The study abroad industry

To say that providers of study abroad opportunities were devastated by the events of the spring of 2020 would be an understatement. Prior to the pandemic, almost 350,000 American students were pursuing university and college options around the world. No one wants to talk about how low the number has gone since the pandemic started but, with many study abroad programs cancelled for the fall and only a few running in the winter term, it's safe to say that a fraction of the number of students are heading out of country to pursue their college and university dreams. According to Michelle Tolan Tomasi, a former executive for the Institute for Study Abroad, most outfits laid off at least half of their workers after the novel coronavirus became a pandemic. Tolan Tomasi, herself a victim of the layoffs, said, "The education abroad field has been decimated. It's an under-recognized casualty of the pandemic."

Fear and uncertainty

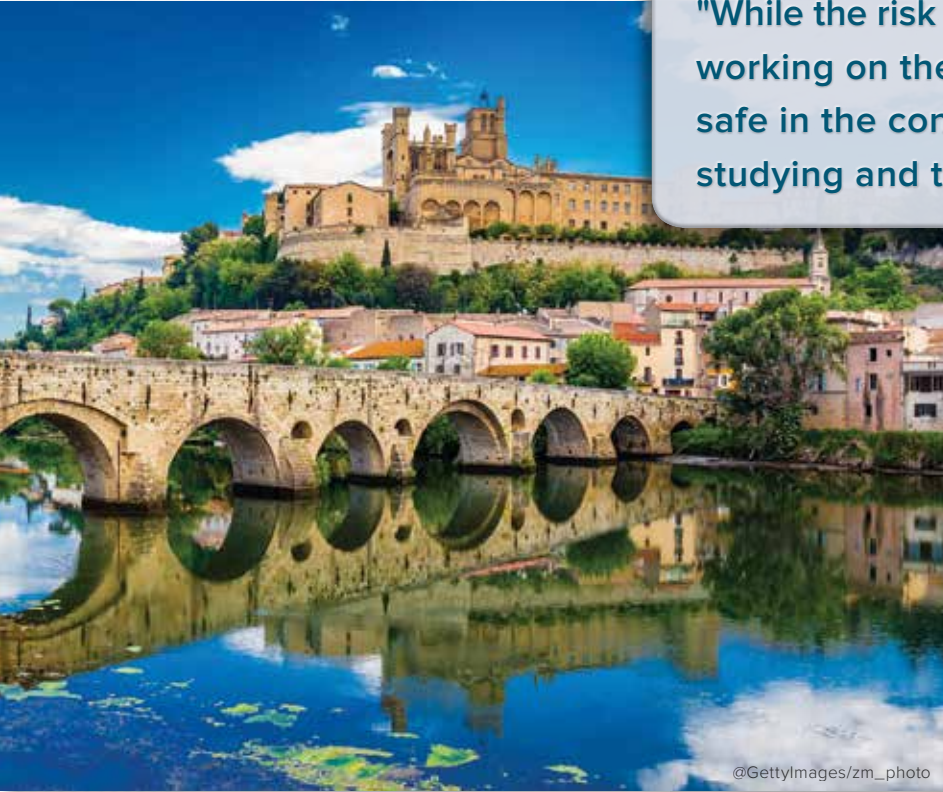
One of the tertiary reasons for the rapid decline (COVID-19 being the obvious, primary reason) is the fear and uncertainty the pandemic has brought to people's lives. The CDC has encouraged American universities and colleges to consider postponing or cancelling student international travel programs. They warn "...students may face predictable circumstances, such as travel restrictions, challenges returning home, and challenges accessing health care abroad." These are the legitimate concerns that are impacting whether U.S. students choose to study abroad at this time.

Studying abroad is happening

Nonetheless, students can still choose to participate in some programs. While travel restrictions are in place for non-essential travel (tourism), people travelling for work or education can apply for – and, in most cases, receive – an exemption. One important warning: students will need to give themselves plenty of time to apply for study visas since the pandemic has hampered the bureaucratic processes of many countries. That said, some American students are pursuing



"While the risk level is still there, these students are working on the assumption that they will likely be safe in the confines of the school where they are studying and the host nation they are visiting."



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study abroad opportunities despite the pandemic. There are several factors that have influenced their decision. Here are the things they are considering before making their move:

Safety – COVID-19 has made most Americans extremely safety conscious. From constant hand washing to wearing masks in public to physical distancing, COVID-19 has shown us how vulnerable we all are to illness and infection. What some students and their families are considering is the risk level of certain host nations and the programs they are providing. Some are checking their state infection rate and comparing it to the infection rate of the place the student wants to study. In some cases, students are statistically less likely to get COVID-19 abroad than at home. For example, a student in Massachusetts faces a 2.4 percent chance of contracting COVID-19 (as of mid-November 2020). If that student chooses to study in Germany, they face a less than one percent chance of contracting COVID-19 based on the safeguards Germany has put in place to combat the coronavirus. While the risk level is still there, these students are working on the assumption that they will likely be safe in the confines of the school where they are studying and the host nation they are visiting. However, many consider this to be a form of

grim calculus. If they are at risk of getting sick, they would rather be at home with their family and this is why the study abroad numbers are so low at the present time.

The host nation / school - Many host nations and schools have worked hard to try to make their programs attractive to U.S. students despite the pandemic. Case in point: Canada. Universities and colleges across Canada have been extremely aggressive in the battle against COVID-19, implementing strict quarantine policies, rigid enforcement of physical distancing and the use of masks. The federal government has mandated all this. Some schools have gone above and beyond, locking down their student residences to prevent the spread of infection into dorm rooms from the greater community. Canadian universities and colleges have also introduced hybrid education models – a combination of physical distance, in-class instruction and online learning – to make things as safe as possible for international students. The Canadian government has also compelled schools to help international students with provisions during their 14-day quarantine and health insurance for the duration of their stay in Canada. A popular destination for international students, Canada attracted over 600,000 students to



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Most study abroad programs have either postponed courses of study or adapted their programming to suit a COVID-19 world.



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all levels of their education system from around the world in 2019, over 15,000 of who came from the United States. One additional note: Canada was selected as the #1 Place in the World to Study Abroad (2020) by [educations.com](https://www.educations.com).

Program - Some American students have opted for completely online schooling with actual, in-person attendance postponed until the pandemic is over. Others have turned to the hybrid model adopted by many Canadian schools described above - enrolling in an online course of study with programming supplemented by cultural experiences in the form of videos and chats with students at the host school in the international destination they are interested in. Most study abroad programs have either postponed courses of study or adapted their programming to suit a COVID-19 world.

Travel insurance – By the fall of 2020, the medical community had developed a better understanding of COVID-19 and initiated treatments that drastically reduced the impact and mortality rate brought on by the disease. This allowed insurance providers to start to develop policies for students looking to study, or to continue their studies, abroad. COVID-19 specific coverage – in addition to standard medical coverage – has become a must for American students studying outside of the U.S.

To study abroad or not to study abroad

Students hoping to study abroad are doing one of two things: conducting comprehensive risk assessments and research in their quest for a study abroad opportunity OR waiting for the pandemic to settle, employing patience as they thoughtfully delay their departure from the U.S. Both options cater to different personality types. The questions American students considering studying outside the U.S. in 2020 must ask themselves are:

- What are my educational needs right now?
- Can my international study adventure wait?
- Are there other options that help me meet my goals while the medical community finds a way to deal with COVID-19? With a vaccine on the horizon, is it just a matter of time before things start to normalize?

In the meantime, the study abroad industry – whether private companies or university/college sponsored – is adapting to the new reality. Shorter courses of study (months vs. years) are becoming the go-to marketing strategy for many. A focus on health, living conditions and safety are also emerging as key selling points. And online learning is becoming an important compliment to classroom learning. Their hope is to ride out the pandemic and, within a year or so, bring study abroad education back to pre-pandemic levels.

Top Ten Places in the World to Study Abroad (2020) - educations.com*

Nation	Percentage of citizens satisfied with the government's management of the COVID-19 pandemic**
1. Canada	88
2. Australia	94
3. Germany	95
4. Switzerland	N/A
5. U.S.A.	47
6. Sweden	71
7. The Netherlands	87
8. The United Kingdom	46
9. Spain	54
10. France	59

The people at **educations.com** surveyed over 30,000 international students to develop a series of top ten lists. This one indicates the top ten overall choices, keeping in mind that study abroad students make their decisions based on country first and program second. The top ten ranking is based on seven criteria that allows the study abroad student:

- ✓ To achieve their career goals
- ✓ To develop themselves personally
- ✓ To experience a new culture or lifestyle
- ✓ To access higher quality teaching
- ✓ To have an adventure
- ✓ To make new friends or widen their professional network
- ✓ To learn a new language

The chart also lists the satisfaction of citizens regarding the government's management of the pandemic. Some might conclude that, if the people living in these nations feel safe, students travelling to these countries should also feel safe. If you go by the chart above, Canada would be an ideal choice for study abroad students based on the proximity to the U.S., the quality of education, and the nation's management of the pandemic. 🌍

*Source: <https://www.educations.com/top-10-lists/top-10-places-to-study-abroad-global-18096>

**Source: <https://www.pewresearch.org/global/2020/08/27/most-approve-of-national-response-to-covid-19-in-14-advanced-economies>



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Global Summer School - Imperial College London

Imperial College London's Global Summer School is a two-week programme, specifically designed for 16- and 17-year olds with a passion for science, technology, engineering and medicine.

Following the 100% recommendation rate for the 2020 Online Programme, the 2021 programme will be running from 28 June to 9 July and from 2 to 13 August and will provide a unique learning experience for students from across the globe, at a world leading institution.

The Global Summer School offers students the opportunity to participate in a range of lectures and interactive seminars, under the guidance of Imperial Academics, to gain specialist knowledge in their chosen subject of choice in both theoretical and practical projects.

In the second week of the programme, students will take part in an interdisciplinary STEM project to provide a real-life experience, needing entrepreneurial spirit and a problem-solving attitude. The programme will encourage students to share their specialist knowledge, interact with like-minded students, improve teamwork and communication skills and gain insight into applying and studying at a UK University.

Applications for the Global Summer School programme will open in February 2021 and to ensure every students safety, the Global Summer School team are currently reviewing how to provide an excellent academic programme in a compliant and secure way. In the meantime, you can register your interest for the 2021 programme on the Imperial College website or contact the team to discuss the forthcoming programme in more detail.



Learn more at: www.imperial.ac.uk/global-summer-school

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UNIVERSITY
IN THE WORLD**

**QS World rankings 2021*



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*Times Higher Education Most
International rankings 2020*



Ambrose University

Ambrose University values the health and welfare of our students and places a high priority on creating a community that is safe for everyone. In addition, we value holistic formation. Specifically, we are committed to creating intentional learning experiences that rely heavily on engaging with one another in transformative ways.

So, throughout the pandemic, Ambrose has expanded our capacity to teach online while coupling that with on-campus learning – a hybrid of two delivery methods. We believe this model offers us the opportunity to both build relationships and adapt to pandemic related restrictions.

Ambrose is still offering in-person classes and will continue as long as it is safe to do so. Our small class sizes allow us the opportunity to continue these in-person classes and labs while observing all pandemic safety protocols.

In addition to in-person learning options, Ambrose also offers online classes with no in-person requirements, as well as hybrid classes. Hybrid classes are a mix of online delivery and in-person interaction within the class. Students will attend scheduled in-person classes as well as online lectures. Technical support is available to all of our students.

To ensure that students are able to thrive, academic and accessibility supports have transitioned to online, often with enhanced content to recognize the unique challenges that have arisen during the pandemic. Mental health supports on campus have also transitioned to online and been enhanced.

Though the pandemic has restricted in-person community events, Ambrose has transitioned many of these to online platforms. A close community is fundamental to the Ambrose experience, so we are committed to ensuring that these opportunities for networking and personal growth are still accessible.

For detailed information on Ambrose's response to COVID, please visit ambrose.edu/covid.



For more information about Ambrose University admissions, please contact enrolment@ambrose.edu or visit: ambrose.edu/admissions





Brock University

Brock University is one of Canada's top post-secondary institutions. Located in historic Niagara region, Brock is only an hour from Toronto and 30 minutes from the US border and offers all the benefits of a young and modern university in a safe, affordable, community-minded city with beautiful natural surroundings.

Brock is home to more than 19,000 students from over 100 countries studying in seven diverse Faculties including Applied Health Sciences, Education, Humanities, Social Sciences, and the internationally accredited Goodman School of Business. With over 100 Undergraduate and Graduate degree options, Brock University offers an academic experience that is second to none.

Brock's degree programs are designed with your future in mind. With a focus on your career with co-op and service-learning options that provide maximum exposure to your chosen field of study. Brock offered more than 24,000 experiential learning opportunities for students last year. And a co-op program with one of the highest work-term placement rates in Canada. More than 95 per cent of co-op grads get hired by their previous employer.

Brock is more than a school — it's a community. There is a variety of clubs, intramural athletic options and extracurricular activities to stimulate any interest. Beyond your own participation, cheer on the Brock Badgers in a wide variety of sports, including world-class wrestling and rowing programs. These experiences, and many more, had led to Brock being ranked #2 in student satisfaction in Canada.

Brock is also a focused on leading-edge research and scholarship that is dedicated to improving quality of life. Brock is heavily invested in the economic, social and cultural health of its community and beyond. Scores of partnerships between the community and all faculties within the University make research a two-way process: learning from one another and innovating together.

Over the past decade Brock has invested \$240 million in research, teaching, and student spaces. These investments include the state-of-the-art Roy and Lois Cairns Health and Bioscience Research Complex, and the Marilyn I. Walker School of Fine and Performing Arts. These investments have positively impacted the student experience and highlight how Brock is dedicated to creating a positive impact in our local community, and beyond.

Brock believes that you can make the world a better place and has the programs and opportunities to propel you on that path. Your talents and strengths can shape a compassionate future, and Brock offers the supports needed to take them beyond the classroom. These supports include financial assistance, with over \$4 million in awards given out each year, as well as mental health support, where Brock has ranked #1 in Canada for the third year in a row.

All Brock programs are open to start in September, with many programs also offering a winter and spring entry point. Brock also does not require standardized tests to be considered for admission.



Learn more at: www.choosebrocku.com

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The Southern Alberta Institute of Technology (SAIT)

● Hands-on learning in a virtual world

In response to COVID-19, SAIT has had to rethink program delivery and pivot quickly to ensure a safe learning environment for our community of students, faculty and staff. As a technical training institution that provides students with industry-relevant skills, we had to think about how our applied, hands-on education model could translate to a digital experience for students?

The challenge to deliver these skills to our students virtually was met with enthusiasm. Instructors and staff across all programs and departments rose to the challenge, finding unique ways to bring the in-person experience online.

Our support services across campus shifted from in person to virtual appointments within three business days. The International Centre advocated to have fees reduced or removed for online learners, and adjusted the refund and deferral policies. They also worked with our Residence and the Calgary International Airport to manage international arrivals and quarantine requirements.

Our Centre for Learning and Technology developed a course for all faculty, that would prepare them for delivering their course materials online – ensuring our students were set up for success with faculty who could assist them every step of the way. Students in our e-Learning programs that were unable to travel to Canada were assigned laptops from one of our many computer labs, which allowed them to remotely access software needed to complete course work.

Technology such as Building Information Modeling (BIM), Virtual Design Construction (VDC), 3D modeling and Virtual Reality (VR) software became an important component of changing our hands-on learning to online delivery.

SAIT's Optician diploma program, one of the newest diploma programs in the School of Health and Public Safety, is using a 3D replica of an eye for students to practice their skills on. You'll find students in our automotive programs using augmented reality to transform photo diagrams into interactive models that allow for a better understanding of the material. Pipe Trades instructor Fred Bretzke had already been incorporating advanced technology into his teaching, which his students love and want to see more of. Thanks to 3D modelling and AR, teaching the theory of trades is possible online.

Even our students in the Radio, Television and Broadcast News program carried on despite physical distancing by contributing content remotely with Open Broadcaster Software and using Microsoft Teams for interviews. SAIT instructors in our culinary programs have also used Microsoft Teams and social media platforms like YouTube to deliver captivating video tutorials on the intricacies of culinary skills such as cake decorating, meat preparation and plating.

When it comes time to apply theory in a hands-on environment, SAIT has found ways to make in-person learning possible. Small cohorts, physical distancing and enhanced sanitization measures make it possible for students to learn and practice hands-on skills in our state-of-the-art labs and classrooms. This blended delivery of virtual and in-person training will allow our students to develop the skills they need to succeed in their future careers in business, construction, energy and environment, hospitality and tourism, health, information and communications technologies, manufacturing, and transportation.



Learn more about SAIT programs for international students at:
www.sait.ca/international

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- **170K** proud alumni around the world
- **#1 college in Toronto** for student satisfaction
- **25,000** students from **126** countries
- Over **1000** academic pathways
- Real-world **industry experiences**
- Five campuses in **Toronto, Canada**
- Flexible **online and hybrid** delivery options
- Options for **co-op** work placements
- Exchanges, internships, or applied research abroad
- Empowering **global and digital citizenship** skills

Centennial College is a Designated Canadian Learning Institution (DLI) with an **approved COVID-19 readiness plan**



With over 200 programs that offer a mix of **hands-on and online learning**, your students will gain specialized skills for successful careers.

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centennialcollege.ca

See where experience takes you.



Centennial College adapts hands-on learning virtually

When the Ontario government declared a state of emergency on March 17, closing many establishments as COVID-19 cases started to rise dramatically, Centennial College was already implementing a plan to pivot to online learning.

Faculty, administrators, and IT staff worked rapidly and collaboratively to shift our curriculum and student services online within one week of the provincial order to shut down. Centennial invited instructional design and educational technology specialists to help shape the curriculum and ensure an enhanced learning experience online.

By the summer, 23 full-time programs were developed to meet the flexibility of global time zones while maintaining engagement and interaction with fellow classmates and professors. By fall 2020, the college had 50 programs designed for complete online delivery. More than 200 programs are currently offered through online or hybrid delivery, expecting to resume in-class instruction once campuses fully reopen. Hands-on learning in our campus labs and studios are taking place at reduced capacity to provide safe physical distancing.

Centennial invested heavily in curriculum development to ensure online learning is flexible, interactive and experiential. Well known for its connections with industry, Centennial's approach fosters both technical knowledge and soft skills. To make certain those defining features translated online, Centennial created simulated labs, instructional videos, e-texts, online forums and interactive case studies, and worked with industry partners in Canada and abroad to secure virtual internships. Our Services and Global Experience (SaGE) team launched innovative virtual mobility initiatives, globally-themed exchanges, research projects, and short course modules tailored for online delivery.

To support international students, programs like COVID Safe Canada and headSTART, Centennial's pre-arrival program, have streamlined the journey to Canada without compromising safety or engagement. The COVID Safe Canada app is an evolution of an international-student Airport Welcome initiative, which Centennial continues to lead.

Centennial College is a Designated Learning Institution (DLI) with an approved COVID-19 readiness plan. Being an approved DLI cleared the way for international students enrolled in a Centennial program to enter Canada as of October 20, 2020. Centennial was one of the first Ontario colleges initially approved to welcome students to Canada.

Centennial's comprehensive protocols include securing airport transfers to students' place of quarantine, identifying hotels that provide room service for students isolating for 14 days, and arranging healthcare professionals to conduct mandatory COVID-19 testing toward the end of their quarantine. Specialized programming and social media community-building assist with a transition to campus for essential labs and classes.

As one of the top destinations for international students in Canada, Centennial is well equipped to support students eager to study abroad. We encourage ambitious students not to put their education and career on hold. We are ready to welcome your students!

We carefully consider every decision to support our learners' academic, career, social and personal development. Our curriculum, teaching and co-curricular opportunities demonstrate that we value the diverse profiles of our students and strive to create ideal conditions for their learning, development and satisfaction.



Website: www.centennialcollege.ca. Follow Centennial students on the Global Experience Blog: www.centennialglobalexperience.com



The Canadian College of Performing Arts

The Canadian College of Performing Arts based in Victoria, BC Canada has taken the challenges of delivering in-person performing arts training head on. At the onset of the pandemic in March 2020, the College successfully pivoted to digital delivery and provided an adapted and fruitful close to the 2019/20 College year.

Inspired by this success, College staff worked tirelessly over the summer to ensure that the CCPA community could return to in-person training this fall in a safe and considered manner. Through this process, we enhanced our digital capacities through wifi upgrades, moved our administrative offices in order to add a new dance studio to support physically-distanced classes, and crafted a thorough addendum to our policies and procedures that specifically address how we as a community will support each other as we weather the global pandemic. And lastly, staff installed tablets, computer, webcams, television screens, and sound boards.

We have summarized our policies and procedures into these nine points that apply to all students, faculty, staff, patrons, and volunteers who visit the College:

Got symptoms? Stay home!

If you are scheduled to attend class in-person and are demonstrating symptoms, you are to remain home and attend class virtually if able.

Come prepared.

Review your daily checklist to ensure you have all the belongings you require.

Sign in & sanitize.

Once you have signed in on the app and sanitized your hands upon entry, you may proceed to the locker room, washrooms, or the student kitchen / common area to drop off your food in the fridge, before heading directly to your assigned studio or workspace.

Follow the flow in an orderly fashion.

Enter & exit from assigned doors. Adhere to any directional stairwell and hallway arrows, and all capacity, sanitization, and distancing signage.

Masks are mandatory when moving from A to B.

The wearing of non-medical mouth and nose coverings is mandatory at CCPA when travelling from A to B within the building, until you are socially distanced in your assigned studio or at a personal workspace.

Sanitize first or wipe it down after.

Sanitize prior to touching anything you know others will touch.

Adhere to capacity and distance.

Each room clearly indicates the maximum number of people allowed entry. You are to remain socially distanced in taped out areas until directed by an instructor. Any activity that reduces distancing requires masking.

Contact requires sanitization & consent.

Any activity that involves physical contact requires sanitization before and after, and the consent of all involved.

Got time? Go outside!

There is to be no milling about, socializing, or eating meals within the building. Breaks and spares are to be spent under provided and covered outdoor spaces.



To find out more about our programs and our full COVID-19 Policies and Procedures, head to: www.ccpacanada.com.



CANADIAN
COLLEGE of
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ARTS**

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PERFORMING ARTS



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Individualized curriculum
tailored to you

Opportunities to **create your own work**

Various **performance opportunities** with **professional companies**

Less than **3:1 student/faculty ratio**

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