Vancouver Community College Education Council Meeting Agenda

January 14, 2020
3:30–5:30 p.m. VCC Broadway Campus, Room 5025

Item	Topic	Action	Speaker	Time	Attachment	Page
1.	**CALL TO ORDER**			1 min		
2.	**ACKNOWLEDGEMENT**		E. Ting	1 min		
3.	**ADOPT AGENDA**	Approval	E. Ting	1 min	✓	**1-2**
4.	**APPROVE PAST MINUTES**	Approval	E. Ting	1 min	✓	**3-7**
5.	**ENQUIRIES & CORRESPONDENCE**	Info	E. Ting	1 min		
6.	**BUSINESS ARISING**					
	a. Concept Paper: Teaching Online Certificate	Info	S. Lew	10 min	✓	**8-18**
	b. Education Council and Standing Committees: Membership and Recruitment	Discussion	E. Ting	10 min		
7.	**COMMITTEE REPORTS**					
	a. Curriculum Committee		T. Rowlatt			
	i. Program Update: Dental Technology Sciences Diploma	Approval	K. Izumi	5 min	✓	**19-26**
	ii. Program Update: Health Care Assistant (HCA)	Approval	L. Beveridge	10 min	✓	**27-81**
	b. Policy Committee					
	i. Updated Terms of Reference	Approval	A. Candela	5 min	✓	**82-85**
	c. Appeals Oversight Committee	Info	L. Griffith	5 min		
	d. Education Quality Committee	Info	T. Rowlatt	5 min		
8.	**RESEARCH REPORT**	Info	E. Ting	10 min		
9.	**CHAIR REPORT**	Info	E. Ting	5 min		
10.	**STUDENT REPORT**	Info	P. Patigdas	5 min		
11.	**BUSINESS ARISING (continued)**					
	a. Affiliation Agreement with Vancouver Film School (VFS)	Approval	S. Lew	30 min		

	b. New Program: VR/AR Design and Development Diploma	Approval	J. Kelly/J. Shehadeh	10 min	✓	**86-164**
12.	**NEXT MEETING & ADJOURNMENT**	Info	E. Ting	1 min		
	Next meeting: February 11, 2020 3:30–5:30 p.m., DTN, room 240					

VANCOUVER COMMUNITY COLLEGE EDUCATION COUNCIL
DRAFT– MEETING MINUTES
December 10, 2019
3:30–5:30 p.m. VCC Downtown Campus, Room 240

ATTENDANCE

Education Council Members
Elle Ting (Chair)
Denise Beerwald (Vice Chair)
Andrew Candela
David McMullen
David Wells
Heidi Parisotto (via teleconference)
Jo-Ellen Zakoor
John Demeulemeester
Lucy Griffith
Natasha Mandryk
Nona Coles
Todd Rowlatt

Regrets
Shawna Broekhuizen
Guests
Claire Sauvé
Daniel Warlock
Helen Roberts
Jennifer Gossen
Katarina Jovanovic
Phoebe Patigdas
Taryn Thomson
Tilda Venalainen
Recording Secretary
Darija Rabadzija

1. CALL TO ORDER

- The meeting was called to order at 3:32 p.m.

2. ACKNOWLEDGEMENT

- E. Ting acknowledged that the meeting is being held on the traditional unceded territory of the Sḵwx̱wú7mesh Úxwumixw (Squamish), xʷməθkʷəy̓əm (Musqueam) and Tsleil-Waututh peoples.

3. ADOPT AGENDA

MOTION: THAT Education Council adopt the December 10, 2019 agenda as presented.

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

4. APPROVE PAST MINUTES

MOTION: THAT Education Council adopt the November 12, 2019 minutes as presented.

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

5. ENQUIRIES & CORRESPONDENCE

- There were none.

6. BUSINESS ARISING

a) International Education

- J. Gossen presented on International Education trends at VCC and across Canada.
- Responding to T. Rowlatt, J. Gossen noted the high retention rate of about 97% as one of International Education's success measures. Regarding academic integrity, J. Gossen noted that there are fewer issues with hands-on, trades-focused programs, but there are conversations about this topic and the impact of cultural differences.

- T. Thomson followed up on the discussion of affiliation agreements with private language schools ILAC and ILSC at the April 2019 Education Council meeting; the concern at the time was that students were being referred to these schools for English upgrading. J. Gossen explained that the affiliation agreement is designed to bring students to VCC from these institutions. In addition, information about VCC's EAL Pathways program has been added to materials for prospective students.
- L. Griffith inquired about plans to offer study abroad options. J. Gossen responded that the process is still at the preliminary stage; VCC has been engaged in the government's consultation process and hopes to obtain federal funds to allow students to study abroad.

7. COMMITTEE REPORTS

a) Curriculum Committee

i) New Program: Administrative Professional Certificate (International)

MOTION: THAT Education Council approve, in the form presented at this meeting, the Program Content Guide for the new Administrative Professional Certificate (International) program, and recommend that the Board of Governors approve the new credential.

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

- T. Rowlatt presented the proposal, which combines the four-month Administrative Professional 1 and 2 Certificate programs into one eight-month program for international students. H. Roberts added that up to six international students per cohort will be taught alongside domestic students.

ii) New Program: Early Childhood Care and Education Diploma (International Cohort)

MOTION: THAT Education Council approve, in the form presented at this meeting, the curriculum for the new Early Childhood Care and Education Diploma (International Cohort), including one (1) new course ECCE 1011, and recommend the Board of Governors approve the credential.

Moved by T. Rowlatt Seconded & CARRIED (Unanimously)

- K. Jovanovic and C. Sauvé presented the three Early Childhood Care and Education (ECCE) proposals. The department is proposing a daytime, full-time version of its ECCE diploma, including a new program for international students. The domestic program was modified for international students by adding a preparatory course (ECCE 1011) and rearranging the course order to accommodate work permit processing times. Curriculum Committee approved minor revisions to nine ECCE courses and requested a number of changes to the ECCE program content guides, which were completed.
- Responding to J. Demeulemeester, C. Sauvé explained that the tuition for domestic students will remain the same, while international tuition has not been set yet.
- A. Candela suggested more emphasis on previous experience working with children in the admission requirements, and inquired about English language proficiency. K. Jovanovic and T. Rowlatt responded that candidates are thoroughly vetted and receive ample practical training during the program. The English language requirements are the same for international and domestic students and can be revisited in the future if necessary.
- In view of the expansion to a full-time offering, J. Demeulemeester and T. Thomson asked at what point programs are moved out of Continuing Studies (CS) into base funded areas covered by the VCCFA collective agreement. T. Thomson objected to the fact that the ECCE Diploma instructors, as CS faculty, do not enjoy the same rights and privileges as other faculty, especially since students in the international program will pay higher tuition rates. There was a discussion about whether base funding may become available in the future, in the context of increased government investment in ECCE.

iii) Program Update: Early Childhood Care and Education Diploma

MOTION: THAT Education Council approve, in the form presented at this meeting, updates to the PCG for the Early Childhood Care and Education Diploma program, including a change to the program name and removal of the physician's report from the admission requirements.

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

- K. Jovanovic presented the proposal to change the program name from ECCE Post-Basic Diploma to Early Childhood Care and Education Diploma, in order to maintain a consistent naming convention. The physician' report was removed from the admission requirements for both the domestic diploma program and the certificate program (see 7iv), since it is no longer required for the Early Childhood Education Registry in B.C.

iv) Program Update: Early Childhood Care and Education Certificate

MOTION: THAT Education Council approve, in the form presented at this meeting, updates to the Early Childhood Care and Education Certificate program admission requirements, removing the physician's report.

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

- K. Jovanovic presented the proposal to remove the physician's report from the admission requirements (see 7iii).

v) Curriculum Style Guide: Admission Requirements

- T. Rowlatt reported on continued committee work on the Style Guide at the November 29 planning day session. The suggested standardized format for admission requirements was developed in collaboration with the Registrar's Office and J. Giesbrecht (Marketing). C. Deans is reformatting admission requirements for all programs and asking departments to approve the changes. The goal is to bring these formatting changes to Education Council in an omnibus motion.

b) Policy Committee

i) D.4.3 Student Code of Conduct (Non-Educational Matters)

MOTION: THAT Education Council post D.4.3 Student Code of Conduct (Non-Educational Matters) policy and procedures for community feedback.

Moved by J. Demeulemeester, Seconded & CARRIED (Unanimously)

- J. Demeulemeester presented revisions to the policy and procedures documents. There was a discussion around students' right to protest. Regarding the suggestion that Appeals Oversight Committee create Terms of Reference for Appeal Hearing Committees, A. Candela responded that the policy and procedures already outline these terms. T. Rowlatt noted that the creation of guidelines for a standardized approach to hearings was recommended, rather than including these details in the procedures.

ii) A.1.2 Student Appeal of Suspension to Board of Governors

- J. Demeulemeester presented an information note from Governance Committee regarding revisions to this policy; language around grounds for appeal and accommodations was broadened. The Board has approved the revised policy.

c) Appeals Oversight Committee

- A. Candela reported that committee is planning next year's Tribunal Training Day (February 21, 2020). Committee supports the inclusion of staff, in addition to faculty, in hearing panels, and staff will be invited to attend the training event. A. Candela also reminded Education Council members of the resources stored on the committee's shared folder, including a roster of trained panelists.

d) Education Quality Committee

i) Program Renewal Report and Action Plan: Deaf and Hard of Hearing (DHH)

- The November committee meeting was cancelled. T. Rowlatt reported that the Board of Governors approved minor revisions to C.3.2 Program Review and Renewal policy and procedures. Upcoming events include Deans' annual program review presentations and Curriculum Development (CD) Funds adjudication. The call for proposals will go out in January, with a submission deadline of February 21, 2020.
- The Deaf and Hard of Hearing (DHH program) renewal report was included in the meeting package; work on curriculum updates has begun.

8. RESEARCH REPORT

- E. Ting reported that Research Day on November 21 was a success, with about 130 attendees. The event received federal funding from NSERC, which also provides funds for events involving industry.
- The REB has completed three new approvals, including one full board review; one amendment and two new projects are in progress, and two course-based approvals are expected for February. The REB Annual Report will be presented in January.
- E. Ting encouraged members to apply for the President's Research Fund; the call-out for proposals is planned for January 2020.

9. CHAIR REPORT

- E. Ting reported from Education Council's Planning Day on November 29. Topics included Work-Integrated Learning, Universal Design for Learning, Academic Equity, Academic Integrity, the Teaching and Learning Framework, and the Academic Master Plan.

10. STUDENT REPORT

- P. Patigdas reported on recent SUVCC activities focused on Transgender Day of Remembrance, International Day for the Elimination of Violence against Women, and the "Orange the World" campaign about consent. SUVCC will organize end-of-semester events focused on relaxation for students, including dog therapy.

11. ELECTIONS

a) Education Council Chair

- D. McMullen thanked everyone for their service in leadership capacities before beginning the election process.

  N. Coles nominated E. Ting. Nomination accepted.
  Second and third call for nominations: there were none.

  By acclamation, E. Ting was announced Chair of Education Council.

b) Education Council Vice Chair

- N. Mandryk nominated A. Candela. Nomination accepted.
  Second and third call for nominations: there were none.

  By acclamation, A. Candela was announced Vice Chair of Education Council.

c) Two Executive Committee Members

- T. Rowlatt nominated N. Mandryk. Nomination accepted.
  E. Ting nominated L. Griffith. Nomination accepted.
  Second and third call for nominations: there were none.

  By acclamation, N. Mandryk and L. Griffith were announced 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

- J. Demeulemeester nominated A. Candela. Nomination accepted.
  Second and third call for nominations: there were none.

  By acclamation, A. Candela was announced Chair of Education Policy Committee.

iii) Education Quality Committee

- L. Griffith 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

- A. Candela nominated L. Griffith. Nomination accepted.
  Second and third call for nominations: there were none.

  By acclamation, L. Griffith was announced Chair of Appeals Oversight Committee.

12. NEXT MEETING AND ADJOURNMENT

- The next Education Council meeting will be held on January 14, 2020, 3:30-5:30 p.m., at the Broadway Campus, room 5025.

  MOTION: THAT Education Council adjourn the December 10, 2019 meeting.

  Moved by E. Ting, Seconded & CARRIED (Unanimously)

- The meeting was adjourned at 5:04 p.m.

Elle Ting
Chair, VCC Education Council

New Concept Paper Proposal

Teaching Online Certificate

Name of Program:
Teaching Online Certificate

School/Centre:
School of Instructor Education

Credential Level:
Certificate

Anticipated Start Date:
January 2021

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

Contact(s)

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

PART 1: CONCEPT

Purpose and Context

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

The Teaching Online Certificate will prepare current and future adult educators, trainers, and HR professionals to instruct in online and blended environments as instructors, trainers, facilitators, and instructional designers. It is appropriate for anyone providing adult learning experiences in a wide variety of fields, including college, university, workplace, and non-profit settings. The certificate will provide participants with the knowledge and skills needed to design, develop, and facilitate online learning and introduce participants to important trends and topics in online learning.

The Teaching Online Certificate is a redesign of the current Certificate in Online/eLearning Instruction (ONEL) and is intended to address recommendations coming out of the program's recent renewal process, in particular the recommendations to:

-address the misalignment between the existing curriculum and the following policies: a. C.1.4 Assignment of Credits to Courses, b. C.1.3 Granting of Credentials

-integrate the ONEL and PIDP

-integrate online teaching pedagogy and current topics/issues in online learning

-increase experiential learning opportunities and practical skills

-consider the possibility to adopt/adapt BCcampus Facilitating Learning Online courses (three courses: Fundamentals of Facilitation, Design, Synchronous Facilitation)

-identify key strategies for ensuring technology-related content is current and relevant to industry standards.

The current ONEL is 3 courses of 3 credits each, for a total of 9 credits. The redesigned Teaching Online certificate will be about 18 credits. It will consist of three foundational courses: PIDP 3210 Curriculum Development, PIDP 3230 Evaluation of Learning, and Introduction to Online Learning. Two core courses will follow: Designing and Developing Online Learning, and Facilitating Online Learning. Electives of one to three credits will bring the total course-work to approximately 18 credits. Electives will allow students to focus on areas of interest such as video development, project management, or marketing online programs. Although the proposed program is double the number of credits of the existing program, many applicants are expected to have completed the PIDP, as is currently the case with the ONEL. These applicants will already have completed 6 of the additional credits in the redesigned certificate, and so will have to do only 3 additional credits in comparison with the existing certificate. The redesign will allow students to enrol in the certificate without having completed the PIDP as a prerequisite, as is currently the case.

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

Online, blended, and flipped learning are becoming standard delivery modes at VCC. VCC's recent Online Learning Strategy highlights the need for VCC instructors to have access to opportunities to learn effective methodology for creating and delivering online learning.

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

The Teaching Online Certificate will support all departments at VCC by helping instructors develop the skills to design, deliver, and facilitate innovative online learning.

Needs Assessment

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

Students in the program often have teaching or training experience but need to gain the skills to deliver courses online. Students in the program are often working professionals, and

the program is designed to be compatible with a full time job. Students also often live outside the Lower Mainland, making it more convenient to do a fully online program.

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

The renewal report notes that there is a strong market for adult educators in BC, and high demand and low competition for the type of training offered by the ONEL certificate. Online education is becoming more common in both post-secondary and workplace contexts and there are few opportunities for instructors to develop their skills in a supportive environment that leads to a credential.

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

Demand for the current ONEL is steady. The renewal report noted that between 2012/13 and 2015/16, enrolment increased by 17%, with 134 students enrolled and 72 students completing during this time period.

Competitive Analysis

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

Although some of the following programs are not in the Lower Mainland, they may be competition as they are offered online.

BCCampus:

FLO Fundamentals: 5 weeks, principles of online learning

FLO Design: 4 weeks, learning theories and approaches to instructional learning and learning design

FLO Synchronous: 3 weeks, planning and facilitating of synchronous online sessions

FLO MicroCourses: One-week asynchronous emergent courses related to designing and facilitating learning online.

VIU:

Online Learning and Teaching Diploma

2 years, 30 credits, fully online

$402 per credit

$12,061.20 total

Red Deer College:

eLearning Instructor Post-Diploma Certificate

8 months

$6,466.75

University of Calgary:

Certificate in Adult Learning specializing in e-Learning

300 hours

$4,850 total

TRU:

Graduate Certificate in Online Teaching and Learning

15 credits

Costs not given

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

The PIDP is articulated through the Adult Education Articulation Committee of British Columbia Council on Admissions & Transfer. This committee could also be responsible for articulating the Online Certificate, although it has not done so previously.

Student Profile

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

We expect students of the revised program will be similar in profile to students currently enrolled in the ONEL. The majority of students in the current ONEL program are mostly female, Canadian citizens, 40+ years old, and hold a Bachelor's degree. It is recommended that applicants should have some understanding of online education but lack practical implementation skills.

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

Students typically find out about the current ONEL program through word of mouth, or from classmates for those enrolled in the PIDP. We have been in communication with Marketing about the program changes in the SIE department. We have prioritized renewing relationships we have had at other institutions, which have waned in recent years due to changes in personnel. Last year VCC was a presenting sponsor at Festival of Learning where we had a prominent table. We have given guest sessions at other colleges, particularly when faculty is scheduled to teach courses at those locations. We have presented at conferences, where we can increase our exposure. Additional contracts may come out of connections with the Program Development Office at VCC. Finally we are re-establishing a PAC for the department, inviting representatives across the sector in both public and private spheres.

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

There are more female than male students in the current ONEL. The flexibility of the current and proposed programs allows for greater participation from non-traditional students.

Quality

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

Current credit transfer agreements for the ONEL include two courses at the University of Victoria with VCC ONEL's EDUC 4150.

VCC: EDUC 4150: Online/eLearning Principles: Principles and Processes (45 hours)

And

UVic: EDCA 116: E-learning Design and Development (39 hours)

Or

UVic: EDCA 112: Strategies and Tools for Teaching Adults Online

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

A PAC is planned for the PIDP and could be asked to be responsible for the Teaching Online Certificate as well.

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

All faculty have a minimum of a Master's Degree in education or educational technology, and have extensive teaching, training, and curriculum design experience in online post-secondary and industry contexts.

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

The proposed program will include a course on facilitating online learning, which will give learners a chance to practice the delivery of a short online learning module. Students are encouraged to design and develop courses for implementation at their workplaces.

Admission, Delivery, and Design

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

The program will be approximately 18 credits. Students will be given four years to complete the program.

Students will be able to begin the program continuously throughout the year. In the early years of the proposed program, student numbers will likely be similar to numbers currently in the ONEL. In 2018, 18 new students applied for the ONEL program. Students are accepted on a continuous intake basis.

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

The revised certificate will no longer have the PIDP as an entry requirement, making the program more accessible. However, graduates of the PIDP will have completed two of the courses in the proposed Teaching Online Certificate: PIDP 3210: Curriculum Development (3 credits), and PIDP 3230: Evaluation of Learning (3 credits). This will allow them to complete the program more quickly.

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

All courses will be delivered entirely online, although PIDP 3210: Curriculum Development, and PIDP 3230 will have face-to-face offerings as well as part of the PIDP program. Both the current ONEL and the proposed Teaching Online Certificate allow for a great deal of flexibility in registration, with flexible start dates.

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

Students may enter the program at any time. Online courses are offered on a continuous intake basis, allowing for a great deal of flexibility. There will also be some flexibility around the order courses are taken in the redesigned program, particularly around electives. Students may also take electives without taking the core courses.

Operational Needs

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

No additional needs are predicted in terms of support staff, classroom space, IT, or hardware. The proposed program will be longer in duration than the current ONEL and will therefore require more faculty to teach the additional courses. The SIE department currently has qualified term instructors available for additional work.

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

Our department has already secured $60,000 in curriculum development funds for release time to work on the redesign of both the PIDP and ONEL.

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

We do not expect to have large-scale needs.

Phase In/Phase Out Plan

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

We hope to start offering courses in the revised Teaching Online Certificate in January 2021. Students who enrol before that date will have two years to complete the current ONEL.

PART 2: INITIAL BUSINESS CASE

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

What is the source of funding for this program?

Please see attached Business Case

Attach Initial Business Case
Business Case TOC Nov 27.docx

PART 3: ADDITIONAL INFORMATION

Provide any additional information if necessary.

Attach documents

Reviewer Comments
Shirley Lew (slew) (Mon, 06 Jan 2020 21:48:38 GMT): A tremendous amount of thought and discussion went into this concept paper, drawing upon the experience of instructors who know the target students for this program.
Jamie Choi (jachoi) (Wed, 08 Jan 2020 16:45:42 GMT): Rollback: It looks like a substantial change in the program. Please consider changing the cost per credit and get the full program costing done by Finance if it has not been done yet.

Business Case – Teaching Online Certificate

School of Instructor Education is proposing changes to the current Certificate in Online/eLearning Instruction (ONEL). The current ONEL is 3 courses of 3 credits each, for a total of 9 credits. The redesigned Teaching Online Certificate will be about 18 credits.

Rationale for Changes

The Teaching Online Certificate redesign is intended to address recommendations coming out of the program's recent renewal process, in particular the recommendations to address the misalignment between the existing curriculum and the following policies: a. C.1.4 Assignment of Credits to Courses, b. C.1.3 Granting of Credentials. The changes will allow the program to align with other programs in terms of credits required for a certificate, and instructional hours required per credit. This will ensure that the certificate will be recognized as such throughout the province and country. The changes will also allow students to take courses more relevant to their roles and interests.

Proposed Changes

The current ONEL is comprised of three, three-credit courses of 45 hours each. The redesigned Teaching Online certificate will be about 18 credits. It will consist of three foundational courses: PIDP 3210 Curriculum Development, PIDP 3230 Evaluation of Learning, and Introduction to Online Learning. Two core courses will follow: Designing and Developing Online Learning, and Facilitating Online Learning. Electives of one to three credits will bring the total course-work to 18 credits. Electives will allow students to focus on areas of interest such as video development, project management, or marketing online programs. Although the proposed program is double the number of credits of the existing program, many applicants are expected to have completed the PIDP, as is currently the case with the ONEL. These applicants will already have completed 6 of the additional credits in the redesigned certificate, and so will have to do only 3 additional credits in comparison with the existing certificate.

Risks

The revised program will be longer and more expensive, which may have an impact on enrolment. Potential students may decide to do a Master's degree instead, or may take the Bachelor's degree in Adult Education at UFV. One way to address this is to ensure students are aware of transfer credit or PLAR for work done at other institutions or other contexts, which can help them complete the certificate in a timely way. Many students will have already taken PIDP 3210 and 3230, which will allow them to complete the program more quickly. Students may also be able to get transfer credit for electives

taken at other institutions or with BCcampus.

Competition

	VCC - current ONEL	**VCC – proposed** Teaching Online Certificate	**University of Victoria** Online Learning and Teaching Diploma	**University of Calgary** Certificate in Adult Learning specializing in e-Learning	**TRU** Graduate Certificate in Online Teaching and Learning
Length (credits)	9 credits	18 credits	30 credits		15 credits
Length (hours)	135 hours	270 hours		300 hours	
Cost per credit	$252.23	$252.23	$402		
Cost per hour	$16.81	$16.81		$16.16	
Cost per course	$756.68 per 3-credit course	$756.68 per 3-credit course			
Total cost	$2,270.04	$4,540.14	$12,060.00	$4,850	

https://www.viu.ca/programs/education/online-learning-and-teaching-graduate-diploma
https://conted.ucalgary.ca/public/category/courseCategoryCertificateProfile.do?method=load&certificateId=13147051
TRU – fees not listed

Financial impact:

SIE will be able to run the extra courses required in the revised program with no additional support staff.

An additional nine credits are being added to the certificate. For the first few years, these additional courses will likely be offered only once per year, as our yearly student intake for the program is about 20 students. Online courses are delivered in a continuous intake model, meaning they are always full and have 20 students each, so courses should be full each year.

Instructor costs

The new workload profile in SIE will have instructors teaching approximately 855 contact hours per year. Faculty salaries in 2020 will be approximately $95,135, plus and additional 25% for benefits, or $118,918.75/year. This means instructor costs will be approximately $139.00/contact hour.

($118,918.75/year) / (855 contact hours/year) = $139.00/contact hour

Each credit equals 15 hours of contact time for instructors. Running 9 additional credits per year will cost the department an additional $17,955.00

(9 credits/year) * (15 hours/credit) * ($139.00/contact hour) = $18,765.00 additional instructional cost

Institutional Overhead Costs

If we add 38% for institutional overhead to these costs, that would bring the additional costs for the program to $25,895.70

$18,765.00 * 1.38 = $25,895.70

Tuition Revenue

Tuition is currently set at $756.68 for each 3-credit class, or $252.23/credit. Nine extra credits at $252.23/credit for 20 students means an additional $45,401.40 in tuition revenue for the department.

(9 credits) * ($252.23/credit) * (20 students) = $45,401.40

Net gain

If tuition brings in an additional $45,401.40/year, and instructor costs are an additional $18,765.00, the department will have a net gain of $26,636.40/year, or $19,505.70/year after institutional overhead.

Tuition – Instructor Costs = $45,401.40 - $18,765.00 = $26,636.40/year

Tuition – Instructor Costs w. Institutional Overhead - $45,401.40 - $25,895.70= **$19,505.70/year**

DECISION NOTE

PREPARED FOR: Education Council

DATE: January 14, 2020

ISSUE: Revisions to the Dental Technology Sciences Diploma program

BACKGROUND:
The Dental Technology Sciences department is proposing revisions to their program. They are making the program accessible to international students and needed to adjust the admission requirements to make it feasible. There will likely be another proposal around English proficiency requirements in January.

While making changes to the admission requirements, the department has made minor revisions to other parts, to clarify and update the language.

DISCUSSION:
Ken Izumi, Department Head of Dental Technology Sciences, presented the proposal. Curriculum Committee had a number of minor wording recommendations, but had no significant concerns about the proposal.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, revisions to the Dental Technology Sciences Diploma program.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: December 19, 2019

Program Change Request

Date Submitted: 12/09/19 9:44 am

Viewing: Dental Technology Sciences Diploma

Last approved: 12/03/19 3:36 pm

Last edit: 12/19/19 1:14 pm

Changes proposed by: kizumi

Program Name:
Dental Technology Sciences Diploma

Credential Level: Diploma

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

School/Centre: Health Sciences

Department Dental Tech (5103)

Contact(s)

Name	E-mail	Phone/Ext.
Todd Rowlatt	trowlatt@vcc.ca	8652

In Workflow

1. **5103 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**

Approval Path

1. 12/09/19 9:56 am Ken Izumi (kizumi): Approved for 5103 Leader
2. 12/09/19 4:28 pm Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 12/19/19 1:23 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Dec 18, 2017 by clmig-jwehrheim
2. Dec 3, 2019 by Todd Rowlatt (trowlatt)
3. Dec 3, 2019 by Todd Rowlatt (trowlatt)

Program Content Guide

Purpose

~~Vancouver Community College (VCC) provides a two-year diploma in Dental Technology Sciences.~~**In Vancouver Community College's (VCC) two-year diploma in Dental Technology Sciences, graduates** ~~Graduates~~ acquire the specialized knowledge and competencies comprising the scope of **dental technology** ~~dental technology~~ practice. The ~~VCC Dental Technology Sciences~~ program **meets** ~~is based on~~ the College of Dental Technicians of **BC's** ~~BC~~ (CDTBC) required standards of competency for entry **into** ~~to~~ the Dental Technology profession.
The curriculum integrates **current** ~~the related~~ knowledge **with the development of professional practice, critical thinking and skills in** ~~that supports~~ the ~~professional, productive and skilled~~ design, fabrication, **modification,** ~~modification~~ and repair **of** ~~of~~ removable and fixed dental prostheses and **appliances.** ~~appliances used in orthodontics and oral and maxillo-facial surgery.~~
~~Students learn many technical aspects within the scope of practice of the dental technology profession.~~The VCC Dental Technology Sciences Diploma program leads to employment in, or ownership of, a dental laboratory. Graduates are eligible to write the licensing examinations according to the requirements of the CDTBC.

Admission Requirements

Admission to the Dental Technology Sciences program is on a competitive selection basis.
Grade 12 graduation, or equivalent
English 12 with a minimum 'C +' grade, *or* English Language Proficiency for Dental Technology Sciences, *or* **equivalent.** ~~equivalent~~ **Acceptable tests and score requirements are posted on the VCC Web site. http://www.vcc.ca/applying/registration-services/english-language-proficiency-requirements/**
Human Biology 12 with a minimum 'C+' grade, or equivalent
Knowledge of science and/or mathematics demonstrated through *one* of the following:

- Chemistry 11 with a minimum 'C+' grade, or equivalent, *or*
- Math 11 with a minimum 'C+' grade, or equivalent, *or*
- Physics 11 with a minimum 'C+' grade, or equivalent

Selection Process

~~Complete and submit to VCC Registrar's Office a Career Investigation and Summary Report. For Internationally Trained Applicants:Applicants with educational documents not from a Canadian or American institution must complete a comprehensive evaluation of education from International Credential Education Service (ICES) in addition to the above admissions requirements.Applicants will be referred to the Department to assess eligibility.Selection Process~~All qualified candidates who meet the admissions **requirements will submit a portfolio demonstrating their aptitude for** ~~requirements by~~ the **Dental Technology profession, per** ~~deadline of April 30 th will take~~ the **Dental Tech portfolio submission guidelines.** ~~dexterity and aptitude tests that are scheduled in April and May.~~

All qualified candidates who meet the admissions requirements will be required to take part in an interview with the department by means of face-to-face or videoconferencing.

The **top-ranked** ~~eighteen~~ qualified applicants ~~with the highest scores in the tests~~ are offered seats.

Upon Acceptance

Current Basic First Aid and CPR-Level C

Transfer Credit

~~CPR certificates expire one year from the date of issue. Transfer Credit~~All requests for transfer credits or course exemptions for all courses in the program must be submitted with application to the program. View the Request for Transfer Credit form at http://www.vcc.ca/deptUploads/RequestForTransferCredit.pdf

For Internationally Trained Applicants:

Applicants with educational documents not from a Canadian or American institution must complete a comprehensive evaluation of education from International Credential Education Service (ICES) in addition to the above admissions ~~above admissions~~ **requirements. Applicants will be referred to the Department to assess eligibility.**

Prior Learning Assessment & Recognition (PLAR)

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

Program Duration & Maximum Time for Completion

This is a two year diploma program with five semesters (24 months). Four semesters are offered onsite at VCC and most of semester five is offered as a practicum in **commercial** ~~full-service~~ dental laboratories.

Program Learning Outcomes

The graduate of the VCC Dental Technology Sciences program will have the skills and abilities to:
Design, fabricate, modify and repair removable oral/dental prostheses;
Design, fabricate, modify and repair fixed oral/dental prostheses;
Design, fabricate, modify and repair oral/dental appliances used in **orthodontics,** ~~orthodontics, oral~~ and ~~maxillo-facial surgery and~~ other dental treatments;
Integrate general knowledge of dental laboratory procedures, physics and chemistry principles, associated with the fabrication of oral appliances and dental restorations;
Assess the characteristics and properties of dental materials associated with the fabrication of oral appliances and dental restorations and make decisions about their appropriate application in practice;
Assess the characteristics and operation of equipment and special instrumentation associated with the fabrication of oral appliances and dental restorations and make decisions about their appropriate application in practice;
Assess the fundamental elements of dental anatomy, dental physiology, dental morphology and basic elements of oral pathological conditions and apply relevant knowledge to dental technology practice;
Practice current workplace health and safety standards including dental laboratory asepsis, and infection control;
Apply essential elements and skills of **behavioral** ~~behavioural~~ sciences, communications, professional ethics, legal obligations and business management to dental technology practice;
Make decisions that reflect critical thinking and problem solving; integrate pertinent theoretical knowledge and empirical data and information literacy skills to justify and/or revise services.

Instructional Strategies, Design, and Delivery Mode

The Dental Technology Sciences program is competency based and utilizes a variety of teaching and learning activities to enable students to achieve core professional competencies. Theory and authentic laboratory practical experiences are provided throughout. More than **55%** ~~50%~~ of the program is **designed for competency** based ~~on~~ practical **experiences.** ~~experience in VCC dental laboratories.~~ Skills and abilities are based on the National Dental Laboratory Technology competencies (May 2012) **(currently under revision)** and Provincial Standards of Practice. Learning is fostered through classroom theory (lecture), demonstrations, simulations, seminars, group work, case studies, project work, laboratory practice and practicum.
Throughout the program communication and other interpersonal skills, teamwork strategies, self and peer evaluation, critical thinking, decision-making and problem solving are reinforced. Quality practice skills are learned such as time and self-management.

Evaluation of Student Learning

Evaluation includes written examinations, case studies, projects and presentations, demonstration of laboratory competencies and laboratory assignments and evaluations. Students self-evaluate all lab work prior to instructor evaluation. Professional conduct, communication skills and quality management are integral to laboratory evaluations. **Some components of** Laboratory abilities are assessed using Objective, Structured Clinical Evaluations (OSCEs). Students will leave the program with a career portfolio to assist with employment. Students are required to achieve a minimum of a C+ (64%) in all courses. Laboratory project work must be Satisfactory on the OSCEs.

Recommended Characteristics of Students

Good health including good eyesight and hearing.
Manual dexterity and hand-eye coordination.
Ability to give close attention to detail for sustained periods of time.
Ability to work accurately and neatly, and to manage time effectively.
Good command of spoken and written English
High standards of personal integrity and maturity.
Ability to take initiative and handle responsibility.

Courses

Plan of Study Grid

Term One		Credits
DENT 1110	Biosciences 1	4
DENT 1120	Dental Laboratory Sciences 1	4
DENT 1130	Professional Practice 1	1
DENT 1100	Dental Technology Foundations	11

25

	Credits	20
Term Two		
DENT 1210	Biosciences 2	1
DENT 1220	Dental Laboratory Sciences 2	4
DENT 1240	Removable Prosthetics 1	6
DENT 1250	Fixed Prosthetics 1	6
DENT 1260	Orthodontics 1	3
	Credits	20
Term Three		
DENT 2320	Dental Laboratory Sciences 3	3
DENT 2330	Professional Practice 2	1
DENT 2340	Removable Prosthetics 2	6
DENT 2350	Fixed Prosthetics 2	7
DENT 2360	Orthodontics 2	3
	Credits	20
Term Four		
DENT 2440	Removable Prosthetics 3	8
DENT 2450	Fixed Prosthetics 3	8
DENT 2460	Orthodontics 3	4
	Credits	20
Term Five		
DENT 2530	Professional Practice 3	1
DENT 2510	Dental Technology Practicum	19
	Credits	20
	Total Credits	100

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

Transcript of Achievement

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

Grading Standard

Transcript of Achievement

Grade	Percentage	Description	Grade Point Equivalency
A+	90-100		4.33
A	85-89		4.00

Grade Percentage Description Grade Point Equivalency

A-	80-84		3.67
B+	76-79		3.33
B	72-75		3.00
B-	68-71		2.67
C+	64-67	Minimum Pass	2.33
C	60-63		2.00
C-	55-59		1.67
D	50-54		1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credit	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	

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.

These changes enables the International Education Department to accept as part of the Admissions requirements, various external English language proficiency assessments in lieu of English 12.

Are there any expected costs to this proposal.

DECISION NOTE

PREPARED FOR: Education Council

DATE: January 14, 2020

ISSUE: Revisions to the Health Care Assistant Certificate program

BACKGROUND:
The Continuing Care department is proposing revisions to their program. Over the past few months, they have worked with the Registrar's Office to adjust their program based on the recommendations from the Student Experience Pilot project. Previously, their courses had not fit inside the typical term structure.

This was not a simple change, and they needed to move course content between terms and split several courses into two parts, creating two new courses. They took the opportunity to address other feedback from students, faculty, and practice education partners. The changes add 2 credits to the overall program.

DISCUSSION:
Lisa Beveridge, Department Head of Continuing Care, presented the proposal. Curriculum Committee requested a few changes to evaluation plans in courses with large exams, to distribute the grading a bit more. Committee discussed the inclusion of the extensive information about re-entry in the PCG, but had no significant concerns.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, revisions to the Health Care Assistant Certificate program, including two (2) new courses: HRCA 1197 Foundations and HRCA 1292 Common Health Challenges 2.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: December 19, 2019

Health Care Assistant Program Course Chart

Level 1 = 15 weeks	Course #	Registry Hours	Current Hours	Proposed Hours	Current Credits	Proposed Credits
Foundations	*HRCA 1197	--	--	18	--	1.0
Lifestyle and Choices	HRCA 1190	30	30	30	1.5	1.5
Interpersonal Communications	HRCA 1191	50	60	66 (PCG 60)	3.0	3.0
Introduction to Practice	HRCA 1192	30	30	30	1.5	1.5
Personal Care and Assistance 1	HRCA 1193	120	60	70	3.0	4.0
Common Health Challenges 1	HRCA 1194	115	120	60	6.0	3.0
Health and Healing	HRCA 1195	70	90	66 (PCG 70)	4.5	3.5
Clinical 1	HRCA 1196	---	60	90	2.0	3.0
Level 2 = 16 weeks						
Personal Care and Assistance 2	HRCA 1290	--	60	72	3.0	4.0
Cognitive or Mental Challenges	HRCA 1291	60	60	66 (PCG 60)	3.0	3.0
Common Health Challenges 2	*HRCA 1292	---	---	60	--	3.0
Clinical 2	HRCA 1390	210	210	180	7.0	6.0
Community Practicum	HRCA 1391	60	60	60	2.0	2.0

Delivery schedule changed due to RO requirements and/or student/instructor feedback

Hours added to courses due to student/instructor feedback

No changes or over delivered w/n 10% RO rule, due to impact of consistent weekly scheduling

Program Change Request

Date Submitted: 12/04/19 7:51 pm

Viewing: **Health Care Assistant Certificate**

Last approved: 01/16/18 11:15 am

Last edit: 12/11/19 5:15 am

Changes proposed by: lbeveridge

Program Name:

Health Care Assistant Certificate

Credential Level:	Certificate
Effective Date:	**September 2020** ~~May 2017~~
School/Centre:	Health Sciences
Department	Health Care Assistant (5116)
Contact(s)	

In Workflow

1. **5116 Leader**
2. **SHS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**

Approval Path

1. 12/05/19 6:28 pm Lisa Beveridge (lbeveridge): Approved for 5116 Leader
2. 12/06/19 4:41 pm Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 01/07/20 5:29 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Dec 20, 2017 by clmig-jwehrheim
2. Jan 16, 2018 by Nicole Degagne (ndegagne)

Name	E-mail	Phone/Ext.
Lisa Beveridge ~~Judy Christie~~	**lbeveridge** ~~jchristie@vcc.ca~~	5129

Program Content Guide

Purpose

The Health Care Assistant Program is designed to provide students with opportunities to develop the knowledge, skills and attitudes necessary to function effectively as front-line care-givers and respected members of the healthcare team. Under the direction and supervision of a health professional, graduates provide **person-centered** ~~person-centred~~ care aimed at promoting and maintaining the physical, emotional, cognitive, and social well-being of clients.
Upon completion of the program, graduates are prepared to work in any level of continuing care, including: home support, assisted living, **complex** ~~residential/complex~~ care, special care units, other home and community care settings, and acute care.

Admission Requirements

All BC Health Care Assistant program applicants are required to demonstrate English language proficiency as set by the BC Care Aide and Community Health Worker Registry. VCC will adhere to the entry requirements set out by the Registry at: **https://www.cachwr.bc.ca/Documents/Educators/English-Language-Competency_HCA-Program-Entry_2018.aspx** ~~http://www.cachwr.bc.ca/getattachment/Educators/English-Language-Competency_HCA-Program-Entry.pdf.aspx~~
English ~~Proof of completion of Grade~~ 10 **with a passing grade,** ~~English~~ or **equivalent** ~~equivalent. Proof of meeting~~ English Language **Proficiency,** ~~Competency Requirement~~ as **required** ~~set~~ by the BC Care Aide and Community Health Worker **Registry** ~~Registry.~~ Completion **of** ~~of~~ VCC Health Care Assistant Program's Self-Declaration form. Standard First Aid (Red Cross or St. John Ambulance) *including* **current** CPR level C or Health Care Provider **CPR** ~~CPR.~~ **CPR certificates expire one year from the date of issue. Current status is required for all clinical and practicum experiences.**
BC **FOODSAFE** ~~Food Safe~~ Certificate Level **1**
Upon Acceptance
~~1.~~
Criminal Record Check
~~Upon Acceptance:~~**In** ~~A Criminal Record Check (CRC) is required in~~ accordance **to the Criminal Records Review Act, all individuals who work** with **vulnerable adults and/or children must complete a Criminal Records Check** ~~the Criminal Records Review Act~~ through the ~~BC~~ Ministry of **Justice. Applicants to the program will be responsible for any costs incurred in the Criminal Record check.** ~~Justice.~~
TB Screening
~~Regulations stipulate that a properly fitted respiratory mask must be used when providing care to patients with suspected, known, or probable cases of acute respiratory infections.The respiratory mask must be a N95 respirator that is individually fitted by a trained and certified person.This individual mask fitting should be done just prior to beginning your program and is good for one year and must be performed annually.The original~~

~~certificate must be presented to your program during the first week of classes.Please view online list of approved fit test service providers. Fit Test Service ProvidersSubmission of a negative tuberculosis (TB) skin test.~~**Within six months of** ~~If~~ the **start of the program, students must submit** ~~TB skin test is positive, proof of~~ a negative TB **skin test.** ~~chest x-ray is required.~~ **If the TB skin test is positive, a negative TB chest x-ray is required.**

Immunizations

An Immunization Record must be completed

~~A completed immunization history (forms and more detail obtained per Registrar's Office).~~Immunizations in the following are *strongly* ***recommended*** ~~*recommended,*~~ and **in some case** *may be required* for **practicum placements:** ~~practice placement in the program:~~

Diphtheria/Tetanus/Pertussis

~~Diphtheria/TetanusPertussis~~Polio

Measles, **Mumps &** ~~Mumps, and~~ Rubella

Varicella (Chicken **pox)** ~~Pox)~~

Hepatitis B

Influenza (annually)

N95 Respiratory Mask

An ~~The respiratory mask must be a~~ **N95 respirator mask that is individually fitted by a trained provider, following CSA guidelines.** ~~**and certified person.**~~

The individual mask fitting should be done just prior to beginning the program. Mask fitting must be done annually. Students are responsible for the cost of the mask fitting.

The original certificate must be presented to ~~your program during~~ **the department on the first day** ~~week~~ **of class.** ~~**classes.**~~

~~Influenza (Flu vaccine) - required annually~~

Prior Learning Assessment & Recognition (PLAR)

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

~~Not available.~~

Program Duration & Maximum Time for Completion

The Health Care Assistant Program is **thirty-one** ~~twenty-eight~~ weeks in length. The maximum length of time to complete the Health Care Assistant program is 2 **years from the date that a student initially started the program.** ~~years.~~

Program Learning Outcomes

Upon completion of the HCA Program, graduates will be able to:
Provide **person-centered** ~~person-centred~~ care and assistance that recognizes and respects the uniqueness of each individual client.
Use an informed problem-solving approach to provide care and assistance that promotes the physical, psychological, social, cognitive and spiritual well-being of clients and families.
Provide care and assistance for clients experiencing complex health challenges.
Provide care and assistance for clients experiencing cognitive and/or mental health challenges.
Interact with other members of the healthcare team in ways that contribute to effective working relationships and the achievement of goals.
Communicate clearly, accurately and in sensitive ways with clients and families within a variety of community and facility contexts.
Provide personal care and assistance in a safe, competent and organized manner.
Recognize and respond to own self-development, learning and health enhancement needs.
Perform the care provider role in a reflective, responsible, accountable and professional manner.

Instructional Strategies, Design, and Delivery Mode

The program is divided into **two** ~~three~~ levels. Each level consists of theory, laboratory **practice and** ~~practice, and/or~~ clinical experience. The theory component is delivered through discussion groups, student presentations, lectures, online activities, demonstrations and guest speakers. Students apply the theory component in the laboratory and clinical settings.
Level one (15 weeks, 20.5 ~~21.5~~ credits) is taught in the classroom, laboratory, and **a** ~~an introductory~~ clinical experience in **a** ~~a~~ complex care facility. This level introduces a basic framework for care-giving practice in the continuing care setting. The concept of caring is the focus.
~~**Level two (4 weeks, 6.0 credits) is taught in the classroom and laboratory.This level provides advanced skills to care for the person with dementia and/or mental illness and lab skills for care-giving in various contexts, including acute care.**~~**Level two (16 ~~three (9~~ weeks, 18.0 ~~9.0~~ credits)** is taught in **the classroom** ~~an extensive complex care clinical~~ and **laboratory, as well as a complex care clinical and** a community practicum. **This level provides advanced skills to care for persons** ~~the person~~ **with dementia and/or mental illness and lab skills for care-giving in various contexts, including acute care. The clinical and practicum components consolidate the application of learning into care-giving practice.** ~~**care.**~~
~~This level consolidates application of learning into care-giving practice.~~

Evaluation of Student Learning

Theory courses are evaluated by written exams, assignments, and/or completion of a journal. Laboratory and clinical performance is assessed by instructor observations of students in work experience situations. All courses are evaluated consistent with the College Grading System.
Students must achieve at least a C+ in every course in order to proceed to the next level, or to graduate from the

program.

Attendance of all classes and laboratory experiences is required in order to truly understand and master the theoretical and practical components behind the Health Care Assistant role. Per the BC Care Aide and Community Health Worker Registry students may not miss more than 15% of scheduled classroom, laboratory and /or clinical experiences. Where students exceed this maximum, the College may withdraw the student from the program. Additionally the BC Care Aide and Community Health Worker Registry require students to demonstrate 100% attendance of the program's community practicum experience.

If a student withdraws from the Health Care Assistant program for any reason, the student may apply to take the needed courses to complete the program in future cohorts providing:

There is space available

Departmental Leader approval is granted

The potential completion date of the program will not be exceeded

Space Availability:

Space in a cohort program is determined by:

Capacity number of student in the cohort

Capacity of clinical placement sites secured

Department Leader Approval:

The Department Leader will base approval on the following considerations:

Number of full time students already enrolled in cohort

Number of insertion students already enrolled in cohort

If there is a wait list to insert into the program, approval will be based on students previous grades, attendance and punctuality before withdrawal

Program Completion Deadline:

The program must be completed within 2 years from the date that a student initially started the program. Program completion deadlines are necessary to ensure the currency of student skills and in alignment with the BC Care Aide and Community Health Workers Registry recognition requirements.

Amount of Time Absence for the Program

In alignment with the BC Care Aide and Community Heath Workers Registry recognition requirements, the amount of time a student is absent from the program will determine pre-requisites when re-entered into the program.

More than 3 months:

If the elapsed time between withdrawal and reentry is greater than 3 months, the student will be required to register and successfully complete the appropriate preceding Personal Care and Assistance course prior to entering a clinical course, regardless if the Personal Care and Assistance course has been successfully completed previously.

More than 12 months:

If the elapsed time is greater than 12 months, the student will be required to register and successfully complete both Personal Care and Assistance course (level 1 and 2) before entering a level 3 clinical course.

Recommended Characteristics of Students

Ability to work under direction and to act with initiative as a member of the health care team
A genuine concern for the well-being of others
Patience and perseverance
Flexibility, trustworthiness, and dependability
Maturity
Ability to communicate effectively in both written and spoken English
High standard of personal hygiene and grooming
Ability to use problem-solving approach
Physical stamina
No sensitivity or allergy to latex
Ability to work in environments where standards may be different from one's own

Courses

Plan of Study Grid

Term One		Credits
HRCA 1197	**Foundations**	**1.0**
HRCA 1190	Lifestyle and Choices	1.5
HRCA 1191	Interpersonal Communications	3
HRCA 1192	Introduction to Practice	1.5
HRCA 1193	Personal Care & Assistance 1	4
HRCA 1194	Common Health Challenges 1	3
HRCA 1195	Health & Healing	3.5
HRCA 1196	Clinical 1	3
	Credits	20.5
Term Two		
HRCA 1290	Personal Care & Assistance 2	4
HRCA 1291	Cognitive or Mental Challenges	3
HRCA 1292	**Common Health Challenges 2**	**3.0**
HRCA 1390	**Clinical 2**	**6**
HRCA 1391	**Community Practicum**	**2**
	Credits	18
Term Three		
~~HRCA 1390~~	~~Clinical 2~~	~~7~~
~~HRCA 1391~~	~~Community Practicum~~	~~2~~
	Credits	0
	Total Credits	38.5

Transcript of Achievement

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

Grading Standard

Transcript of Achievement

Grade	Percentage	Description	Grade Point Equivalency
A+	90-100		4.33
A	85-89		4.00
A-	80-84		3.67
B+	76-79		3.33
B	72-75		3.00
B-	68-71		2.67
C+	64-67	Minimum Pass	2.33
C	60-63	Failing Grade	2.00
C-	55-59		1.67
D	50-54		1.00
F	0-49		0.00
S		Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credits	N/A
EX		Exempt. Credit Granted	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

The course grade points shall be calculated as the product of the course credit value and the grade value.
The GPA shall be calculated by dividing the total number of achieved course grade points by the total number of assigned course credit values. This cumulative GPA shall be determined and stated on the Transcript at the end of each Program level or semester.
Grades shall be assigned to repeated courses in the same manner as courses taken only once. For the purpose of

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 Registrar's Pilot Project was a request for departments to address the inaccurate submission of program timetables to the RO, create consistency in the delivery of courses from week to week, and align the start and end dates of courses with the start and end dates of the yearly semester/term calendar. The Department Head of Continuing Care responded to the RO's request during the spring of 2019 and attempted to reschedule the Health Care Assistant Program in a manner that delivered courses consistently from week to week and aligned courses with the start and ends dates of semesters. Unfortunately, these goals were not achievable within the parameters of the course and program PCGs due to uneven length of courses and front loading of HRCA 1195 content in the first week of classes. Additional barriers included the unreliability of lab scheduling and VCCFA restrictions on the number of face to face hours faculty can be assigned to each day.

Following consultation with senior faculty members in the ESL HCA program and a review of the changes made to the HCA ESL program delivery schedule in 2018, it became apparent that the HCA regular program would have to move course content from level 1 to level 2 in order to achieve the RO's request. In the new proposed delivery schedule, HRCA 1194 Common Health Challenges (120 hours) will be divided with 60 hours delivered in level 1 and 60 hours delivered in level 2. HRCA 1195 Health and Healing will be divided into one 70 hour course, and one block week 18 hour course to be delivered during the first week of classes. (See associated course PCGs for additional details of changes and rationale).

The changes required to address the Registrar's concerns created the opportunity to address feedback from students, faculty and practice education partners. This feedback was in response to changes made to several HCA courses and the program delivery schedule following program recognition with the BC Care Aide and Community Health Working Registry in 2016. Based on this feedback, additional changes have been made to HRCA 1193 Personal Care and Assistance 1, HRCA 1290 Personal Care and Assistance 2, HRCA 1196 Clinical 1 and HRCA 1390 Clinical 2.

Are there any
expected costs to
this proposal.

The changes effect the length of two courses and reorganize the hours and/or content in four courses. They do not require the creation of new content. As such the expected costs to implement the changes are minimal.

Consultations

Consultated Area	Consultation Comments

Consultated Area	Consultation Comments
Registrar's Office	July 2019 The DH of Continuing Care communicated with Les Apouchtine regarding the RO's pilot project and the functionality of the proposed delivery schedule. Les tested the delivery schedule in VCC'c Banner test site and confirmed that the restructuring of hours, dates and courses was feasible. Oct 21, 2019 The DH met with Les and Pervin Fahim (Operations Manager of the School of Health Sciences - SHS) to discuss clarification around credit allocation; the impact on program length, credits and tuition; and the impact of aligning courses with semesters in regards to semester breaks. Outcomes: 1) In order to accommodate consistent weekly scheduling, the proposed changes will lengthen the program from 28 weeks to 31 weeks. This impact was discussed and approved. 2) The impact of aligning the start and end dates of courses with the start and end dates of semesters was discussed with the understanding that it would increase the time taken to complete the program due to the need to implement semester breaks. Level 1 is 15 weeks, depending on the calendar year a 1.5-2.5 week semester break is required in order to align level 2 with the next semester start date. However, Sept HCA cohorts already receive a semester break due to Christmas so the addition of semester breaks in the Jan and May cohorts was determined to be an acceptable change. 3) An agreement regarding proposed changes to course credits was made (see associated course PCGs).

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	June - November 2019 The DH held meetings and communicated by email with Instructional Associate Julie Gilbert on multiple occasions to discuss the proposed changes. Julie provided feedback regarding the potential impact of changes on student success, the flow of the delivery of content, the process for submitting curriculum changes through college governance. Julie also reviewed the changes made to the program and course PCGs on Courseleaf. Adjustments to documents and additional consultations were made based on Julie’s feedback throughout the summer and fall semesters.
Finance	September - November 2019 The DH met with Pervin Fahim on the multiple occasions to discuss the financial impact of the program delivery changes. The changes were entered into a Faculty FTE budgeting model for 2020/21. The proposed changes will not increase the department's need for FTEs.
Other Department(s)	September 2019 The DH met with Judy Christie, former DH of Continuing Care and current Practice Education Coordinator for the SHS. Judy provided positive feedback regarding the proposed course changes, identified potential concerns from the BC Care Aid Registry, encouraged collaboration with the SHS lab demonstrator due to concerns regarding the feasibility of consistent weekly lab scheduling, and gave additional instructions regarding the process for submitting curriculum changes through college governance.

Consultated Area	Consultation Comments
Department Support Staff	September 2019 The DH met with Odyll Alcantara, the PN lab demonstrator/lab scheduler to discuss the impact of the proposed changes on lab scheduling for the School of Health Sciences. The feasibility of providing HCA cohorts with lab days that occur consistently on the same day each week was discussed. The DH then emailed the proposed delivery schedules to Odyll for review. Following the review of these documents, Odyll confirmed that the lab demonstrators will honor the DH's request for the consistent scheduling of the PCA 1 lab days on Fridays and PCA 2 lab days on Thursdays as the proposed changes will provide consistent and predictable scheduling for HCA cohorts for all winter, spring and summer semesters.

Consultated Area	Consultation Comments
Affiliation, Articulation, and/or Accreditation Bodies	September - October 2019 The DH consulted with Lara Williams of the BC Care Aide and Community Health Worker Registry on multiple occasions by phone and email regarding the proposed changes to the program delivery schedule and courses. The first draft of the schedule was submitted to Lara on September 26. This submission included a detailed week by week calendar of the topics that would be taught in each session of each course in levels 1 and 2; an outline of the changes to courses hours, credits and the program delivery schedule; and the rationale for all of the changes. These rationale have been included in the additional information sections of the associated course PCGs. Preliminary feedback was received on October 2 and included concerns around the specific content that was divided into CHC 1 and 2 and the importance of students having sufficient theoretical foundations before their first clinical placement. This feedback was further discussed by phone and the changes were incorporated into the delivery schedule. A second draft of the proposed delivery schedule and changes to course hours was submitted to Lara on Oct 16. Approval of the proposed changes to the program delivery schedule and course hours was received on October 28.

Consultated Area	Consultation Comments
Faculty/Department	June - August 2019 The DH consulted with senior faculty members on multiple occasions regarding the proposed changes. Projected impacts on students and faculty were investigated and discussed. The DH alerted junior faculty to the changes and the plan to present the proposal to all faculty at the October department meeting, following the completion of external department consults. October 8, 2019 - Department Meeting The DH presented the second draft of the proposed changes to the program delivery schedule and course hours to seven faculty members and the CC program assistant. The proposed changes, rationale and impact on course assessments were discussed at length. Faculty approved the plan as presented and were made aware that the proposal was still under review and required approval from the BC Care Aide Registry, VCC Registrar, Dean of the School of Health Sciences, School of Health Sciences Curriculum committee, and VCC's curriculum committee and Education Council. November 2019 - Further Faculty Consults The DH meet with four faculty members who regularly teach HRCA 1195 and HRCA 1194, as well as the former DH of Continuing Care to discuss the impact that dividing these courses would have on course evaluations. A consensus was reached for the new evaluation tasks for each of the four courses. These changes are included in the PCGs of HRCA 1194, 1195, 1197, and 1292.

Consultated Area	Consultation Comments
Other	Nov 14, 2019 The DH met with JoEllen Zakoor, the Dean of the School of Health Sciences. The proposed changes to the program delivery schedule, course hours and credits was discussed and the associated documents reviewed. The results of each step in the consultation process was presented and reviewed. The proposed changes were approved and a School of Health Sciences Curriculum Committee meeting was set for Dec 4, to review the changes prior to submission to VCC's Curriculum Committee.
Advising & Recruitment	Nov 18, 2019 The DH emailed Wendy LaFrance and Domingo Salviejo of Advising to inform them of the proposed changes to the HCA program - specifically the plan to increase the length of the program to 31 weeks and the addition of semester breaks for the Jan and May cohorts. The DH invited Wendy and Domingo to follow up with a phone call if they had specific questions about the course and program changes. Nov 20, 2019 The DH spoke to Wendy by phone and outlined the changes. A positive response was received from Wendy regarding the increased lab hours based on student feedback. Wendy also recommended a consult with the student financial aid office to confirm how the changes might impact student loans.

Consultated Area	Consultation Comments
Marketing & Communications	Nov 19, 2019 The DH emailed Danielle Libonati of Marketing to inform her of the proposed changes to the HCA program - specifically the plan to increase the length of the program to 31 weeks and the addition of semester breaks for the Jan and May cohorts. The DH invited Danielle to follow up with a phone call if she had specific questions about the course and program changes. Nov 21, 2019 Danielle responded by email that the changes appeared fine and requested a copy of the program PCG for review.
Student Services	Nov 20, 2019 The DH spoke with Charly Jadanin from Financial Aid on the phone and then emailed Charly and Murray MacGregor the following items: 1. A PDF of the updated changes to HCA program PCG 2. A model showing the impact of the changes on the Jan, May and Sept cohorts for the 2019, 2020 and 2021 yearly calendars. This was done to visually highlight the placement of semester breaks and change in the program length from 28 to 31 weeks. 3. A summary of the proposed changes and the result of those changes on the program delivery schedule, length and credits. Nov 28, 2019 Murray reported that he can see no issues with loan approval and that he supports the changes.

Additional Information

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Course Change Request

Date Submitted: 12/04/19 6:47 pm

Viewing: HRCA 1193 : Personal Care & Assistance 1

Last edit: 12/19/19 1:24 pm

Changes proposed by: lbeveridge

Programs referencing this course

50: Health Care Assistant Certificate

In Workflow

1. 5116 Leader
2. SHS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 12/05/19 6:28 pm Lisa Beveridge (lbeveridge): Approved for 5116 Leader
2. 12/06/19 4:41 pm Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 01/07/20 5:29 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Course Name:

Personal Care & Assistance 1

Effective Date:	September 2020
School/Centre:	Health Sciences
Department:	Health Care Assistant (5116)

Contact(s)

Name	E-mail	Phone/Ext.
Lisa Beveridge	lbeveridge@vcc.ca	5129

Banner Course Name:	Personal Care & Assistance 1
Subject Code:	HRCA - Home Support/RCA
Course Number	1193
Year of Study	1st Year Post-secondary

Credits: **4** ~~3~~ 45

Course Description:

This practical course offers students the opportunity to acquire personal care and assistance skills within the parameters of the Health Care Assistant role. The course is comprised of class and supervised laboratory experiences which assist the student to integrate theory from other courses to develop care-giver skills that maintain and promote the comfort, safety and independence of individuals in community and facility contexts.

This course is part of the full-time Health Care Assistant Program

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Perform personal care skills in an organized manner ensuring the comfort and appropriate independence of the client.
CLO #2	Apply an informed problem-solving process to the provision of care and assistance.
CLO #3	Provide personal care and assistance within the parameters of the Health Care Assistant.
CLO #4	Provide care and assistance in ways that maintain safety for self and others in a variety of contexts.

Instructional Strategies:

Lecture, Variety of group activities, Demonstration of skills, Lab activities, and Online activities

Attendance of all PCA classes and laboratory experiences is required in order to truly understand and master the theoretical and practical components behind the Health Care Assistant role. As per the BC Care Aide and Community Health Worker Registry students may not miss more than 15% of scheduled

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classroom and/or laboratory experiences. Where students exceed this maximum, the College may withdraw the student from the program. ~~Lecture Variety of group activities Demonstration of skills Lab activities Online activities~~

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C+ (64%) and Satisfactory on an integration exercise ~~c+ =64% + satisfactory integration exercise~~

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Midterm Exam	35	Multiple choice exam
Final Exam	35	Multiple choice exam
Assignments	30	Written assignment
Lab Work		Must demonstrate mastery of skills to a satisfactory level in an integration exercise in nursing lab (rubric).
~~Participation~~		~~Mandatory 85% attendance as per department requirements~~

Hours by Learning Environment Type

Lecture, Seminar, Online

30 ~~20~~

Lab, Clinical, Shop, Kitchen, Studio, Simulation

40

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:
Problem-solving when carrying out care-giving procedures.
Asepsis and prevention of infection.
Promoting comfort and rest.
Promoting personal hygiene.
Moving, positioning and transferring a client.
Bedmaking.
Promoting exercise and activity.
Promoting healthy nutrition and fluid intake.
Promoting urinary and bowel elimination.
Home management.

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

Health Care Assistant Certificate

Additional Information

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Provide any additional information if necessary.

There are three key changes, which were guided by student and instructor feedback collected since 2016.

1) Increase in lecture hours from 2 hour sessions to 3 hour sessions.
PCA 1 instructors report that the two-hour lectures are rushed and there is not enough time to ensure the comprehension of theory before moving to the labs. This results in students asking multiple questions about the lecture, assignment and exams during lab time, which takes away from the amount of time students have to practice the demonstrated skills.

2) Separating the lecture and lab sessions onto separate days.
The ESL HCA program separates their PCA lecture and labs onto separate days. Faculty report that this system allows students to absorb and review the theory before application in the lab setting.

3) Increase in dedicated lab practice time.
Feedback from students consistently states that there is not enough lab practice time. This feedback persists across PCA 1 and 2 and is the most frequent feedback given about how the course and program could be improved. Changes 1 and 2 will help students be better prepared for lab which will reduce the amount of time lab instructors spend reteaching lecture content or answering questions about the theory exams. It will also allow the PCA instructor to move activities that review theory during lab time (due to a lack of time during the lecture sessions) into the classroom. These changes will increase the amount of time dedicated to the practice of lab skills.

Supporting documentation:

Reviewer Comments

Marketing Information

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Make Available on Website:

Key: 4769

Preview Bridge

Course Change Request

Date Submitted: 12/04/19 7:03 pm

Viewing: HRCA 1194 : Common Health Challenges 1

Last edit: 12/20/19 9:07 am

Changes proposed by: lbeveridge

Programs referencing this course

50: Health Care Assistant Certificate

In Workflow

1. 5116 Leader
2. SHS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 12/05/19 6:28 pm Lisa Beveridge (lbeveridge): Approved for 5116 Leader
2. 12/06/19 4:41 pm Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 01/07/20 5:29 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Course Name:

Common Health Challenges 1

Effective Date:	September 2020
School/Centre:	Health Sciences
Department:	Health Care Assistant (5116)

Contact(s)

Name	E-mail	Phone/Ext.
Lisa Beveridge	lbeveridge@vcc.ca	ex 5129

Banner Course Name:	Common Health Challenges 1
Subject Code:	HRCA - Home Support/RCA
Course Number	1194
Year of Study	1st Year Post-secondary

50

Credits: **3** ~~6~~

Course Description:

This course introduces students to the normal structure and function of the human body and normal bodily changes associated with aging. Students will explore common challenges to health and healing in relation to ~~each~~ body **systems.** ~~system.~~ Students will also be encouraged to explore person-centred practice as it relates to the common challenges to **health.** ~~health and, in particular, to end-of-life care.~~

This course is part of the full-time Health Care Assistant Program

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	Display an understanding of the structure and function of the human body and normal changes associated with aging.
CLO #2	Display a sound understanding of common challenges to health and healing.
	~~Discuss nutrition as it relates to healing.~~
CLO #3	Describe ways to organize, administer and evaluate person-centred care and service for clients experiencing common health challenges.
	~~Demonstrate an understanding of the components of person-centred end-of-life care for clients and families.~~

Instructional Strategies:

Lecture
Variety of group activities
Online activities

Evaluation and Grading

Grading System: Letter Grade (A-F) Passing grade:
C+ (64%) ~~c+ = 64%~~

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Quizzes/Tests	**20**	**Quizzes and graded activities**
Exam ~~Quizzes/Tests~~	**25** ~~20~~	Multiple choice exam
Exam ~~Quizzes/Tests~~	25	Multiple choice exam
Exam ~~Final Exam~~	**30** ~~25~~	Multiple choice exam
~~Assignments~~	~~15~~	~~Meal Planning assignment~~
~~Assignments~~	~~15~~	~~Group Presentation~~

Hours by Learning Environment Type

Lecture, Seminar, Online

60 ~~120~~

Lab, Clinical, Shop, Kitchen,
Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Medical terminology.
Structure and function of the human body.
Challenges to health and healing.
~~Nutrition and healing.~~
~~End-of-life care.~~

Provide any additional information if necessary.

This course has been split into two sections: CHC 1 and CHC 2. CHC 1 will focus on the body systems and associated challenges that the students are mostly likely to encounter in their first practice education experience: Clinical 1. CHC 2 will cover the remaining body systems and associated challenges with a focus on end of life care and developmental disabilities, which the students will encounter in their level 2 practice education experiences: Clinical 2 and Community Practicum. This is the preferred division of CHC course content by the BC Care Aide and Community Health Worker Registry.

Rationale for changes:

1) The request of the VCC Registrar to deliver courses consistently from week to week is not possible within the current structure of the HCA program delivery schedule. HRCA 1194 (CHC) is 120 hours long, while its concurrent courses range from 30 to 90 hours. This large variation in course length prevents courses from being scheduled consistently from week to week. Moving 60 hours of course content from CHC into level 2 allows for the achievement of this goal.

2) Since 2016 students and instructors have strongly and consistently reported that the 4 weeks of theory and lab in level 2 is too short. Students complain that they are unable to learn the theory and skills in PCA 2 and CMC within the four weeks in a way that results in meaningful retention. Once students have begun Clinical 2, they frequently state that they cannot remember what they learned in level 2 because of the compressed timeline. Moving 60 hours from CHC into level 2 lengthens it from four weeks to eight weeks. This gives students four additional weekends and eight additional after school lab practices to study the information and practice the skills they are learning in level 2. This approach will decrease student anxiety and stress which will lead to improved retention of the material and better student outcomes.

3) The ESL HCA program split CHC into two levels in 2018. This change improved the flow of the delivery content and structure of the levels. Faculty reported decreased stress and anxiety in students, better retention and an improved educational experience.

Supporting documentation:

Reviewer Comments

Marketing Information

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Course Change Request

Date Submitted: 12/04/19 7:09 pm

Viewing: HRCA 1195 : Health & Healing

Last edit: 12/19/19 1:25 pm

Changes proposed by: lbeveridge

Programs referencing this course

50: Health Care Assistant Certificate

In Workflow

1. 5116 Leader
2. SHS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 12/05/19 6:28 pm Lisa Beveridge (lbeveridge): Approved for 5116 Leader
2. 12/06/19 4:41 pm Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 01/07/20 5:29 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Course Name:

Health & Healing

Effective Date:	September 2020
School/Centre:	Health Sciences
Department:	Health Care Assistant (5116)

Contact(s)

Name	E-mail	Phone/Ext.
Lisa Beveridge	Lbeveridge@vcc.ca	5129

Banner Course Name:	Health & Healing
Subject Code:	HRCA - Home Support/RCA
Course Number	1195
Year of Study	1st Year Post-secondary

54

Credits: **3.5** ~~4.5~~

Course Description:

This course provides students with the opportunity to develop a theoretical framework for practice. Students will be introduced to the philosophical values and theoretical understandings that provide a foundation for competent practice as a Health Care Assistant. The course focuses on concepts of caring and person-centred care; basic human needs and human development; family, culture and diversity as they relate to health and healing. Students will also be introduced to a problem-solving model that will be critical to their practice.

This course is part of the full-time Health Care Assistant Program

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	Display an understanding of person-centred care that recognizes and respects the uniqueness of each individual.
CLO #2	Discuss basic human needs and common characteristics of human development as these concepts relate to person-centred care.
CLO #3	Use an informed problem-solving approach to provide care and service.
CLO #4	Contribute to the safety and protection of self and others within a variety of work environments.
CLO #5	Display an understanding of the role of family, culture, diversity and life experience in aging, health and healing.

Instructional Strategies:

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Lecture
Variety of group activities
Online activities

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C+ (64%) and Satisfactory on ~~c+ = 64% + satisfactory~~ journal assignment

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Exam ~~Quizzes/Tests~~	**25** ~~30~~	Multiple choice exam
Exam ~~Midterm Exam~~	**30** ~~35~~	Multiple choice exam
~~Final Exam~~	~~35~~	~~Multiple choice exam~~
~~Assignments~~		~~Satisfactory written reflective journal (as per rubric)~~
Exam	**30**	**Multiple choice exam**
Project	**15**	**Group Project and Presentation**

Hours by Learning Environment Type

Lecture, Seminar, Online

70 ~~90~~

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Characteristics of Caring and Person-Centred Practice.

Course Topics:
Basic Human Needs.
Human Development.
Multiculturalism and Diversity.
Critical Thinking and Problem-Solving.
Protection and Safety in Health and Healing.

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

Health Care Assistant Certificate

Additional Information

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Provide any additional information if necessary.

Rationale for Changes:

1) The request of the VCC Registrar to deliver courses consistently from week to week is not possible within the current structure of the HCA program delivery schedule. HRCA 1195 (Health and Healing) delivers 18 hours of college and program orientation within the first week of the program. This front loading of content allows important information regarding VCC's student services department and the HCA program to be delivered to students in the first week of classes, which supports student success. However, it prevents the consistent delivery of level 1 courses from week to week as the some of concurrent courses cannot begin until week 2. Removing the college and program orientation information from Health and Healing and placing it in a separate block week course, would allow this information to be delivered in the first week of classes while allowing Health and Healing to begin in week 2 and run consistently with the rest of the level 1 courses.

2) The college orientation information is not part of the HCA provincial curriculum, so its removal from the course will not impact program recognition. The BC Care Aide and Community Health Worker Registry requires Health and Healing to deliver 70 hours of content. The proposed change maintains that expectation and delivers all of the content in the HCA provincial curriculum for Health and Healing.

Supporting documentation:

Reviewer Comments

Marketing Information

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Make Available on Website:

Key: 4771

Preview Bridge

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Course Change Request

Date Submitted: 12/04/19 7:11 pm

Viewing: HRCA 1196 : Clinical 1

Last approved: 11/06/19 5:16 am

Last edit: 12/19/19 1:25 pm

Changes proposed by: lbeveridge

Programs referencing this course

50: Health Care Assistant Certificate

Course Name:
Clinical 1

Effective Date: September 2020

School/Centre: Health Sciences

Department: Health Care Assistant (5116)

Contact(s)

Name	E-mail	Phone/Ext.
Lisa Beveridge -	Lbeveridge@vcc.ca -	5129 -

In Workflow

1. 5116 Leader
2. SHS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 12/05/19 6:29 pm Lisa Beveridge (lbeveridge): Approved for 5116 Leader
2. 12/06/19 4:41 pm Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 01/07/20 5:29 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

History

1. Nov 6, 2019 by Nicole Degagne (ndegagne)

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Banner Course Name: Clinical 1

Subject Code: HRCA - Home Support/RCA

Course Number 1196

Year of Study 1st Year Post-secondary

Credits: **3** ~~2~~

Course Description:

This supervised practice experience provides students with an opportunity to apply knowledge and skills learned in the other level one courses in the Health Care Assistant program with individuals in a ~~multi-level or~~ complex care setting. Opportunity will be provided for students to gain expertise and confidence with the role of the Health Care Assistant within a **complex** ~~residential~~ care facility. During this course students' skills and application of knowledge will be assessed.

This course is part of the full-time Health Care Assistant Program

Course Pre-Requisites (if applicable):

HRCA 1190, HRCA 1191, HRCA 1192, HRCA 1193, HRCA 1194, HRCA 1195, HRCA 1197

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	Provide care and assistance at a beginning level that recognizes and respects the uniqueness of each individual client.
CLO #2	Use an informed problem-solving approach at a beginning level to provide care and assistance for two dependent clients. The care provided promotes the physical, psychological, social, cognitive and spiritual well-being of clients and families.
CLO #3	Provide care and assistance at a beginning level for clients experiencing complex health challenges.

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	Upon successful completion of this course, students will be able to:
CLO #4	Interact with other members of the healthcare team in ways that contribute to effective working relationships and the achievement of goals.
CLO #5	Communicate clearly, accurately and in sensitive ways with clients and families.
CLO #6	Provide personal care and assistance at a beginning level in a safe, competent and organized manner.
CLO #7	Recognize and respond to own self-development, learning and health enhancement needs
CLO #8	Perform the care-giver role in a reflective, responsible, accountable and professional manner

Instructional Strategies:

Clinical instruction, supervision and evaluation.

Online activities

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade: Satisfactory **and** ~~+~~85% attendance

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Clinical Examination		Practical evaluation of performance and completion of skills check-list as per learning outcomes
Participation		Mandatory 85% attendance as per BC Care Aide Registry requirements

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen, Studio, Simulation

90 ~~60~~

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Performance of skills
Medical asepsis
Body mechanics
Safety
Organization
Communication
Responsibility
Professional behavior

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

Health Care Assistant Certificate

Additional Information

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Provide any additional information if necessary.

Rationale for Changes:

1) PCA 2 lab instructors and Clinical 2 instructors have reported that the application of medical asepsis and basic personal hygiene skills are below standards in the level 2 students. Adding 30 hours to Clinical 1 will give students and instructors the necessary time to ensure that students are accurate with their medical asepsis and personal care skills before they are exposed to the added complexity of level 2 theory, lab skills and practice education experiences.

2) To accommodate the 30 hours removed from Clinical 2 but maintain the 270 hours of clinical currently offered by the VCC HCA program (see PCG for HRCA 1390 Clinical 2 for additional details regarding rationale).

Supporting documentation:

Reviewer Comments

Marketing Information

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Make Available on Website:

Key: 4772

Preview Bridge

Course Change Request

New Course Proposal

Date Submitted: 12/04/19 6:38 pm

Viewing: HRCA 1197 : Foundations

Last edit: 12/05/19 10:15 am

Changes proposed by: lbeveridge

Programs referencing this course

50: Health Care Assistant Certificate

Course Name: Foundations

Effective Date: September 2020

School/Centre: Health Sciences

Department: Health Care Assistant (5116)

Contact(s)

Name	E-mail	Phone/Ext.
Lisa Beveridge	lbeveridge@vcc.ca	604-870-7000 ex 5129

Banner Course Name: Foundations

Subject Code: HRCA - Home Support/RCA

Course Number 1197

Year of Study 1st Year Post-secondary

In Workflow

1. 5116 Leader
2. SHS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 12/05/19 6:29 pm Lisa Beveridge (lbeveridge): Approved for 5116 Leader
2. 12/06/19 4:41 pm Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 01/07/20 5:29 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Credits: 1

Course Description:

This course provides students with an introduction to the Health Care Assistant Program and assists students to understand the expectations and requirements of the program based on the polices and procedures of the Department of Continuing Care, School of Health Sciences and the BC Care Aide and Community Health Worker Registry. Students will receive information regarding the program delivery schedule, practice education experiences and online learning platform. Students will also receive guidance regarding the completion of their practice education requirements and the various student services available at VCC.

Course Pre-Requisites (if applicable):

Course Co-requisites (if applicable):

HRCA 1190, 1191, 1192, 1193, 1194, 1195, 1196

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 differences between the delivery of instruction and expectations for student participation in the classroom, lab and practice education settings.
CLO #2	Describe the general role of the Health Care Assistant.
CLO #3	Demonstrate an understanding of departmental and college policies and procedures.
CLO #4	Gain an understanding of the students services available at VCC and the location of important facilities at the VCC Broadway Campus.

Instructional Strategies:

Lecture
Guest Speakers from Student Success
Individual Interviews with Instructors
Online Orientation to the VCC Library

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade: Satisfactory

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Other		Satisfactory written reflective journal (as per rubric)

Hours by Learning Environment Type

Lecture, Seminar, Online

18

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Program Structure and Overview Student and College Services Department and College Policies Practice Education Requirements

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

Health Care Assistant Certificate

Additional Information

Provide any additional information if necessary.

The content for this course currently exists within Unit 1 of HRCA 1195 Health and Healing. The learning outcomes have been created from the learning outcomes currently in Unit 1 of HRCA 1195.

The content has been removed from HRCA 1195, to create a separate three day block week course to be delivered in the first week of level 1.

Supporting documentation:

Reviewer Comments

Marketing Information

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Make Available on Website:

Key: 8713

Preview Bridge

Course Change Request

Date Submitted: 12/04/19 7:52 pm

Viewing: HRCA 1290 : Personal Care & Assistance 2

Last edit: 12/19/19 1:26 pm

Changes proposed by: lbeveridge

Programs referencing this course

50: Health Care Assistant Certificate

Course Name:

Personal Care & Assistance 2

Effective Date:	September 2020
School/Centre:	Health Sciences
Department:	Health Care Assistant (5116)

Contact(s)

Name	E-mail	Phone/Ext.
Lisa Beveridge	lbeveridge@vcc.ca	5129

Banner Course Name:	Personal Care & Assistance 2
Subject Code:	HRCA - Home Support/RCA
Course Number	1290
Year of Study	1st Year Post-secondary

In Workflow

1. 5116 Leader
2. SHS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 12/05/19 6:29 pm Lisa Beveridge (lbeveridge): Approved for 5116 Leader
2. 12/06/19 4:41 pm Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 01/07/20 5:29 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

68

Credits: 4 ~~3~~

Course Description:

This practical course offers students the opportunity to acquire personal care and assistance skills within the parameters of the Health Care Assistant role. The course is comprised of class and supervised laboratory experiences which assist the student to integrate theory from other courses to further develop care-giver skills that maintain and promote the comfort, safety and independence of individuals in acute care and diverse contexts.

This course is part of the full-time Health Care Assistant Program

Course Pre-Requisites (if applicable):

HRCA 1190, HRCA 1191, HRCA 1192, HRCA 1193, HRCA 1194, HRCA 1195, HRCA 1196, HRCA 1197

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

No

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Perform personal care skills in an organized manner ensuring the comfort and appropriate independence of the client.
CLO #2	Apply an informed problem-solving process to the provision of care and assistance.
CLO #3	Provide personal care and assistance within the parameters of the Health Care Assistant.
CLO #4	Provide care and assistance in ways that maintain safety for self and others in a variety of contexts.

Instructional Strategies:

Lecture, Variety of group activities, Demonstrations of skills, Lab activities, Online activities

Attendance of all PCA classes and laboratory experiences is required in order to truly understand and master the theoretical and practical components behind the Health Care Assistant role. As per the BC Care Aide and Community Health Worker Registry students may not miss more than 15% of scheduled

classroom and/or laboratory experiences. Where students exceed this maximum, the College may withdraw the student from the program. ~~Lecture Variety of group activities Demonstrations of skills Lab activities Online activities~~

69

Evaluation and Grading

Grading System: Letter Grade (A-F)

Passing grade:

C+ (64%) and Satisfactory on an integration exercise ~~c+ = 64% + satisfactory integration exercise~~

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Midterm Exam	35	Multiple choice exam
Final Exam	35	Multiple choice exam
Assignments	30	Written assignment
Lab Work		Must demonstrate mastery of skills to a satisfactory level in an integration exercise in nursing lab (rubric)
~~Participation~~		~~Mandatory 85% attendance as per department requirements~~

Hours by Learning Environment Type

Lecture, Seminar, Online

24 ~~20~~

Lab, Clinical, Shop, Kitchen, Studio, Simulation

48 ~~40~~

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:

Course Topics:
Problem-solving when carrying out care-giving procedures.
Asepsis and prevention of infection.
Promoting comfort and rest.
Promoting personal hygiene.
Moving, positioning and transferring a client.
Bedmaking in acute care.
Promoting exercise and activity.
Promoting healthy nutrition and fluid intake.
Promoting urinary and bowel elimination.
Measuring vital signs
Heat and cold applications
Assisting with oxygen needs
Assisting with medications for clients able to direct own care

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

Health Care Assistant Certificate

Additional Information

Provide any additional information if necessary.

71

Rationale and Changes

1) Increase in lecture hours from 2 hour sessions to 3 hour sessions.
PCA 2 instructors report that the two-hour lectures are rushed and consistently go over time by 30-45 minutes leading to a reduction in lab time. This prevents instructors from being able to ensure the comprehension of theory which results in reteaching that theory during lab time. Additionally, theory activities such as the creation of care plans and the review of assignment and exam expectations are done during lab time due to the lack of available time during the lecture session. Lengthening the lecture sessions will allow these activities to be moved back into the classroom, which will increase the amount of time to practice lab skills.

2) Increase in length of lab days from 4 to 6 hours.
Students consistently state that there is not enough lab practice time. This feedback persists across PCA 1 and 2 and is the most frequent feedback given by students about the course and program. PCA 2 lab instructors also report that the specialize skills taught in the PCA 2 lab require additional instructional time which reduces the amount of time students have to practice these skills. Increasing the lab days from four to six hours will increase the amount of time for the demonstration and practice of lab skills.

3) Improved PCA 2 testing
Feedback from instructors states that the compressed schedule of PCA 2 does not allow for the sufficient testing of student comprehension or the application of PCA theory and principles. Prior to 2016, PCA 2 scenario testing required students to synthesize PCA 1 and 2 theory and skills while demonstrating the complete morning care of an elderly individual. This model reflected the practice expectations that students would encounter in Clinical 2. The compression of PCA 2 into four weeks in 2016 turned scenario testing into skills testing, which focuses on one to two specialized skills and does not require students to incorporate these skills into a complete morning care scenario. Feedback from Clinical 2 instructors and practice education partners since 2016 states that Clinical 2 students are weaker, less organized and require more instructor and staff guidance and correction. Although it is difficult to determine a direct causative effect between this change in testing and stakeholder feedback, the correlation and consistency of negative feedback from stakeholders merits the reconsideration of the testing model. Lengthening the lab hours will allow for the redesign of testing in PCA 2 and a return to a scenario style testing model.

4) Booking lab time in Building B
The compressed schedule of PCA 2 requires the following schedule for booking lab space.
Week 1 - 3 days of labs
Week 2 - 2 days of labs
Week 3- 3 days of labs
Week 4 - 4 days of labs
This schedule creates challenges for the lab scheduling staff and Continuing Care department due to the competition for weekly lab space between the BSN, PN and CC departments of the School of Health Sciences. Lengthening level 2 from four to eight weeks and the lab day from four to six hours, will allow PCA

2 to be consistently delivered once a week on Thursdays. This will simply the process of lab booking and offer other departments better access to the labs. The current schedule requires PCA 2 to occupy the mobility labs 60% of the time, during a one month period. The new delivery schedule will allow PCA 2 to occupy 20% of the mobility lab time, over a two month period.

Supporting documentation:

Reviewer Comments

Marketing Information

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Make Available on Website:

Key: 4790

Preview Bridge

73

Course Change Request

New Course Proposal

Date Submitted: 12/04/19 7:20 pm

Viewing: HRCA 1292 : Common Health Challenges 2

Last edit: 12/19/19 1:26 pm

Changes proposed by: lbeveridge

Programs referencing this course

50: Health Care Assistant Certificate

Course Name:
Common Health Challenges 2

Effective Date: September 2020

School/Centre: Health Sciences

Department: Health Care Assistant (5116)

Contact(s)

Name	E-mail	Phone/Ext.
Lisa Beveridge	Lbeveridge@vcc.ca	5129

Banner Course Name: Common Health Challenges 2

Subject Code: HRCA - Home Support/RCA

Course Number 1292

Year of Study 1st Year Post-secondary

In Workflow

1. 5116 Leader
2. SHS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 12/05/19 6:29 pm Lisa Beveridge (lbeveridge): Approved for 5116 Leader
2. 12/06/19 4:41 pm Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 01/07/20 5:29 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Credits: 3

Course Description:

This course continues the introduction from Common Health Challenges 1 to the structure and function of the human body and common challenges to health and healing. Students will explore the role of nutrition in common health challenges. Students will deepen their understanding of person-centered practice as it relates to common health challenges, with a focus on end-of-life care.

Course Pre-Requisites (if applicable):

HRCA 1190, HRCA 1191, HRCA 1192, HRCA 1193, HRCA 1194, HRCA 1195, HRCA 1196, HRCA 1197

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	Display an understanding of the structure and function of the human body and normal changes associated with aging.
CLO #2	Display a sound understanding of common challenges to health and healing.
CLO #3	Describe ways to organize, administer and evaluate person-centred care and service for clients experiencing common health challenges.
CLO #4	Discuss nutrition as it relates to healing.
CLO #5	Demonstrate an understanding of the components of person-centred end-of-life care for clients and families.

Instructional Strategies:

Lecture
Variety of group activities
Online activities

Evaluation and Grading

Grading System: Letter Grade (A-F) Passing grade: C+ (64%)

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Exam	20	Multiple choice exam
Exam	30	Multiple choice exam
Exam	30	Multiple choice exam
Assignments	20	Meal Planning Assignment

Hours by Learning Environment Type

Lecture, Seminar, Online

60

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
1. Medical terminology 2. Challenges to health and healing 3. Nutrition and healing 4. End-of-life care

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

Health Care Assistant Certificate

Additional Information

Provide any additional information if necessary.

Rationale outlined in HRCA 1194 PCG

Supporting documentation:

Reviewer Comments

Marketing Information

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Make Available on Website:

Key: 8714

Preview Bridge

77

Course Change Request

Date Submitted: 12/04/19 7:24 pm

Viewing: HRCA 1390 : Clinical 2

Last edit: 12/19/19 1:26 pm

Changes proposed by: lbeveridge

Programs referencing this course

50: Health Care Assistant Certificate

In Workflow

1. 5116 Leader
2. SHS Dean
3. Curriculum Committee Chair
4. EDCO Chair
5. Records
6. Banner

Approval Path

1. 12/05/19 6:29 pm Lisa Beveridge (lbeveridge): Approved for 5116 Leader
2. 12/06/19 4:41 pm Jo-Ellen Zakoor (jzakoor): Approved for SHS Dean
3. 01/07/20 5:29 pm Todd Rowlatt (trowlatt): Approved for Curriculum Committee Chair

Course Name:

Clinical 2

Effective Date:	September 2020
School/Centre:	Health Sciences
Department:	Health Care Assistant (5116)
Contact(s)	

Name	E-mail	Phone/Ext.
Lisa Beveridge	lbeveridge@vcc.ca	5129

Banner Course Name:	Clinical 2
Subject Code:	HRCA - Home Support/RCA
Course Number	1390
Year of Study	1st Year Post-secondary

78

Credits: **6** ~~7~~

Course Description:

This supervised practice experience provides students with further opportunity to apply knowledge and skills learned in the other courses in the Health Care Assistant program with individuals in a multi-level or complex care setting. A portion of this clinical experience will be devoted to working with individuals with dementia. Opportunity will be provided for students to increase their expertise and confidence with the role of the Health Care Assistant within a **complex** ~~residential~~ care facility. During this course students' skills and application of knowledge will be assessed.

This course is part of the full-time Health Care Assistant Program

Course Pre-Requisites (if applicable):

HRCA 1190, HRCA 1191, HRCA 1192, HRCA 1193, HRCA 1194, HRCA 1195, HRCA 1196, HRCA 1197, HRCA 1290, HRCA 1291, HRCA 1292

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	Provide care and assistance that recognizes and respects the uniqueness of each individual client.
CLO #2	Use an informed problem-solving approach to provide care and assistance for five or six dependent residents. The care provided promotes the physical, psychological, social, cognitive and spiritual well-being of residents and families.
CLO #3	Provide care and assistance for clients experiencing complex health challenges.
CLO #4	Provide care and assistance for clients experiencing cognitive and/or mental health challenges.
CLO #5	Interact with other members of the healthcare team in ways that contribute to effective working relationships and the achievement of goals.
CLO #6	Communicate clearly, accurately and in sensitive ways with clients and families.

	Upon successful completion of this course, students will be able to:
CLO #7	Provide personal care and assistance for five/six residents in a safe, competent and organized manner:
CLO #8	Recognize and respond to own self-development, learning and health enhancement needs
CLO #9	Perform the care-giver role in a reflective, responsible, accountable and professional manner

Instructional Strategies:

Clinical instruction, supervision and evaluation.

Online activities

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade:

Satisfactory **and** ~~+~~85% attendance

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Clinical Examination		Practical evaluation of performance and completion of skills check-list as per learning outcomes
Participation		Mandatory 85% attendance as per BC Care Aide Registry requirements

Hours by Learning Environment Type

Lecture, Seminar, Online

Lab, Clinical, Shop, Kitchen, Studio, Simulation

180 ~~210~~

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Performance of skills
Medical asepsis
Body mechanics
Safety
Organization
Communication
Responsibility
Professional behavior

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

Health Care Assistant Certificate

Additional Information

81

Provide any additional information if necessary.

Change: 30 hours from Clinical 2 has been moved to Clinical 1.

Rationale

1) Student and instructor feedback since 2016 has strongly stated that the Clinical 2 is too long and therefore exhausting and stressful for students and faculty. Clinical 2 is currently scheduled as 5 days a week, 6 hours a day for 7 weeks, making a total of 35 practice days equal to 210 hours. Many students commute over an hour to attend these clinical experiences. Our requirement that they arrive by 0645 means that students are waking between 0500-0530. Students state that the length of this schedule results in exhaustion and burn out which negatively impacts their learning potential and mental and physical health. Students and faculty have repeatedly requested that the department reorganize Clinical 2 in a manner that better supports student success.

2) Moving 30 hours from Clinical 2 to Clinical 1 does not impact the overall length of the program whereas reducing the frequency of days per week in Clinical 2 from five days a week to three or four days a week, would lengthen the clinical from seven weeks to nine or eleven weeks. In the proposed delivery schedule, level 2 can be delivered in 16 weeks, which is the normal length of a semester. Lengthening Clinical 2 to nine or eleven weeks would push the final course in the program (HRCA 1391) into the next semester. This does not align with the RO's request to align of start and end dates of courses with the start and ends dates of semesters. HRCA 1391 is only two weeks and would end two weeks after the beginning of the third semester.

Supporting documentation:

Reviewer Comments

Marketing Information

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Make Available on Website:

Key: 4801

Preview Bridge

DECISION NOTE

PREPARED FOR: Education Council

DATE: January 14, 2020

ISSUE: Education Policy Committee Terms of Reference

BACKGROUND:
Previous edits to the Education Policy Committee Terms of Reference occurred in April of 2019. Since then, VCC position titles and service area names have changed. Current proposed changes in the Education Policy Committee Terms of Reference update the names of VCC areas and designates. In addition, and not insignificantly, changes to the Terms of Reference provide the SUVCC with greater discretion regarding appointments to the committee. Finally, language around term length for members was changed from “alternating” to “staggered” to clarify appointment terms.

DISCUSSION:
The discussion centred on the difficulty in recruiting students to fill positions on Education Council and its associated standing committees. Changing to committee member selection by the SUVCC, rather than by student representatives on EDCO, was seen a means to ensure greater consistency of SUVCC presence on the committees, allowing a broader pool of SUVCC members to participate. The committee also discussed the difficulty of recruiting faculty representatives from smaller areas, leading to current members staying on committee even if they are unable to attend meetings. Changing the committee composition was considered, but raised concerns about balance and representation from across the college. This last issue will be brought to EDCO for discussion.

MOTION:
THAT Education Council approve the updated Education Policy Committee Terms of Reference, including a change to the student representative selection process.

PREPARED BY: Andrew Candela, Chair, Education Policy Committee

DATE: January 6, 2020

Education Policy Committee of Education Council
Terms of Reference

Last Approved by Education Council: January 2020; April 2019; September 2018;
September 2015; November 2010
Revised: January 2010; April 2010;
May 2010; November 2010; October 2013; April 2018; April 2019

Committee name: Education Policy Committee

Type: Standing Committee of Education Council

Chairperson: An Education Council member is elected by Education Council at the December meeting for a one (1) year (January-December) term as Chair of the Education Policy Committee.

Responsible To: Education Council

Purpose: The Education Policy Committee is a standing committee of Education Council charged with ensuring that the College's policy development and review are consistent with approved processes and undertaken in full compliance with educational policies, the legislative requirements of the College & Institute Act and in accordance with procedural fairness and natural justice precepts.

Duties: The Committee will:

1. Ensure that all education policies and procedures are thoroughly reviewed throughout the development and approval cycle.
2. Review, discuss and edit all education policies and related procedures.
3. Recommend new and revised education policy changes to Education Council for approval.
4. Provide advice and support on the impact and implementation of new or revised education policies and procedures, as requested.
5. Request college community feedback and input on all new or revised education policies.
6. Conduct an annual review of the status of education policies and submit a priority review list to Education Council.
7. Strike ad hoc committees as required.

Authority: The Committee acts in an advisory capacity to Education Council as directed by Articles 14.1 to 14.9 of the Education Council bylaws or as directed by the Council.

Timeframes and Reporting: The Committee meets monthly (normally), and reports to Education Council at the meeting following the Committee's meeting.

Membership: Members do not have to be Education Council members to serve on Education Council committees.
The Committee is composed of the following members:

1. One (1) Education Council member elected by the members of Education Council as Chair.
2. One (1) faculty member from each area of the College selected by the respective faculty representative on Education Council. The faculty representative sitting on Education Council shall be responsible for initiating and conducting a selection process for their area.
   a. One (1) faculty member from each School or Centre (not including the Centre for Continuing Studies);
   b. One (1) faculty member from the Library and Learning Centre; and
   c. One (1) faculty member from Student ~~Development~~Success.
3. One (1) administrator from the Centre for Continuing Studies appointed by the Dean of Continuing Studies.
4. ~~Director of Indigenous Education and Community Engagement~~Dean of Indigenous Initiatives or designate.
5. One (1) representative from International Education appointed by the Director of International Education.
6. One (1) support staff representative selected by the support staff representatives of Education Council.
7. One (1) representative ~~student~~ selected by the ~~–~~Students' Union of VCC~~student representatives of Education Council~~.
8. One (1) dean appointed by the Vice President ~~of~~ Academic, ~~Students & Research~~ representing administration.
9. Associate Vice President Student Success ~~Dean of Student Development~~ or designate.
10. Registrar or designate.
11. Policy and Curriculum Coordinator.
12. Vice President~~,~~ Academic~~s, Students & Research~~.
13. Education Council Chair, ex-officio.
14. Arbiter of Student Issues, ex-officio, voice no vote.

Length of Term: All terms will be two (2) years in renewable ~~alternating~~ staggered terms.

Quorum: The quorum shall be eight (8) voting members.

Other Resources: The Education Council Recording Secretary provides support as needed. This person is responsible for collecting policy submissions, preparing and distributing documents, agendas and notes, and providing organizational support for meetings.

Chair release time equals 25%.

Notes: Notes are taken at all committee meetings. A summary of these notes is forwarded to the Chair of Education Council by the Chair of the Education Policy Committee.

Without Prejudice Space: The Committee requires contentious issues to be discussed, and will provide a safe space for members to express their opinions without fear of reprisal.

Communication with Council: Business arising from the Education Policy Committee meeting may be forwarded as agenda items to the Education Council through the Council Executive. The Committee Chair presents any proposed policy changes in the form of a motion to Education Council. The Committee Chair assists the policy sponsor in presenting the policy to Education Council.

DECISION NOTE

PREPARED FOR: Education Council

DATE: January 14, 2020

ISSUE: New program: VR/AR Design and Development Diploma

BACKGROUND:
The UT Sciences department is proposing a new diploma in VR/AR Design and Development. This diploma would be offered in partnership with the Vancouver Film School (VFS), with VCC offering the first term of introductory courses, VFS offering terms two and three, and VCC offering a full term practicum in the last term. The partnership with VFS is detailed in the affiliation agreement already presented at this meeting.

DISCUSSION:
Jennifer Kelly, Department Head of UT Sciences, and Jacqueline Shehadeh, project lead, presented the proposal. Curriculum Committee had the following feedback:

- Addition of another program learning outcome related to the numerous transferable skills learned by students
- Adjustment to several course learning outcomes to improve clarity
- Some concern over how VFS grades attendance and professionalism. Committee recognized that this was an established institutional approach and did not feel it was appropriate to request changes. They requested the PCG note that attendance requirements were different at the two institutions to ensure students are aware.
- Committee requested the department work with CTLR and VFS to improve the course learning outcomes in the VFS courses. A significant number were written as topics. VFS had already expressed willingness to make this kind of adjustment to improve curriculum quality, and had made several changes right before the Committee's meeting (leading to last minute photocopying).

All the requested changes have been made.

RECOMMENDATION:
THAT Education Council approve, in the form presented at this meeting, the curriculum for the new VR/AR Design and Development Diploma program, and recommend the Board of Governors approve the credential.

PREPARED BY: Todd Rowlatt, Chair, Curriculum Committee

DATE: December 19, 2019

AR/VR Program Consultation Meeting Summary
November 6, 2019

Presentation:
Jackie gave a brief presentation highlighting how the proposed program will align with institutional values such as accessibility and student success, and her vision for the program. Questions and comments were then roughly organized into four topics: effects on current programs, partnering with a private institution, accessibility, and program quality.

Effects on current programs:
Several faculty members raised the concern that the proposed program would take funding/resources away from existing courses. In particular, there was a concern that funding this program would affect our ability to renovate our labs and offer second-year courses. Shirley Lew ensured us that this is not the case; that this program would not take funding away from existing programs/courses or the proposed renovation.

Partnering with a private institution:
The high tuition at VFS was a concern for several department members; Jackie informed us that VFS has agreed to lower their tuition for this program, although the details of that are yet to be worked out. The tuition will still be significantly higher than regular VCC tuition. Jackie pointed to the high potential earnings for even entry-level VR/AR jobs. Mark asked whether industry partners could be tapped for scholarships to reduce barriers to access.

A second concern with respect to VFS was their reputation. Anecdotes about dissatisfied students were shared, and it was asked whether VFS students have been surveyed to get a sense of their experience. Jackie said that she recently met current VFS AR/VR students who had spoken highly of their experience in the program. Faculty members stressed that we should take very seriously the idea of linking our department's name with that of VFS. Jackie pointed out that other public institutions have partnerships with VFS, including Capilano and BCIT.

A third comment was related to why this partnership is with VFS and not the Centre for Digital Media. Jackie explained that this partnership began in a serendipitous way and that with CDM, there would be no way to get a similar program up and running with them quickly because we would be starting from scratch to build all of the necessary courses, whereas VFS has their 8-month program already and we'd just be building on it by adding a term to the beginning (pre-requisite courses) and to the end (the practicum).

Accessibility:
In addition to tuition, other concerns were raised about accessibility and equity, in particular the lack of part-time options. Jackie stated that the material is too time-sensitive to allow for part-time options. Accommodations for students with disabilities were also raised as a concern; these will be addressed in the affiliation agreement with VFS which will ensure that any necessary accommodations are in place for our students.

Program quality:
A number of concerns were raised regarding the course outlines from VFS, in that they do not meet VCC standards. Natasha Mandryk (Math) suggested that we have both the opportunity and the responsibility to expand on the course learning outcomes so that we can enable these students to be effective learners; if the information students are learning has a very short shelf life, students need to learn how to learn so that they can keep themselves current. This might mean revamping some courses so that we are providing real education and not just training. Jackie pointed to her conversations with VFS students over the weekend and says that the students are proud of what they have created, and that these accomplishments are a better indication of program quality than the course outlines.

A number of department members wondered about the ability of IT to support VR headsets, given the challenges we currently face with maintaining our existing equipment. Jackie clarified that the courses offered at VCC would not require headsets - headset-based work would take place at VFS and so we would not be responsible for purchasing or maintaining the headsets. The software is free for educational purposes, so while there would likely be some hardware upgrades required, the program should not incur huge additional costs.

The concern was raised that this program might be meeting a current market demand, but that the jobs may move overseas in a few years and render the program useless. A suggestion was made that we start it in phases rather than going straight to the diploma, e.g. make the prerequisites available to students who can then apply to VFS as a pathway rather than obtaining a VCC diploma.

Additional comment submitted by a department member after the meeting:
I think there would be more confidence about supporting new projects if we were certain than management was able to support us and provide proper resources and funding. **There is an abundance of good and innovative ideas and energy among all of the people in this department.** This positive spirit has been crushed again and again as initiatives have been put forth, worked on and then died once it was apparent that capital funding was required, or that the project would not immediately yield profits.

We have been struggling to get second year sciences off the ground for as long as I have been here (15 years). Second year sciences would yield huge benefits to our department and our student body, if properly resourced.

Some of the new initiatives that have come through, after a lot of hard work by the faculty involved (environmental sciences certificate, the astronomy course and the engineering transfer program), have either never actually been run, or have struggled due to factors such as high tuition and lack of capital funding and space. Approving these initiatives is easy, and looks good, but the follow through is missing.

Program Change Request

New Program Proposal

Date Submitted: 11/28/19 11:39 am

Viewing: VR/AR Design and Development Diploma

Last edit: 01/08/20 8:46 am

Changes proposed by: jekelly

Program Name:
VR/AR Design and Development Diploma

Credential Level:	Diploma
Effective Date:	September 2020
School/Centre:	Arts & Sciences
Department	UT Computing Science&Software (2023)

Contact(s)

In Workflow

1. **2023 Leader**
2. **SAS Dean**
3. **Curriculum Committee Chair**
4. **EDCO Chair**
5. Ministry Review
6. Board of Directors

Approval Path

1. 10/04/19 3:42 pm Jacqueline Shehadeh (jshehadeh): Approved for 2023 Leader
2. 10/04/19 4:25 pm Shirley Lew (slew): Approved for SAS Dean
3. 10/15/19 4:58 pm Todd Rowlatt (trowlatt): Rollback to Initiator
4. 11/28/19 11:40 am Jennifer Kelly (jekelly): Approved for 2023 Leader
5. 12/03/19 8:32 am Shirley Lew (slew): Approved for SAS Dean
6. 01/08/20 8:46 am Todd Rowlatt (trowlatt): Approved

90

for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Jacqueline Shehadeh	jshehadeh@vcc.ca	2077

Program Content Guide

Purpose

The Virtual Reality (VR) and Augmented Reality (AR) Design and Development Diploma is a joint program where two terms of content will be delivered at VCC and the other two terms delivered at Vancouver Film School. This diploma program is a progressive emerging technologies curriculum which has three core goals and objectives. First, students will explore and analyze VR/AR applications and enhance their art, design, programming and storytelling skills. Second, students will develop VR/AR applications for various industries including health care, civic, technology, education, architectural, aerospace, forestry, mining, real estate, and entertainment. Third, students will develop, create and present an industry quality VR/AR portfolio. Graduates of this program will be ready to work in the technology industry creating VR/AR experiences.

Admission Requirements

Grade 12 graduation or equivalent
English 12 with a minimum 'C+' grade or equivalent
Pre-calculus 12 with a minimum 'B' grade or equivalent
Please note that individual courses may have additional pre-requisites.

Prior Learning Assessment & Recognition (PLAR)

Yes. PLAR is available for CMPT 1030 and CMPT 1040 after discussion with the department leader and review of the student's portfolio.

Program Duration & Maximum Time for Completion

The program is 16 months, spread over four consecutive terms. The maximum time for completion of terms 2 through 4 is 20 months, where students could register in the practicum up to a maximum of 8 months after completion of term 3. This requirement is due to the rapid evolution of technology in this area.

Program Learning Outcomes

Graduates with a VR/AR Design and Development Diploma will be able to:
Develop authentic, believable, and compelling VR/AR experiences for applications in industry.
Apply project management processes (e.g., research, conceptualization, planning and execution) to explore and analyze visual and experiential problems.
Use production tools, programming, and game engines to create immersive experiences.
Critically assess artistic and technical challenges and apply appropriate problem solving techniques.
Set and achieve industry aligned performance goals.
Demonstrate consistent and reliable production practices.
Produce and present a professional quality VR/AR portfolio.
Communicate and work effectively in a team in the technology sector.

Instructional Strategies, Design, and Delivery Mode

The courses are presented using a variety of instructional strategies, resources and activities including lectures, seminars, field trips, demonstrations, group work, guest speakers, and applied practical experiences. Terms 2 and 3 will be delivered at Vancouver Film School using similar instructional strategies as VCC.
Note: Students will be employees of the Ministry of Advanced Education for the duration of the practicum, and will therefore be covered by WorkSafe BC during that period.

Evaluation of Student Learning

Evaluation of the student is determined by the instructors (with feedback from the industry mentor for CMPT 2030) and may include a combination of assignments, tests, projects, theory exams and/or practical exams. A minimum GPA of 2.0 (60% or better) must be achieved in each course, and a minimum overall GPA of 2.3 (65% or better) must be achieved to receive the VR/AR Design and Development Diploma.
Note: VFS has specific requirements for attendance and professionalism. See the course outlines and student handbook for details.

Recommended Characteristics of Students

Proficient in the English language with good oral and written communication skills.
Creative, motivated and positive attitude towards learning.
Good analytical and critical thinking skills.
Interested in emerging technologies and the technology sector.
Familiar and comfortable using VR headsets.

Courses

Plan of Study Grid

Term One		Credits
Term 1 is completed at VCC		
SCIE 1110	Professional Communication	3
CMPT 1010	Introduction to Computer Programming 1	3
CMPT 1030	Introduction to Game Engines	3
CMPT 1040	Introduction to 2D/3D Asset Creation	3
Elective in the School of Arts and Sciences University Transfer department		3
	Credits	15
Term Two		
Term 2 is completed at Vancouver Film School		
Trends in VR/AR Development		3
Human Centred Design		3
Asset Creation for VR/AR		3
Unity 1		3
Unreal 1		3
Production Team		3
Data Structures and Algorithms		3
	Credits	21
Term Three		
Term 3 is completed at Vancouver Film School		
Understanding VR/AR		3
User Experience and Interface Design		3
VR/AR Client Project		3
Unity 2		3
Unreal 2		3
Data Visualization		3
Final Project		3
Final Project Polish and Presentation Lab		
	Credits	21
Term Four		
Term 4 is completed at VCC		
CMPT 2030	Industry Practicum	19
	Credits	19
	Total Credits	76

Note: Students must declare their intention of completing the VR/AR Design and Development Diploma prior to taking courses. Courses are open to any student who meets the general and specific requirements for the course.

Transcript of Achievement

The evaluation of learning outcomes for each student is prepared by the instructor (with feedback from the industry mentor for CMPT 2030) and reported to the Student Records Department at the completion of each

term.

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

Grading Standard

Transcript of Achievement

Grade	Percentage	Description	Grade Point Equivalency
A+	90-100		4.33
A	85-89		4.00
A-	80-84		3.67
B+	76-79		3.33
B	72-75		3.00
B-	68-71		2.67
C+	64-67		2.33
C	60-63		2.00
C-	55-59		1.67
D	50-54	Minimum Pass	1.00
F	0-49	Failing Grade	0.00
S	70 or greater	Satisfactory – student has met and mastered a clearly defined body of skills and performances to required standards	N/A
U		Unsatisfactory – student has not met and mastered a clearly defined body of skills and performances to required standards	N/A
I		Incomplete	N/A
IP		Course in Progress	N/A
W		Withdrawal	N/A
Course Standings			
R		Audit. No Credit.	N/A
EX		Exempt. Credit granted.	N/A
TC		Transfer Credit	N/A

Grade Point Average (GPA)

1. The course grade points shall be calculated as the product of the course credit value and the grade value.
2. 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 term.
3. 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 Vancouver tech industry is exploding. More than 75,000 individuals now work for the city's technology companies; this figure has risen so fast that the sector's employees now outnumber everyone in the mining, oil, gas, and forestry industries across the whole of B.C. combined. According to Indeed.com, one of Canada's most widely used job-seeking websites, the need for tech employees in Vancouver is up 25 percent since April 2018 - a trend that has been consistent year over year since 2012. The largest number of ads asked for software engineers, full stack developers, and front end developers. Web developers, back end developers, and development operations engineers also made the top 10, as did software engineering managers, and systems administrators. Most striking, however, is that as the tech industry continues to expand and call for more positions, Vancouver is meeting that demand. A new Indeed.com report indicates that the talent gap between job seekers and job openings in the sector has not increased in recent years - and for some positions that mismatch has significantly narrowed. As the technology industry continues to expand in the city and across the world, over 83,400 tech-related jobs openings are expected in the city by 2027 - a number that will more than double the amount of permanent positions which exist today.

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

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

Are there any
expected costs to
this proposal.

Please see attached business case.

Consultations

Consultated Area	Consultation Comments
Centre for Teaching, Learning, and Research (CTLR)	Incorporated comments and changed language of PCG and Course outlines

Consultated Area	Consultation Comments
Registrar's Office	Incorporated feedback
Faculty/Department	See attached for notes from consultation meeting.
Department Support Staff	Yes.
Other Department(s)	CST, Math and Humanities
Advising & Recruitment	Incorporated feedback
Counselling	Ongoing.
Disabilities Services	Ongoing.
Finance	Discussed with Andre
Financial Aid	Incorporated feedback from Murray
Indigenous Education & Community Engagement (IECE)	Discussed with Natalie (prior to departure)
Information Technology (IT)	Discussed with Norman
Learning Centre	Yes.
Library	Yes.
Marketing & Communications	Yes.
PAC/CEG	Incorporated feedback from the VFS PAC and industry partners

Additional Information

Provide any additional information if necessary.

Courses for Terms 2 and 3 at VFS are attached.

"AR VR meeting summary" summarizes comments from Science department members on Nov 9, 2019.

Supporting documentation:

T1_CO_Asset Creation for VRAR.pdf
T2_CO_VRAR Client Project.pdf
T2_CO_User Experience and Interface Design.pdf
T2_CO_Unreal 2.pdf
T2_CO_Unity 2.pdf

T2_CO_Understanding VRAR.pdf
T2_CO_Final Project - VAR01.pdf
T2_CO_Data Visualization.pdf
T1_CO_Unreal 1.pdf
T1_CO_Unity 1.pdf
T1_CO_Trends In VRAR Development.pdf
T1_CO_Production Team.pdf
T1_CO_HumanCentredDesign.pdf
T1_CO_Data Structures & Algorithms.pdf
AR VR meeting summary.pdf

Marketing Information

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

This program is for:

Marketing Description

Virtual and augmented reality are transforming the way we interact with the world around us. With growing industrial, visualization and training applications in education, architecture, medicine, aerospace, robotics, manufacturing, entertainment, and more, VR/AR designers are creating the tools of tomorrow. Vancouver Community College's immersive, production-based curriculum in VR/AR Design & Development will help you launch your career in just 16 months. Guided by professionals using industry-standard tools including the Oculus Rift, Oculus Quest, HTC Vive, and Unreal and Unity engines, you will learn everything it takes to create human-centred VR/AR experiences — from the design and research phase to programming and production.

What you will learn

What to expect

Reviewer
Comments

Todd Rowlatt (trowlatt) (10/15/19 4:58 pm): Rollback: additional consultation

Key: 139

Course Change Request

New Course Proposal

Date Submitted: 12/03/19 10:07 am

Viewing: CMPT 1030 : Introduction to Game Engines

Last edit: 12/19/19 2:08 pm

Changes proposed by: jshehadeh

Programs referencing this course

139: VR/AR Design and Development Diploma

Course Name:
Introduction to Game Engines

Effective Date: September 2020

School/Centre: Arts & Sciences

Department: UT Computing Science&Software (2023)

Contact(s)

In Workflow

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

Approval Path

1. 10/04/19 3:46 pm Jacqueline Shehadeh (jshehadeh): Approved for 2023 Leader
2. 10/04/19 4:27 pm Shirley Lew (slew): Approved for SAS Dean
3. 10/15/19 4:59 pm Todd Rowlatt (trowlatt): Rollback to Initiator
4. 12/03/19 12:52 pm Jennifer Kelly (jekelly): Approved for 2023 Leader
5. 12/06/19 11:45 am Shirley Lew (slew): Approved for SAS Dean
6. 01/08/20 8:46 am Todd Rowlatt (trowlatt): Approved

for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Jacqueline Shehadeh	jshehadeh@vcc.ca	2077

Banner Course Name: Introduction to Game Engines

Subject Code: CMPT - Computers

Course Number 1030

Year of Study 1st Year Post-secondary

Credits: 3

Course Description:

Students will learn the basics of 3D interactive application design and development using the game engines Unity3D and Unreal Engine. Students will use a hands-on approach to learn the user interface of Unity and Unreal Engine, asset creation, node based and C++ scripting, and creating/compiling projects. Finally, students will create and deploy an application based on self-created and/or provided assets.

Course Pre-Requisites (if applicable):

Pre-calculus 12 with a B or equivalent; English 12 with a C+ or equivalent.

Course Co-requisites (if applicable):

CMPT 1040

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

Consult with department head. PLAR may be available based on evaluation of student's portfolio.

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Explain the user interface for Unity3D and Unreal Engine

	Upon successful completion of this course, students will be able to:
CLO #2	Create a basic 3D environment and populate it with common object types
CLO #3	Attach basic animations to player models and tune animations in each engine
CLO #4	Add interactivity and manage user inputs appropriately
CLO #5	Explain node based and C++ scripting
CLO #6	Create logic using blueprints and C++
CLO #7	Export and deliver an application in the target media and platform from each engine

Instructional Strategies:

Lectures

Demonstrations

Guided practice in a computer lab

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	35	7 assignments; 5% each
Project	25	Term Project
Midterm Exam	15	Midterm Exam
Final Exam	25	Final Exam

Hours by Learning Environment Type

Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen, Studio, Simulation

30

100

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Unreal Engine Overview
Unity 3D Overview
Content Pipeline (3D scene setup, texture and material workflow, camera workflow)
Lighting and Rendering (material overview, camera workflow, post-processing)
Behaviour and Scripting (blueprints in UE, behavior scripting in Unity, objects, actors, the player, pawns, world and levels)
Creating Projects (populating the world, making it interactive with blueprints or script, packaging and distribution)
Managing Project Objects (data pipeline, controlling objects, object's movements, object's lifetime and activation)
Virtual Worlds (building a tile world, moving camera, setting up animation, scripting animation, managing sound)

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

VR/AR Design and Development Diploma

Additional Information

Course Change Request

New Course Proposal

Date Submitted: 12/03/19 10:08 am

Viewing: CMPT 1040 : Intro to 2D/3D Asset Creation

Last edit: 12/19/19 2:07 pm

Changes proposed by: jshehadeh

Programs referencing this course

139: VR/AR Design and Development Diploma

Course Name:
Introduction to 2D/3D Asset Creation

Effective Date: September 2020

School/Centre: Arts & Sciences

Department: UT Computing Science&Software (2023)

Contact(s)

In Workflow

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

Approval Path

1. 10/04/19 3:46 pm Jacqueline Shehadeh (jshehadeh): Approved for 2023 Leader
2. 10/04/19 4:28 pm Shirley Lew (slew): Approved for SAS Dean
3. 10/15/19 4:59 pm Todd Rowlatt (trowlatt): Rollback to Initiator
4. 12/04/19 10:16 am Jennifer Kelly (jekelly): Approved for 2023 Leader
5. 12/06/19 11:45 am Shirley Lew (slew): Approved for SAS Dean
6. 01/08/20 8:46 am Todd Rowlatt (trowlatt): Approved

for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Jacqueline Shehadeh	jshehadeh@vcc.ca	2077

Banner Course Name: Intro to 2D/3D Asset Creation

Subject Code: CMPT - Computers

Course Number 1040

Year of Study 1st Year Post-secondary

Credits: 3

Course Description:

Students will compare and contrast industry approaches to designing and creating original 2D/3D characters, props and environments. Students will research, analyze and apply the fundamental techniques of modeling, sculpting, texturing, animation (environmental and character), and rigging. Through reference and research, students will develop an appreciation for what makes an appealing 2D/3D design suitable for use in a production pipeline.

Course Pre-Requisites (if applicable):

English 12 with a C+ or equivalent.

Course Co-requisites (if applicable):

PLAR (Prior Learning Assessment & Recognition)

Yes

Details of PLAR:

Consult with department head. PLAR may be available based on evaluation of student's portfolio.

Course Learning Outcomes (CLO):

	Upon successful completion of this course, students will be able to:
CLO #1	Navigate and customize the Maya interface

	Upon successful completion of this course, students will be able to:
CLO #2	Use different approaches to mesh creation and editing and explain best practices for these approaches
CLO #3	Create materials, textures, hypershade, and UV maps
CLO #4	Rig characters using skinning, blendshapes, and deformers
CLO #5	Create animations using key frames in an animation editor

Instructional Strategies:

Lectures, demonstrations, and guided practice in a computer lab

Evaluation and Grading

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

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Assignments	45	3 assignments; 15% each
Quizzes/Tests	30	2 quizzes/tests; 15% each
Project	25	Final Project

Hours by Learning Environment Type

Lecture, Seminar, Online

30

Lab, Clinical, Shop, Kitchen, Studio, Simulation

30

Practicum

Self Paced / Individual Learning

Course Topics

Course Topics:
Introduction to Maya interface
Introduction to modeling
Mesh creation and editing
Materials and textures
Hypershade and UV mapping
Introduction to rigging (skinning, blendshapes, deformers)
Introduction to animation (keyframing and animation editor)

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

VR/AR Design and Development Diploma

Additional Information

Provide any additional information if necessary.

Supporting documentation:

Reviewer Comments

Todd Rowlatt (trowlatt) (10/15/19 4:59 pm): Rollback: additional consultation

105

Course Change Request

New Course Proposal

Date Submitted: 12/03/19 10:05 am

Viewing: CMPT 2030 : Industry Practicum

Last edit: 12/19/19 2:05 pm

Changes proposed by: jshehadeh

Programs referencing this course

139: VR/AR Design and Development Diploma

Course Name:
Industry Practicum

Effective Date: September 2020

School/Centre: Arts & Sciences

Department: UT Computing Science&Software (2023)

Contact(s)

In Workflow

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

Approval Path

1. 10/04/19 3:46 pm Jacqueline Shehadeh (jshehadeh): Approved for 2023 Leader
2. 10/04/19 4:31 pm Shirley Lew (slew): Approved for SAS Dean
3. 10/15/19 4:59 pm Todd Rowlatt (trowlatt): Rollback to Initiator
4. 12/03/19 12:50 pm Jennifer Kelly (jekelly): Approved for 2023 Leader
5. 12/06/19 11:46 am Shirley Lew (slew): Approved for SAS Dean
6. 01/08/20 8:46 am Todd Rowlatt (trowlatt): Approved

for Curriculum Committee Chair

Name	E-mail	Phone/Ext.
Jacqueline Shehadeh	jshehadeh@vcc.ca	2077

Banner Course Name: Industry Practicum

Subject Code: CMPT - Computers

Course Number 2030

Year of Study 2nd Year Post-secondary

Credits: 19

Course Description:

The 14-week industry practicum provides students with an opportunity to apply the skills and knowledge from the classroom in an industry setting. Students will start in class to further develop their abilities to complete a successful practicum, including workplace culture and etiquette. Students will work with program faculty and approved prospective placement sites to apply for a practicum assignment that best meets their personal learning and career development goals. During the practicum assignment students will further develop their programming skills, develop their capacity to communicate effectively in the workplace and begin to build a network of key industry contacts that can help them with their goal of securing permanent employment in the technology sector. Students will meet with faculty regularly to go over their projects for troubleshooting and guidance. Finally, students will showcase their projects at an event where the industry partners will be invited.

Course Pre-Requisites (if applicable):

Completion of all courses in Term 3 of the VR/AR Design and Development Diploma within the last 8 months with a minimum overall GPA of 2.3 (65% average). Vancouver Film School students who are interested in adding a practicum component, and have successfully finished the VR/AR program in the last 8 months with a minimum overall GPA of 2.3 (65% average) are eligible to register in this course.

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	Research and evaluate industry partners to prepare for employment.
CLO #2	Identify and meet employer expectations of performance.
CLO #3	Communicate and work effectively in a team, including punctuality and time management, in the technology sector.
CLO #4	Apply project management processes to explore and analyze visual and experiential problems.
CLO #5	Develop authentic, believable, and compelling immersive VR/AR experiences for industrial applications using production tools, programming, and game engines.
CLO #6	Critically assess artistic and technical challenges and apply appropriate problem solving techniques.
CLO #7	Set and achieve industry aligned performance goals.
CLO #8	Demonstrate consistent and reliable production practices.
CLO #9	Present a professional VR/AR portfolio to the VCC community and industry partners.

Instructional Strategies:

Practicum placement in an appropriate industry setting with on-site supervision from workplace mentor and regular advising sessions on campus with VCC faculty.

Note: Students will be employees of the Ministry of Advanced Education for the duration of the practicum, and will therefore be covered by WorkSafe BC during that period.

Evaluation and Grading

Grading System: Satisfactory/Unsatisfactory Passing grade: Satisfactory

Evaluation Plan:

Type	Percentage	Brief description of assessment activity
Practicum		Instructor evaluation integrating workplace mentor feedback* (S or U based on rubric)
Project		Project completion* (S or U based on rubric)

Type	Percentage	Brief description of assessment activity
Assignments		Practicum self assessment* (S or U based on rubric)
Portfolio		Portfolio completion and event presentation* (S or U based on rubric)
		*Students must attain a satisfactory grade on all components to achieve "S"

Hours by Learning Environment Type

Lecture, Seminar, Online 45

Lab, Clinical, Shop, Kitchen, Studio, Simulation

Practicum 525

Self Paced / Individual Learning

Course Topics

Course Topics:
Creation of a VR and/or AR application for industry aligned with the industry goals
Working as a team member, professional and ethical behaviour in the workplace, and communication in the workplace
Personal and professional accountability during regular mentoring sessions
Self-reflection and self-assessment
Presentation of VR and/or AR application at a professional event

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

Rationale and Consultations

Course Outline
Trends in VR/AR Development

General Information

Name of Institution Vancouver Film School	**Department** VR/AR Design & Development	**Location** VFS Campus
Course Name & Number Trends in VR/AR Development		**Date First Offered** April 2019
Instructor	**Contact Information**	**Office Hours** N/A
Term: 1	**Credits: 3**	**Class Times**:

Course Description

This course provides a critical overview of the technical and experiential histories and trends of VR and AR. VR and AR are changing the landscape of how we as humans consume content and start to examine how this will impact our world, and the cultural aspects of art, music, performance, as well as business, healthcare, and other industries exploring visualization, and sensualization techniques for industry and enterprise. Students will examine past, present and future virtual, augmented and mixed reality platforms and how they were, are, and will be used.

The curriculum covers a wide range of case studies and concepts following the evolution of all supporting technologies including visual displays for VR, AR and MR. This course includes understanding the history of storytelling, architecture, image and motion tracking, interactive 3D graphics, multi-modal sensory integration, immersive audio, IoT, games and user experience, environmental and interface design.

Instructional Hours Summary

Breakdown	**Duration**	This is a distance/on-line version course: YES ☐ NO ☒
Lecture	20	Pre-requisite (If there are no prerequisites, type NONE): NONE
Seminars/Tutorials/Workshop		
Lab/Studio	25	Non-Course Prerequisites (List if applicable or type NONE): NONE
Practicum/Co-op/Field Experience		
Other		Co-requisite (List if applicable or type NONE): NONE
Total Course Hours	45	
If Other Contact Hours are listed, please specify the type(s) of instruction and number of hours:		

Course Outline
Trends in VR/AR Development

Course Learning Outcomes

- Explain the history, current trends and future applications of VR AR
- Discuss best practices of VR including storytelling and user experience
- Discuss design and technological foundations for VR/AR
- Explain how principles of human physiology, psychology and usability factors apply to VR/AR
- Evaluate current and emerging immersive reality technologies and applications
- Use a variety of input devices – controllers, motion trackers, clickers and human interactions (gaze, touch, gesture)

Completion and Grading Requirements

Grading System

Check whichever applies to this course:

Letter Grades: Percentage: Pass/Fail: Other:

Course passing grade: 65%

Grading Breakdown (in %)

Item	%	Date Assigned	Date Due
Attendance	10		
Professionalism	15		
History of VR Reflection/Report	15		
Sensory Processing Project	15		
Virtual Body Ownership Reflection	15		
Presence vs. Immersion Reflection	15		
Ethics Project	15		
Total	**100%**		

Further Details

Course Outline
Trends in VR/AR Development

Late Assignment Policy

Professionalism Criteria

Students will be evaluated in the area of Professionalism. Please see the grading breakdown for the professionalism percentage in this course outline. In addition, refer to the student handbook for the professionalism grading form that provides the details for this evaluation.

Attendance Criteria

Students will be graded out of 10% for attendance in all course grade evaluations.

Partial Absenteeism will continue to be recognized and taken into account in a student's professionalism grade. Partial absenteeism is defined as arriving late, leaving early, having extended lunch or breaks, not being attentive during class (i.e. falling asleep) and frequently leaving during the class.

Any student who misses more than 15 minutes of instruction for a scheduled class will be marked absent and may not be permitted to join the class while it is in session.

When a student has missed **30% of classes** in any given *course* they will receive a **"0"** for that *course.*

Feedback

Out of Class Work

Learning Strategies

The following are recommended strategies to achieve success in the course:

- Attend all classes on time, listen to lectures and take notes where appropriate.
- Immediately discuss any questions or difficulties that you are having in the course with the instructor, in order to find a solution.
- Study all handouts thoroughly.
- Complete and submit assignments on time.
- If assigned work is completed and time permits, take initiative to practice and apply principles and techniques to additional independent work.
- In general, students should take it upon themselves to utilize resources such as videos, magazines or books to further expand their knowledge base.

Policies

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Course Outline
Trends in VR/AR Development

Resources

Media Type: (book, DVD, etc.)	Author Surname, Initials	Title	Edition	Published	Available at VFS Library	Chapter(s) Covered
		Custom VFS Materials				

Topics

- History and Development of VR/AR
- Introduction to User Experience Design and Technology Foundations of VR/AR
- Introduction to Sensory Processing
    - Audio
    - Visual
    - Motion perception (including gesture)
    - Touch/Haptics
    - Smell / Wind / Water
- Importance of non-visual stimuli in XR
- Virtual body ownership and embodiment
- Presence vs Immersion
- Introduction to Cognitive Psychology for Immersive Experiences
- Ethics of VR/AR
    - Social Implications
    - Empathy
    - Privacy concerns of immersive tech
- Narrative design

*See Completion and Grading Requirements for a list of assignment and due dates.

Course Change Statement

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For Administrative Use Only – Credit Transfer

For institutions receiving this outline as an application for credit transfer, please contact the following person for more information: Daniel Dickson, Manager of Educational Administration, Tel: 604-631-3060.

Course Outline
Human Centered Design

General Information

Name of Institution Vancouver Film School	**Department** VR/AR Design & Development	**Location** VFS Campus
Course Name & Number Human Centered Design		**Date First Offered** April 2019
Instructor	**Contact Information**	**Office Hours** N/A
Term: 1	**Credits: 3**	**Class Times**:

Course Description

The Human Centred Design course focuses on understanding who you are designing for and creating a product that will best suit their needs. This class will provide students with the foundation for creating experiences that focus on the user's needs, goals and behaviours. This course includes concept development, ethnography, journey mapping, storytelling, experience mapping, sitemaps, storyboarding and wireframes for interactive projects with a focus on VR/AR, and an introduction to usability testing. In this course, students will learn the core principles of human centered design— the process of understanding their users, developing the idea and designing the content of immersive applications via wireframing, and prototyping and finally, testing with the end user.

Instructional Hours Summary

Breakdown	**Duration**
Lecture	20
Seminars/Tutorials/Workshop	
Lab/Studio	25
Practicum/Co-op/Field Experience	
Other	
Total Course Hours	45

If Other Contact Hours are listed, please specify the type(s) of instruction and number of hours:

This is a distance/on-line version course: YES ☐ NO ☒

Pre-requisite (If there are no prerequisites, type NONE):
NONE

Non-Course Prerequisites (List if applicable or type NONE):
NONE

Co-requisite (List if applicable or type NONE):
NONE

Course Outline
Human Centered Design

Course Learning Outcomes

- Demonstrate techniques for brainstorming, ideation, and concept development
- Demonstrate emotional storytelling
- Create information architecture, wireframes, taxonomy and interaction models
- Differentiate the role of a user experience designers' role versus a user interface designer
- Apply HCD principles including user research and ethnography in projects
- Produce industry standard design documentation - storyboards, user flows, user journeys, interaction documents and prototypes
- Employ usability testing techniques in projects

Completion and Grading Requirements

Grading System

Check whichever applies to this course:

Letter Grades: Percentage: Pass/Fail: Other:

Course passing grade: 65%

Grading Breakdown (in %)

Item	%	Date Assigned	Date Due
Attendance	10		
Professionalism	10		
In-class Presentations/Workshops	25		
Midterm Assignment	25		
Final Project	30		
Total	**100%**		

Further Details

Course Outline
Human Centered Design

Late Assignment Policy

Professionalism Criteria

Students will be evaluated in the area of Professionalism. Please see the grading breakdown for the professionalism percentage in this course outline. In addition, refer to the student handbook for the professionalism grading form that provides the details for this evaluation.

Attendance Criteria

Students will be graded out of 10% for attendance in all course grade evaluations.

Partial Absenteeism will continue to be recognized and taken into account in a student's professionalism grade. Partial absenteeism is defined as arriving late, leaving early, having extended lunch or breaks, not being attentive during class (i.e. falling asleep) and frequently leaving during the class.

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Feedback

Out of Class Work

Learning Strategies

The following are recommended strategies to achieve success in the course:

- Attend all classes on time, listen to lectures and take notes where appropriate.
- Immediately discuss any questions or difficulties that you are having in the course with the instructor, in order to find a solution.
- Study all handouts thoroughly.
- Complete and submit assignments on time.
- If assigned work is completed and time permits, take initiative to practice and apply principles and techniques to additional independent work.
- In general, students should take it upon themselves to utilize resources such as videos, magazines or books to further expand their knowledge base.

Policies

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Course Outline
Human Centered Design

Resources

Media Type: (book, DVD, etc.)	Author Surname, Initials	Title	Edition	Published	Available at VFS Library	Chapter(s) Covered
		Custom VFS Materials				
		https://www.ideo.com/post/design-kit				

Topics

- Intro to Human Centered Design
- Research for Human Centered Design
    - market research and competitive audit
    - product development methods
    - ethnography - who you are designing for
- Concept Development and archetype development
- Effective ideation methods for VR/AR
    - brainstorming
    - rapid prototyping
    - field-testing
    - usability
- Introduction to Design Documentation
    - user journey
    - wireframing
    - experience mapping
    - storyboarding for VR/AR
- Usability Testing and user feedback
- Emotional Storytelling

*See Completion and Grading Requirements for a list of assignment and due dates.

Course Change Statement

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For Administrative Use Only – Credit Transfer

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Course Outline
Production Team

General Information

Name of Institution Vancouver Film School	**Department** VR/AR Design & Development	**Location** VFS Campus
Course Name & Number Production Team		**Date First Offered** April 2019
Instructor	**Contact Information**	**Office Hours** N/A
Term: 1	**Credits: 3**	**Class Times**:

Course Description

This course introduces students to the Production Process starting with project planning and research and ending with students designing and building an industry-style project using the tools and techniques that they have learned throughout the course.

Students will begin the course by focusing on team building, design documents, visual designs, and technical design planning. Students will learn how to utilize the fundamental tools necessary for brainstorming, rapid visualization, and creative design as it applies to VR and AR application development.

Students will also begin to develop and present working prototypes for key features of their projects.

Instructional Hours Summary

Breakdown	**Duration**	This is a distance/on-line version course: YES ☐ NO ☒
Lecture	20	Pre-requisite (If there are no prerequisites, type NONE): NONE
Seminars/Tutorials/Workshop		
Lab/Studio	25	Non-Course Prerequisites (List if applicable or type NONE): NONE
Practicum/Co-op/Field Experience		
Other		Co-requisite (List if applicable or type NONE): NONE
Total Course Hours	45	
If Other Contact Hours are listed, please specify the type(s) of instruction and number of hours:		

Course Outline
Production Team

Course Learning Outcomes

- Create a variety of VR/AR project concepts from creative briefs to complicated proposals
- Present storytelling concepts
- Assess and provide feedback on storytelling presentations
- Communicate a clear product vision to a development team
- Apply a typical development cycle starting with Pre-Production
- Describe pipelines on a technical level
- Create visual design materials to assist in project development

Completion and Grading Requirements

Grading System

Check whichever applies to this course:

Letter Grades: Percentage: Pass/Fail: Other:

Course passing grade: 65%

Grading Breakdown (in %)

Item	%	Date Assigned	Date Due
Attendance	10		
Professionalism	10		
Midterm Presentation	20		
Final Presentation	35		
Final Documentation	25		
Total	**100%**		

Further Details

Course Outline
Production Team

Late Assignment Policy

Professionalism Criteria

Students will be evaluated in the area of Professionalism. Please see the grading breakdown for the professionalism percentage in this course outline. In addition, refer to the student handbook for the professionalism grading form that provides the details for this evaluation.

Attendance Criteria

Students will be graded out of 10% for attendance in all course grade evaluations.

Partial Absenteeism will continue to be recognized and taken into account in a student's professionalism grade. Partial absenteeism is defined as arriving late, leaving early, having extended lunch or breaks, not being attentive during class (i.e. falling asleep) and frequently leaving during the class.

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Feedback

Out of Class Work

Learning Strategies

The following are recommended strategies to achieve success in the course:

- Attend all classes on time, listen to lectures and take notes where appropriate.
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Policies

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Course Outline
Production Team

Resources

Media Type: (book, DVD, etc.)	Author Surname, Initials	Title	Edition	Published	Available at VFS Library	Chapter(s) Covered
		Custom VFS Materials				

Topics

- Proof-of-concept definition
- Development stages, from idea to release
- Team roles and team management
- Brainstorming, design, and research
- What is a project manager?
- Project Management techniques, agile development, SCRUM & Task Management
- Development tools: task management, schedule management, user flows, etc
- Development tools: Version Control (Git/Perforce)
- Project documentation
- Presenting yourself and your product
- Post Mortem

*See Completion and Grading Requirements for a list of assignment and due dates.

Course Change Statement

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Course Outline
Unreal 1

General Information

Name of Institution Vancouver Film School	**Department** VR/AR Design & Development	**Location** VFS Campus
Course Name & Number Unreal 1		**Date First Offered** April 2019
Instructor	**Contact Information**	**Office Hours** N/A
Term: 1	**Credits: 3**	**Class Times**:

Course Description

In this course, we will look at Unreal Engine's VR tools and contents before entering development for VR. The game engine offers starter content for building your first VR experience, but we will look at importing more assets into the engine for further flexibility. Additionally, we will study the limits in real-time rendering for VR and practice optimization for VR content. We will review a development pipeline in a UE project. This practice will help students plan Unreal Engine projects more efficiently. VR is a very new topic and is still evolving and students in this course will learn how to adapt to these changes.

Instructional Hours Summary

☐

Breakdown	**Duration**	This is a distance/on-line version course: YES NO ☒
Lecture	20	Pre-requisite (If there are no prerequisites, type NONE): NONE
Seminars/Tutorials/Workshop		
Lab/Studio	25	Non-Course Prerequisites (List if applicable or type NONE): NONE
Practicum/Co-op/Field Experience		
Other		Co-requisite (List if applicable or type NONE): NONE
Total Course Hours	45	
If Other Contact Hours are listed, please specify the type(s) of instruction and number of hours:		

Course Outline
Unreal 1

Course Learning Outcomes

- Create physics-based interactions in VR
- Develop visual coding for actions and events in Unreal Engine
- Analyze finished VR projects in order to reconstruct the logic and mechanics
- Create consistent documentation demonstrating professional team communication skills for projects
- Create a complete VR experience in Unreal Engine

Completion and Grading Requirements

Grading System

Check whichever applies to this course:

Letter Grades: Percentage: Pass/Fail: Other:

Course passing grade: 65%

Grading Breakdown (in %)

Item	%	Date Assigned	Date Due
Attendance	10		
Professionalism	10		
Quizzes/In-Class Assignments	20		
Midterm Assignment	30		
Final Project	30		
Total	**100%**		

Further Details

Course Outline
Unreal 1

Late Assignment Policy

Professionalism Criteria

Students will be evaluated in the area of Professionalism. Please see the grading breakdown for the professionalism percentage in this course outline. In addition, refer to the student handbook for the professionalism grading form that provides the details for this evaluation.

Attendance Criteria

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Feedback

Out of Class Work

Learning Strategies

The following are recommended strategies to achieve success in the course:

- Attend all classes on time, listen to lectures and take notes where appropriate.
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Policies

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Course Outline
Unreal 1

Resources

Media Type: (book, DVD, etc.)	Author Surname, Initials	Title	Edition	Published	Available at VFS Library	Chapter(s) Covered
		Custom VFS Materials				

Topics

- Introduction to VR solution for industrial applications
- Asset Preparation
  - Importing mesh to UE
  - Types of blueprint
  - Blueprint grammar
  - Creating blueprint actors
  - VR character for UE
  - Navigation system in UE
  - Physics
  - Grab/Release
- Variables
  - Introduction to variables in UR
  - Most common variables in VR applications
- Interaction in VR
  - 2D menus vs 3D menus
  - Design your options
  - Adding interaction to blueprint assets
- Level Design
  - Introduction to layout
  - Setting a VR level
  - Level blueprint
- Delivery
  - Map check
  - Documentation check
  - Build Check

*See Completion and Grading Requirements for a list of assignment and due dates.

Course Change Statement

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Course Outline
Unity 1

General Information

Name of Institution Vancouver Film School	**Department** VR/AR Design & Development	**Location** VFS Campus
Course Name & Number Unity 1		**Date First Offered** April 2019
Instructor	**Contact Information**	**Office Hours** N/A
Term: 1	**Credits: 3**	**Class Times**:

Course Description
This course covers the basics of the Unity3D engine as it pertains to virtual and augmented reality application development. Students will learn how to use the Unity editor to create and deploy VR and AR applications as well as a fundamental understanding of the principles of VR and AR design processes.This course will consist of hands-on development of programs, lectures, in-class exercises and out-of-class assignments.

Instructional Hours Summary

Breakdown	**Duration**	This is a distance/on-line version course: YES NO ☒
Lecture	20	Pre-requisite (If there are no prerequisites, type NONE): NONE
Seminars/Tutorials/Workshop		
Lab/Studio	25	Non-Course Prerequisites (List if applicable or type NONE): NONE
Practicum/Co-op/Field Experience		
Other		Co-requisite (List if applicable or type NONE): NONE
Total Course Hours	45	
If Other Contact Hours are listed, please specify the type(s) of instruction and number of hours:		

Course Outline
Unity 1

Course Learning Outcomes

- Demonstrate how different VR/AR components interact with each other in Unity
- Define and breakdown a VR/AR experience into smaller solvable problems
- Create industry standard documentation for VR/AR projects
- Apply scripting to VR/AR development
- Create a complete VR/AR experience in Unity

Completion and Grading Requirements

Grading System

Check whichever applies to this course:

Letter Grades: Percentage: Pass/Fail: Other:

Course passing grade: 65%

Grading Breakdown (in %)

Item	%	Date Assigned	Date Due
Attendance	10		
Professionalism	10		
Your First Unity Project	10		
Level Design Project	10		
Your First VR Project	15		
Your First AR Project	15		
Networking Project	10		
Group Project	20		
Total	**100%**		

Further Details

Course Outline
Unity 1

Late Assignment Policy

Professionalism Criteria

Students will be evaluated in the area of Professionalism. Please see the grading breakdown for the professionalism percentage in this course outline. In addition, refer to the student handbook for the professionalism grading form that provides the details for this evaluation.

Attendance Criteria

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Feedback

Out of Class Work

Learning Strategies

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- Attend all classes on time, listen to lectures and take notes where appropriate.
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Policies

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Course Outline
Unity 1

Resources

Media Type: (book, DVD, etc.)	Author Surname, Initials	Title	Edition	Published	Available at VFS Library	Chapter(s) Covered
		Custom VFS Materials				

Topics

- Unity Interface and Basic Concepts
  - Project Structure
  - GameObjects
  - Components
  - Inputs
  - Prefabs
  - Physics
  - Raycasting
  - Navmesh
  - Animation
  - Lighting
  - Audio
- Asset Pipeline
- Probuilder and Level Designing
- Collaborating with others in Unity
- VR Frameworks
  - Native SDK vs Abstraction Frameworks
- XR Interactions
- VFX/Shader Graph
- AR Foundations
  - ARCore/ARKit differences
- Cinemachine/Timeline
- Networking
- Parsing Data and Asset Bundles
- Optimization

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Course Change Statement

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Course Outline
Asset Creation for VR/AR

General Information

Name of Institution	Department	Location
Vancouver Film School	VR/AR Design & Development	VFS Campus
Course Name & Number Asset Creation for VR/AR		**Date First Offered** April 2019
Instructor	**Contact Information**	**Office Hours** N/A
Term: 1	**Credits: 3**	**Class Times**:

Course Description

This course provides students with knowledge of how to use industry standard methods of creating and implementing various assets required for developing a VR/AR application. Topics covered will include: 2D assets, 3D assets, textures, animations and sounds.

Students will learn how to identify technical requirements and limitations of assets they need for their projects, how to create them using Maya, Adobe CS and other software and how to handle potential flaws and errors. They will also become aware of dealing with copyright laws including knowledge of various licenses, properly approaching assets bought or downloaded for free from the internet and differences between creative inspiration and intellectual theft.

Instructional Hours Summary

☐

Breakdown	Duration	This is a distance/on-line version course: YES NO ☒
Lecture	20	Pre-requisite (If there are no prerequisites, type NONE): NONE
Seminars/Tutorials/Workshop		☐
Lab/Studio	25	Non-Course Prerequisites (List if applicable or type NONE): NONE
Practicum/Co-op/Field Experience		
Other		Co-requisite (List if applicable or type NONE): NONE
Total Course Hours	45	
If Other Contact Hours are listed, please specify the type(s) of instruction and number of hours:		

Course Outline
Asset Creation for VR/AR

Course Learning Outcomes

- Compare specifications and limitations of assets created for VR/AR projects with standard 3D environments
- Demonstrate efficient use of Maya for 3D modeling, texturing, animating and rendering
- Create user interface elements and 3D model textures using Photoshop and other Adobe CS software
- Demonstrate compliance with legal concepts related to assets (Open Source, Creative Commons, authorship attribution etc.)
- Implement pre-existing sound assets, particle systems, and special effects into VR/AR Projects
- Import and export asset files into Unity and Unreal using industry standard workflows

● Beginner application of immersive audio integration

Completion and Grading Requirements

Grading System

Check whichever applies to this course:

Letter Grades: Percentage: Pass/Fail: Other:

Course passing grade: 65%

Grading Breakdown (in %)

Item	%	Date Assigned	Date Due
Attendance	10		
Professionalism	10		
In-Class Assignments	30		
Midterm Assignment	25		
Final Project	25		
Total	**100%**		

Further Details

Course Outline
Asset Creation for VR/AR

Late Assignment Policy

Professionalism Criteria

Students will be evaluated in the area of Professionalism. Please see the grading breakdown for the professionalism percentage in this course outline. In addition, refer to the student handbook for the professionalism grading form that provides the details for this evaluation.

Attendance Criteria

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Feedback

Out of Class Work

Learning Strategies

The following are recommended strategies to achieve success in the course:

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Course Outline
Asset Creation for VR/AR

Resources

Media Type: (book, DVD, etc.)	Author Surname, Initials	Title	Edition	Published	Available at VFS Library	Chapter(s) Covered
		Custom VFS Materials				

Topics

- Introduction to 2D and 3D assets and specifics of VR/AR environments
- Introduction to Maya for VR/AR
    - Maya interface and workspaces
    - Low-poly modeling techniques
    - Creating a simple preview render
- File extensions and import/export
- Properties of a 3D model
    - Polygons and vertexes
    - UVs
    - Normals
    - Materials
- Creating textures and materials
    - Types of shading techniques (PBR etc)
    - Using real life objects as references
    - Using Photoshop and Adobe CS for creating textures
- Introduction to photogrammetry
- Introduction to animation
    - Keyframe animation
    - Rigging
- Copyright laws and creative licenses
    - Buying assets from dedicated websites
    - Recognizing legal status of downloaded assets

*See Completion and Grading Requirements for a list of assignment and due dates.

Course Change Statement

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For Administrative Use Only – Credit Transfer

For institutions receiving this outline as an application for credit transfer, please contact the following person for more information: Daniel Dickson, Manager of Educational Administration, Tel: 604-631-3060.

Course Outline
Data Structures & Algorithms

General Information

Name of Institution	Department	Location
Vancouver Film School	VR/AR Design & Development	VFS Campus
Course Name & Number Data Structures & Algorithms		**Date First Offered** April 2019
Instructor	**Contact Information**	**Office Hours** N/A
Term: 1	**Credits: 3**	**Class Times**:

Course Description

The purpose of this course is to provide students with foundational concepts of programming, common data structures, and algorithms. The main objective of this course is to teach students to deconstruct real world problems into algorithms that they can implement using the C# programming language. This course offers students a mixture of theoretical knowledge and practical experience. Students will acquire knowledge about general techniques for design and analysis of algorithms as well as a collection of significant examples of solutions to representative problems. Programs will be designed within the object-oriented programming paradigm. This course will consist of hands-on development of programs, lectures, in-class exercises and out-of-class assignments.

Instructional Hours Summary

Breakdown	Duration	This is a distance/on-line version course: YES NO ☒
Lecture	20	Pre-requisite (If there are no prerequisites, type NONE): NONE
Seminars/Tutorials/Workshop		
Lab/Studio	25	Non-Course Prerequisites (List if applicable or type NONE): NONE
Practicum/Co-op/Field Experience		
Other		Co-requisite (List if applicable or type NONE): NONE
Total Course Hours	45	
If Other Contact Hours are listed, please specify the type(s) of instruction and number of hours:		

Course Outline
Data Structures & Algorithms

Course Learning Outcomes

- Explain and implement major and commonly used data structures and algorithms
- Demonstrate proper structure of C# programming
- Design data structures and algorithms to solve practical problems
- Analyze and evaluate coding architecture considering complexity and patterns
- Communicate effectively using appropriate language for programming contexts

Completion and Grading Requirements

Grading System

Check whichever applies to this course:

Letter Grades: Percentage: Pass/Fail: Other:

Course passing grade: 65%

Grading Breakdown (in %)

Item	%	Date Assigned	Date Due
Attendance	10		
Professionalism	10		
Assignment 1	10		
Assignment 2	10		
Assignment 3	10		
Assignment 4	10		
Assignment 5	10		
Assignment 6	15		
Assignment 7	15		
Total	**100%**		

Further Details

Course Outline
Data Structures & Algorithms

Late Assignment Policy

Professionalism Criteria

Students will be evaluated in the area of Professionalism. Please see the grading breakdown for the professionalism percentage in this course outline. In addition, refer to the student handbook for the professionalism grading form that provides the details for this evaluation.

Attendance Criteria

Students will be graded out of 10% for attendance in all course grade evaluations.

Partial Absenteeism will continue to be recognized and taken into account in a student's professionalism grade. Partial absenteeism is defined as arriving late, leaving early, having extended lunch or breaks, not being attentive during class (i.e. falling asleep) and frequently leaving during the class.

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When a student has missed **30% of classes** in any given *course* they will receive a **"0"** for that *course.*

Feedback

Out of Class Work

Learning Strategies

The following are recommended strategies to achieve success in the course:

- Attend all classes on time, listen to lectures and take notes where appropriate.
- Immediately discuss any questions or difficulties that you are having in the course with the instructor, in order to find a solution.
- Study all handouts thoroughly.
- Complete and submit assignments on time.
- If assigned work is completed and time permits, take initiative to practice and apply principles and techniques to additional independent work.
- In general, students should take it upon themselves to utilize resources such as videos, magazines or books to further expand their knowledge base.

Policies

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Course Outline
Data Structures & Algorithms

Resources

Media Type: (book, DVD, etc.)	Author Surname, Initials	Title	Edition	Published	Available at VFS Library	Chapter(s) Covered
		Custom VFS Materials				

Topics

- Introduction to Programming
- Variables & Types – Storing Information
- Control Structures – “if x, do y” and “do x…multiple times”
- Operators – Arithmetic and beyond
- Strings – working with human readable words and sentences
- Debugging
- Collections
- Functions – How to make reusable code
- Object-oriented programming
- Overview of architecture – how the pieces fit together

*See Completion and Grading Requirements for a list of assignment and due dates.

Course Change Statement

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For Administrative Use Only – Credit Transfer

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Course Outline
Understanding VR/AR

General Information

Name of Institution Vancouver Film School	**Department** VR/AR Design & Development	**Location** VFS Campus
Course Name & Number Understanding VR/AR		**Date First Offered** April 2019
Instructor	**Contact Information**	**Office Hours** N/A
Term: 2	**Credits: 3**	**Class Times**:

Course Description

VR/AR is poised to fundamentally transform the manner in which we interact with the world around us and the digital world. It is going to redefine how we work, play and learn. Immersive technologies provide users with real-time, virtual and contextual information to accompany their everyday sensory experiences by either overlaying their real-world environments with images, videos, 3D and other digital information or fully immersing them into a computer-generated world.

Oculus' Quest and Rift S, HTC's Vive, and Microsoft's Hololens 2 and the technology in everyday devices are only a part of a wave of initiatives on the brink of revolutionizing our world. In this course, students will learn fundamental concepts in VR/AR and the market trends, and begin designing and creating original applications for real world problem solving applications.

Instructional Hours Summary

☐

Breakdown	**Duration**	This is a distance/on-line version course: YES NO ☒
Lecture	20	Pre-requisite (If there are no prerequisites, type NONE): NONE
Seminars/Tutorials/Workshop		
Lab/Studio	25	Non-Course Prerequisites (List if applicable or type NONE): NONE
Practicum/Co-op/Field Experience		
Other		Co-requisite (List if applicable or type NONE): NONE
Total Course Hours	45	
If Other Contact Hours are listed, please specify the type(s) of instruction and number of hours:		

Course Outline
Understanding VR/AR

Course Learning Outcomes
- Evaluate case studies of current and potential VR/AR applications
- Discuss the future of VR/AR and potential market opportunities
- Demonstrate various types of VR/AR implementation
- Use different development environments and toolsets, including VR/AR software development kits and tools
- Use appropriate game engine in the design and development of VR/AR prototypes

Completion and Grading Requirements

Grading System

Check whichever applies to this course:

Letter Grades: Percentage: Pass/Fail: Other:

Course passing grade: 65%

Grading Breakdown (in %)

Item	%	Date Assigned	Date Due
Attendance	10		
Professionalism	20		
Media in VR Reflection	10		
Case Study #1	10		
Case Study #2	10		
Case Study #3	10		
Case Study #4	10		
Future of XR Reflection	20		
Total	**100%**		

Further Details

Course Outline
Understanding VR/AR

Late Assignment Policy

Professionalism Criteria

Students will be evaluated in the area of Professionalism. Please see the grading breakdown for the professionalism percentage in this course outline. In addition, refer to the student handbook for the professionalism grading form that provides the details for this evaluation.

Attendance Criteria

Students will be graded out of 10% for attendance in all course grade evaluations.

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Feedback

Out of Class Work

Learning Strategies

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- Immediately discuss any questions or difficulties that you are having in the course with the instructor, in order to find a solution.
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Policies

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Course Outline
Understanding VR/AR

Resources

Media Type: (book, DVD, etc.)	Author Surname, Initials	Title	Edition	Published	Available at VFS Library	Chapter(s) Covered
		Custom VFS Materials				

Topics

- VR/AR in Media
- Research Uses of Current and Future VR/AR
    - Controllers
    - Motion trackers
    - Motion capture technology
    - VR/AR Display Devices
    - Binaural/3D audio
- MOCAP + VR
- Case Study: What made Pokemon Go successful
- XR Medical
- Training in XR
- Location Based Entertainment
- Immersive tech in education
- Telepresence/Live Events with XR
- The future of XR

*See Completion and Grading Requirements for a list of assignment and due dates.

Course Change Statement

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Course Outline
Data Visualization

General Information

Name of Institution	Department	Location
Vancouver Film School	VR/AR Design & Development	VFS Campus
Course Name & Number Data Visualization		**Date First Offered** April 2019
Instructor	**Contact Information**	**Office Hours** N/A

Term: 2	**Credits: 3**	**Class Times**:

Course Description

Visualization transforms otherwise obscure information and data into narrative experiences that are relevant and meaningful to the target user. By accessing and manipulating open datasets, the participants design and develop projects that make raw data perceivable through VR/AR experiences. This course allows students to reimagine common data experiences into virtually perceived worlds to create new and novel user experiences. By leveraging VR/AR technology and software, participants will focus on creating a deeper sensory connection between the user and the data by experimenting with data-driven stories. The projects can make use of storytelling, experimental, artistic or information design techniques and approaches. Students will build on VR/AR Design principles to conceptualize and create interactive environments and experiences. Through art direction and immersive sound design, and utilizing deep data sets as the narrative source, students will create simulations for authentic VR/AR experiences.

Instructional Hours Summary

Breakdown	**Duration**	This is a distance/on-line version course: YES ☐ NO ☒
Lecture	20	Pre-requisite (If there are no prerequisites, type NONE): NONE
Seminars/Tutorials/Workshop		
Lab/Studio	25	Non-Course Prerequisites (List if applicable or type NONE): NONE
Practicum/Co-op/Field Experience		
Other		Co-requisite (List if applicable or type NONE): NONE
Total Course Hours	45	
If Other Contact Hours are listed, please specify the type(s) of instruction and number of hours:		

Course Outline
Data Visualization

Course Learning Outcomes

- Use a central controlling theme to build VR/AR concepts, information and visual metaphors for an interactive experience
- Pitch a VR/AR design concept that encompasses core elements of data visualization
- Assess the quality of an existing VR/AR design
- Analyze VR/AR design problems and find effective solutions
- Create strategies for visualizing data and mock-ups
- Translate user interactive scenarios into transactional flows and system designs
- Create mood, tone, style and language for the final VR/AR project
- Assess wireframes and previsualization mockups to create interface designs that reflect the tone, language and style of VR/AR project

Completion and Grading Requirements

Grading System

Check whichever applies to this course:

Letter Grades: Percentage: Pass/Fail: Other:

Course passing grade: 65%

Grading Breakdown (in %)

Item	%	Date Assigned	Date Due
Attendance	10		
Professionalism	10		
Data Visualization Critique	20		
AR Assignment	30		
VR Assignment	30		
Total	**100%**		

Further Details

Course Outline
Data Visualization

Late Assignment Policy

Professionalism Criteria

Students will be evaluated in the area of Professionalism. Please see the grading breakdown for the professionalism percentage in this course outline. In addition, refer to the student handbook for the professionalism grading form that provides the details for this evaluation.

Attendance Criteria

Students will be graded out of 10% for attendance in all course grade evaluations.

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Feedback

Out of Class Work

Learning Strategies

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Policies

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Course Outline
Data Visualization

Resources

Media Type: (book, DVD, etc.)	Author Surname, Initials	Title	Edition	Published	Available at VFS Library	Chapter(s) Covered
		Custom VFS Materials				

Topics

- History of data visualization
- Researching data visualization methods
- Use-cases for data visualization
- Designing and prototyping
- Accessing data sources
- Tracking and processing Data
- Data visualiztion tools
- Intro to Dynamic Visual Effects
- Data analytics and storytelling
- Future of VR/AR visualization

☐

*See Completion and Grading Requirements for a list of assignment and due dates.

Course Change Statement

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Course Outline
Unreal 2

General Information

Name of Institution Vancouver Film School	**Department** VR/AR Design & Development	**Location** VFS Campus
Course Name & Number Unreal 2		**Date First Offered** April 2019
Instructor	**Contact Information**	**Office Hours** N/A
Term: 2	**Credits: 3**	**Class Times**:

Course Description

In this course, students will be developing a single project through the term with a deeper study of UE Blueprints for industrial applications. New functions such as automation in Blueprint, generating monitoring-systems, adding checkpoints for the user, and other advanced functions relating to project workflow will be covered.

Instructional Hours Summary

Breakdown	**Duration**	This is a distance/on-line version course: YES ☐ NO ☒
Lecture	20	Pre-requisite (If there are no prerequisites, type NONE): NONE
Seminars/Tutorials/Workshop		
Lab/Studio	25	Non-Course Prerequisites (List if applicable or type NONE): NONE ☐
Practicum/Co-op/Field Experience		
Other		Co-requisite (List if applicable or type NONE): NONE
Total Course Hours	45	
If Other Contact Hours are listed, please specify the type(s) of instruction and number of hours:		

Course Outline
Unreal 2

Course Learning Outcomes

- Create projects with advanced visual coding in Unreal Engine
- Customize standard Unreal Engine VR content for specific needs of projects
- Use sensory feedback (audio, visual, haptic) in VR projects
- Create realistic VR avatars and interactions using correct physical anatomy
- Demonstrate professional team communication skills
- Create consistent documentation for projects
- Create a complete VR experience in Unreal Engine

Completion and Grading Requirements

Grading System

Check whichever applies to this course:

Letter Grades: Percentage: Pass/Fail: Other:

Course passing grade: 65%

Grading Breakdown (in %)

Item	%	Date Assigned	Date Due
Attendance	10		
Professionalism	10		
Quizzes/In-class Assignments	20		
Midterm Assignment	30		
Final Project	30		
Total	**100%**		

Further Details

Course Outline
Unreal 2

Late Assignment Policy

Professionalism Criteria

Students will be evaluated in the area of Professionalism. Please see the grading breakdown for the professionalism percentage in this course outline. In addition, refer to the student handbook for the professionalism grading form that provides the details for this evaluation.

Attendance Criteria

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Feedback

Out of Class Work

Learning Strategies

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Course Outline
Unreal 2

Resources

Media Type: (book, DVD, etc.)	Author Surname, Initials	Title	Edition	Published	Available at VFS Library	Chapter(s) Covered
		Custom VFS Materials				

Topics

- Intermediate blueprint development in UE for VR
  - Use of functions in repetitive tasks.
  - VR pawn library modification for additional VR interactions in Unreal Engine
- Automating workflows by scripting asset creation tool
- Checkpoint systems for sequential procedures.
  - Develop a tracking system for the task sequence
  - Develop a feedback system for the tasks to provide user with suggestive actions
- Skeletal mesh manipulation

*See Completion and Grading Requirements for a list of assignment and due dates.

Course Change Statement

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Course Outline
Unity 2

General Information

Name of Institution Vancouver Film School	**Department** VR/AR Design & Development	**Location** VFS Campus
Course Name & Number Unity 2		**Date First Offered** April 2019
Instructor	**Contact Information**	**Office Hours** N/A
Term: 2	**Credits: 3**	**Class Times**:

Course Description

This course designed to provide students with a practical understanding of real world application development through project assignments that utilize methodologies and best practices within standard VR and AR application development frameworks and project types. Students will get into more used more advanced advanced topics of Unity development for AR/VR platforms. Focusing on industry cases we will review VR and Handheld AR applications.

Instructional Hours Summary

Breakdown	**Duration**
Lecture	20
Seminars/Tutorials/Workshop	
Lab/Studio	25
Practicum/Co-op/Field Experience	
Other	
Total Course Hours	45
If Other Contact Hours are listed, please specify the type(s) of instruction and number of hours:	

This is a distance/on-line version course: YES NO ☒

Pre-requisite (If there are no prerequisites, type NONE):
NONE

Non-Course Prerequisites (List if applicable or type NONE):
NONE

Co-requisite (List if applicable or type NONE):
NONE

Course Outline
Unity 2

Course Learning Outcomes

- Demonstrate advanced VR/AR interactions
- Demonstrate basic editor scripting and tool creation
- Create and organize complex systems
- Use performance and optimization techniques in projects
- Describe technical art pipelines
- Implement advanced networking features into experiences
- Demonstrate best practices in cross platform development

Completion and Grading Requirements

Grading System

Check whichever applies to this course:

Letter Grades: Percentage: Pass/Fail: Other:

Course passing grade: 65%

Grading Breakdown (in %)

Item	%	Date Assigned	Date Due
Attendance	10		
Professionalism	10		
In-Class Assignments	30		
Midterm Assignment	25		
Final Project	25		
Total	**100%**		

Further Details

Course Outline
Unity 2

Late Assignment Policy

Professionalism Criteria

Students will be evaluated in the area of Professionalism. Please see the grading breakdown for the professionalism percentage in this course outline. In addition, refer to the student handbook for the professionalism grading form that provides the details for this evaluation.

Attendance Criteria

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Feedback

Out of Class Work

Learning Strategies

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- Attend all classes on time, listen to lectures and take notes where appropriate.
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Course Outline
Unity 2

Resources

Media Type: (book, DVD, etc.)	Author Surname, Initials	Title	Edition	Published	Available at VFS Library	Chapter(s) Covered
		Custom VFS Materials				

Topics

- Procedural Generation
- Artificial Intelligence
- Machine Learning
- Visual Scripting
- XR Interactions
- System design
- Performance Optimization
- Data Source
- Tool development
- Porting existing projects to mobile/VR
- Shaders and graphics
- Server Based Development & Networking

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Course Change Statement

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Course Outline
VR/AR Client Project

General Information

Name of Institution Vancouver Film School	**Department** VR/AR Design & Development	**Location** VFS Campus
Course Name & Number VR/AR Client Project		**Date First Offered** April 2019
Instructor	**Contact Information**	**Office Hours** N/A
Term: 2	**Credits: 3**	**Class Times**:

Course Description

In this course, students will work on client-based projects. Using what they have learned in Term 1, students will work towards creating meaningful VR or AR experiences for a target audience.

VR/AR design and development transforms information into immersive experiences with narratives and visualizations that are relevant and meaningful to the user. It goes beyond the mere presentation of information and into defining what the information means. The need for identifying the best way to engage the audience with that information is key to developing a meaningful immersive experience. This course provides an opportunity for students to conceptualize ideas and create experiences for real-world, client-led projects. Students will work in groups and the scope of projects are tied to the size and capabilities of the team.

Instructional Hours Summary

Breakdown	**Duration**	This is a distance/on-line version course: YES ☐ NO ☒
Lecture	10	Pre-requisite (If there are no prerequisites, type NONE): NONE
Seminars/Tutorials/Workshop		
Lab/Studio	35	Non-Course Prerequisites (List if applicable or type NONE): NONE
Practicum/Co-op/Field Experience		
Other		Co-requisite (List if applicable or type NONE): NONE
Total Course Hours	45	
If Other Contact Hours are listed, please specify the type(s) of instruction and number of hours:		

Course Outline
VR/AR Client Project

Course Learning Outcomes

- Create a workflow for a VR/AR project
- Develop, refine, and defend a VR/AR project idea
- Apply a research strategy to identify opportunities in a VR/AR project
- Create a pitch and presentation
- Transform client data and research information into a meaningful immersive experience
- Create prototypes based on client specifications

Completion and Grading Requirements

Grading System

Check whichever applies to this course:

Letter Grades: Percentage: Pass/Fail: Other:

Course passing grade: 65%

Grading Breakdown (in %)

Item	%	Date Assigned	Date Due
Attendance	10		
Professionalism	10		
Competitive Analysis	5		
Project Scope	10		
Client Pitch	15		
Peer Evaluation 1/Final Delivery/Presentation	10		
Peer Evaluation 2	10		
Project Closeout Report	30		
Total	**100%**		

Further Details

Course Outline
VR/AR Client Project

Late Assignment Policy

Professionalism Criteria

Students will be evaluated in the area of Professionalism. Please see the grading breakdown for the professionalism percentage in this course outline. In addition, refer to the student handbook for the professionalism grading form that provides the details for this evaluation.

Attendance Criteria

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Feedback

Out of Class Work

Learning Strategies

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Policies

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Course Outline
VR/AR Client Project

Resources

Media Type: (book, DVD, etc.)	Author Surname, Initials	Title	Edition	Published	Available at VFS Library	Chapter(s) Covered
		Custom VFS Materials				

Topics

- Student-led Project Development Time
- Identifying a Client/Business need
    - Client Discovery
    - Managing Expectations
    - Managing Changes
- Project Scoping
  Presentation/Pitching Techniques
- Agile Development
- Research
- Competitive analysis
- Ideation and concept development
- Making a pitch
- Development milestones
- Evaluation – by instructor/mentors, peers, client
- Project Closeout Report

*See Completion and Grading Requirements for a list of assignment and due dates.

Course Change Statement

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For Administrative Use Only – Credit Transfer

For institutions receiving this outline as an application for credit transfer, please contact the following person for more information: Daniel Dickson, Manager of Educational Administration, Tel: 604-631-3060.

Course Outline

User Experience and Interface Design

General Information

Name of Institution	Department	Location
Vancouver Film School	VR/AR Design & Development	VFS Campus
Course Name & Number User Experience and Interface Design		**Date First Offered** April 2019
Instructor	**Contact Information**	**Office Hours** N/A
Term: 2	**Credits: 3**	**Class Times**:

Course Description

User Experience (UX) is about designing the journey of users through an experience, integrating their wants, behaviours and needs, then defining structure and flow that promotes experiential goals. This course examines the specific evolution of VR/AR and develops a vocabulary for discussing and methodologies for designing these experiences. Research, concepting, designing, wireframing and prototyping are critical tools used by UX designers. The end result is the blueprint that the entire product is built upon. Students will work through these stages and incorporate their designs into a VR/AR prototype.

Instructional Hours Summary

Breakdown	Duration	This is a distance/on-line version course: YES ☐ NO ☒
Lecture	20	Pre-requisite (If there are no prerequisites, type NONE): NONE
Seminars/Tutorials/Workshop		
Lab/Studio	25	Non-Course Prerequisites (List if applicable or type NONE): NONE
Practicum/Co-op/Field Experience		
Other		Co-requisite (List if applicable or type NONE): NONE
Total Course Hours	45	
If Other Contact Hours are listed, please specify the type(s) of instruction and number of hours:		

Course Outline

User Experience and Interface Design

Course Learning Outcomes

- Identify roles and responsibilities of UX
- Discuss history of interface design and UX
- Identify UX goals in VR/AR projects
- Create engaging and intuitive user experiences
- Create components of UX: wireframing & user flows
- Evaluate complex interactivity & information
- Apply creative process, research and competitive analysis to VR/AR projects
- Create mockups, presentations & critiques

Completion and Grading Requirements

Grading System

Check whichever applies to this course:

Letter Grades: Percentage: Pass/Fail: Other:

Course passing grade: 65%

Grading Breakdown (in %)

Item	%	Date Assigned	Date Due
Attendance	10		
Professionalism	10		
Quizzes/In-Class Assignments	20		
Midterm Assignments	30		
Final Project	30		
Total	**100%**		

Further Details

Course Outline
User Experience and Interface Design

Late Assignment Policy

Professionalism Criteria

Students will be evaluated in the area of Professionalism. Please see the grading breakdown for the professionalism percentage in this course outline. In addition, refer to the student handbook for the professionalism grading form that provides the details for this evaluation.

Attendance Criteria

Students will be graded out of 10% for attendance in all course grade evaluations.

Partial Absenteeism will continue to be recognized and taken into account in a student's professionalism grade. Partial absenteeism is defined as arriving late, leaving early, having extended lunch or breaks, not being attentive during class (i.e. falling asleep) and frequently leaving during the class.

Any student who misses more than 15 minutes of instruction for a scheduled class will be marked absent and may not be permitted to join the class while it is in session.

When a student has missed **30% of classes** in any given *course* they will receive a **"0"** for that *course.*

Feedback

Out of Class Work

Learning Strategies

The following are recommended strategies to achieve success in the course:

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Policies

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Course Outline
User Experience and Interface Design

Resources

Media Type: (book, DVD, etc.)	Author Surname, Initials	Title	Edition	Published	Available at VFS Library	Chapter(s) Covered
		Custom VFS Materials				

Topics

- Intro to User Experience Design for VR/AR
  - Roles and responsibilities
  - User Interface Design
  - History of UI and UX for VR/AR
  - Design and Art Tools
- Effective user design for VR/AR
  - VR/AR interaction models
  - Journey mapping
  - Prototyping
- Advanced Market-Led Product Development Interface Design / Pitching
  - Creating mock-ups (in 3D)
  - Presenting Ideas
  - Critique
- Research Methods

*See Completion and Grading Requirements for a list of assignment and due dates.

Course Change Statement

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Course Outline
Final Project

General Information

Name of Institution Vancouver Film School	**Department** VR/AR Design & Development	**Location** VFS Campus
Course Name & Number Final Project		**Date First Offered** April 2019
Instructor	**Contact Information**	**Office Hours** N/A
Term: 2	**Credits: 3**	**Class Times**:

Course Description

Work on your own project in a team-based environment. Explore your capabilities in developing a VR or AR application of your choice. Gain valuable development experience through meeting milestones and submitting major deliverables. You will define your own role on the team by taking ownership of various aspects of the design and development of your application. This course concludes with a final presentation of your project to internal and external stakeholders.

Instructional Hours Summary

Breakdown	**Duration**	This is a distance/on-line version course: YES NO ☒
Lecture	10	Pre-requisite (If there are no prerequisites, type NONE): NONE
Seminars/Tutorials/Workshop		
Lab/Studio	35	Non-Course Prerequisites (List if applicable or type NONE): NONE
Practicum/Co-op/Field Experience		
Other		Co-requisite (List if applicable or type NONE): NONE
Total Course Hours	45	
If Other Contact Hours are listed, please specify the type(s) of instruction and number of hours:		

Course Outline
Final Project

Course Learning Outcomes

- Demonstrate the principles of VR/AR design and practical application through a culminating project
- Demonstrate advanced technical skills, team work, and workflow organization skills
- Present a polished final project to internal and external stakeholders

Completion and Grading Requirements

Grading System

Check whichever applies to this course:

Letter Grades: Percentage: Pass/Fail: Other:

Course passing grade: 65%

Grading Breakdown (in %)

Item	%	Date Assigned	Date Due
Attendance	10		
Professionalism	10		
Project Pitch Presentation	20		
Final Presentation	35		
Final Documentation	25		
Total	**100%**		

Further Details

Late Assignment Policy

Professionalism Criteria

Students will be evaluated in the area of Professionalism. Please see the grading breakdown for the professionalism percentage in this course outline. In addition, refer to the student handbook for the professionalism grading form that provides the details for this evaluation.

Course Outline
Final Project

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Course Outline
Final Project

Resources

Media Type: (book, DVD, etc.)	Author Surname, Initials	Title	Edition	Published	Available at VFS Library	Chapter(s) Covered
		Custom VFS Materials				

Topics

- Project Pitch
- Scope and timeline management
- Application of project management methodologies
- User journeys
- Feature generation and prioritization
- Usability testing
- Pipeline/workflow development
- Presentation Skills workshop
- Final Presentation

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